# Oxford Grammar for Schools

# Student's DVD-Rom

OXFORD

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# Introduction

Oxford Grammar for Schools helps students develop a detailed understanding of grammar form and use in context, and inspires them to have fun with English through songs and games. The grammar is introduced or revised through easy-to-read tables and illustrated presentations with clear examples. The exercises build from simple concept-check activities up to more communicative and productive skills-based activities. In each unit there are several speaking activities where students work with each other to use English with improved accuracy and confidence. The extended writing activities also encourage students to use language in realistic situations.

Each unit begins with a 'Can do' statement, which says what students will be able to achieve on completion of the unit. At the end of each unit is a self-evaluation table. Students should be encouraged to rate their progress in each exercise, which helps them to take responsibility for their own learning and also increases motivation. At the end of the book there are five pages of extra information for the information gap activities, a word list with spaces for students to write their own translations, and a list of key verbs for them to learn.

Students can use the Oxford Grammar for Schools series in class with their coursebook to support and reinforce their grammar study. The Teacher's Book includes all the answers and audio scripts. There are also tests for every Student's Book unit, and four review tests which can be used at the end of a school term.

#### Student's DVD-ROM

The Student's DVD-ROM includes scored interactive activities as well as all the Student's Book pages in digital form and all the listening exercises and songs. The Student's DVD-ROM enables students to use the Student's Book outside class, and can also be used on an interactive whiteboard in class.

<b>0.0</b> (=track number)	Listening activity
	Speaking activity
GAME	Game
	Extended writing activity
Θ	Pronunciation activity
• <sup>N</sup> 92	Song
*	Introductory exercise
*	Moderately challenging exercise
* * *	Most challenging exercise

#### Key to the symbols

A difficulty rating is given to each exercise. The scale of difficulty is relative to each unit, so there are exercises with one, two, and three stars in every unit.

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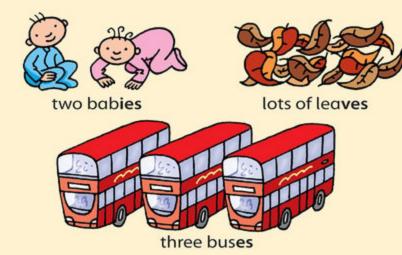
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Plurals

#### I can recognize and use regular and irregular plurals.

## **Regular plurals**



Plurals usually end in -s. bag – bags toy – toys teacher – teachers friend – friends bottle – bottles

#### **Spelling rules**

For nouns ending **consonant** + -**y**, we delete -**y** and add -**ies**.

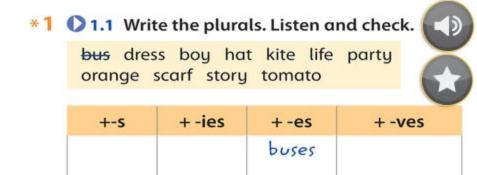
baby – babies country – countries library – libraries family – families

For nouns ending s, s, ss, sh, ch, x and o, we add -es

bus – bus**es** class – class**es** 

toothbrush – toothbrush**es** lunch – lunch**es** box – box**es** potato – potato**es** 

For nouns ending **f**, we delete **-f** and add **-ves**. leaf – lea**ves** wife – wi**ves** 



2 Write the correct plural form of the words in the box.

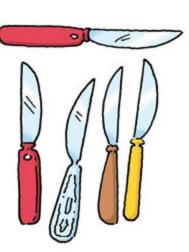
box city knife potato tree watch

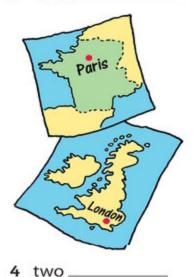




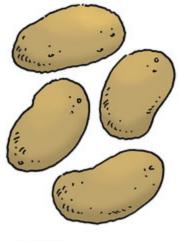
six boxes

3 three \_\_\_\_





1 five \_\_\_\_\_



2 four \_\_\_\_\_

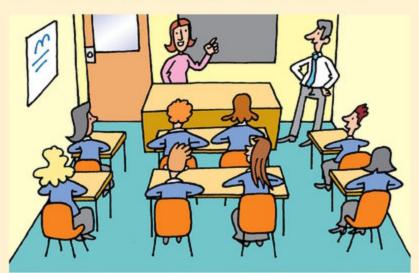


5 two\_

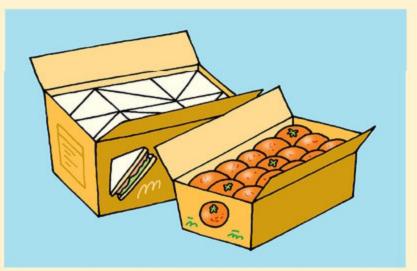
# Pronunciation



/s/The shops sell biscuits, sweets and drinks.



/z/ Boys, girls and teachers have lessons on Mondays.



/IZ/ Look – boxes of oranges and sandwiches. Most plurals end in the sounds: /s/, /z/ or /IZ/.

\*3 1.2 Listen to the sentences and repeat.

#### \*4 🕘 🜔 1.3 Listen and repeat.

/s/	cup cups	book books
/z/	boy boys	television televisions
/1Z/	sandwich sandwiches	puppy puppies

#### ‡5 € 1.4 Put the words into the correct list. Then listen and check.

<del>hats</del> boxes potatoes chips buses bikes bananas horses girls

/s/	hats,	
/z/		
/1z/		

6 🤦

Work in pairs. Find the things in the picture. Write the plural word.

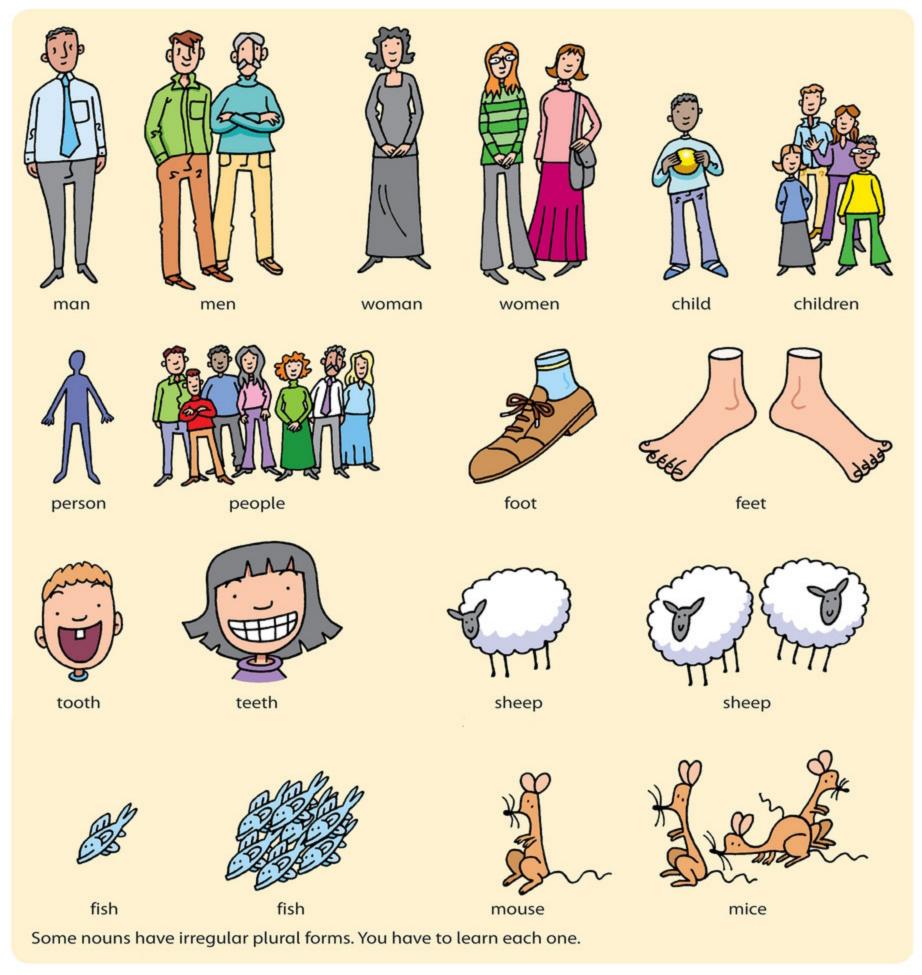
two <u>cats</u>	six	52
three	seven	
four	eight	
five	lots of	



Draw a picture with lots of things in it. Ask your partner to describe it.

1)

# Irregular plurals



\*9

\*8 1.5 Listen, say the plurals and point to the correct pictures.

Work in pairs. Point to the pictures and say the plural forms.

8 Plurals

#### 10 Correct the mistakes.



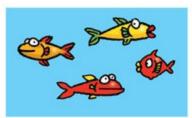
two mice <u>three mice</u>



1 one people



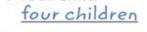
2 one women



3 five fish

**\*11** 

4 four child





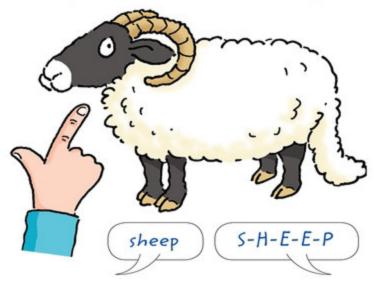
5 two feet



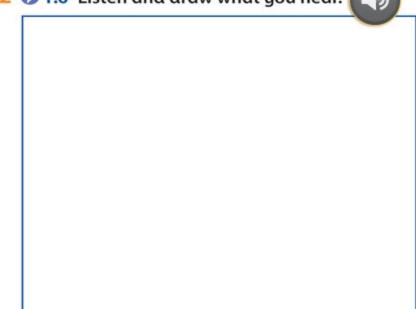
6 lots of tooth



- 7 two sheep
- GAME Play in pairs. Point to a single noun from this unit. Your partner says the plural form of the noun and spells it.



1.6 Listen and draw what you hear.



\*13 Write the letters in the correct order to make plural nouns.

henilcdr <u>children</u>	5 athescw
1 eplepo	6 toptaeso
2 mweon	7 aesvel
3 ehtet	8 rgosaen
4 suhose	9 esralirib

Work in pairs. Student A, turn to page 135. Student B turn to page 137. Describe the pictures and draw.

#### Self-evaluation Rate your progress.

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Unit 1 9

# There is, there are

## Affirmative and negative



We use **there is** and **there are** to say that something or somebody exists.

We use **there is** for singular items and **there are** for plural items.

We often shorten there is to there's.

\*1 Look at the picture and read the text. Are the sentences true ✓ or false X?



- ▶ There's a TV.
- 1 There are three people.
- 2 There's a cat.
- 3 There are two chairs.
- 4 There are two tables.
- 5 There's a sofa.
- 6 There's a sandwich.
- 2 Look at the picture again. Complete the sentences with There's, There isn't, There are or There aren't.
  - ▶ <u>There's</u> a picture.
  - 1 \_\_\_\_\_ three books.
  - 2 \_\_\_\_\_ two boys.
  - 3 \_\_\_\_\_ a phone.
  - 4 \_\_\_\_\_ four biscuits.
  - 5 \_\_\_\_\_ a cake.
  - 6 \_\_\_\_\_ a computer.

★3 ② 2.1 Listen and tick ✓ the correct picture. Write sentences about your classroom with there is or there are. Use the words in the box. Tell the class. sh0 board desks door students teacher windows ► There's a teacher. There are ... students. 1 2 3 4 5 \_\_\_\_\_ Think about your town. Tick 🗸 the true sentences. Cross X and correct the false sentences. Tell the class. There's one house. X 2 There isn't one house. There are lots of houses. 1 There are two hospitals. 2 There's one school. 3 There are lots of cinemas. з 4 There are two parks. 5 There are three cafés. GAME Play in groups. Say what's in your bedroom and tru to remember what the other students say. Use the words in the box and your own ideas. bag blanket book bookcase bed chair desk picture table toy ... In my room, there's a bed. 5 In my room, there's a bed and there are two chairs. ] In my room, there's a bed and there are two chairs ... and there's ...

## Questions and short answers



Questions	Short answers
Is there a bus?	Yes, there is.
Is there a train?	No, there isn't.
Are there three cars?	Yes, there are.
Are there lots of people?	No, there aren't.

In short answers, we don't say there's.

# \*7 2.2 Look at the picture and listen to the questions. Write short answers.



- Yes, there is.
- 1\_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_\_ 5 \_\_\_\_\_
- \*8 2.3 Listen and check your answers to exercise 7.



#### Work in pairs. Ask and answer questions about the picture. Use the words in the box and short answers.

two women a baby a white car a school three boys two black cars

Are there two women?

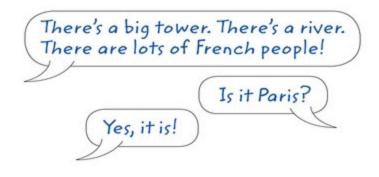


10 GAME

Write some sentences with *There is/ There are* about a city or country. Use the ideas in the box to help you. Read your sentences for the other students to guess the place.

**lots of:** trees shops animals houses people cafés restaurants

**a:** swimming pool river cinema parks tower castle palace called ...



### Self-evaluation Rate your progress.

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12 There is, there are

# Countable and uncountable nouns

I can recognize countable and uncountable nouns. I can use **a**, **an**, **some** and **any**.

## A, an and some





Uncountable nouns
There's some tea.
There's some milk.
There's <b>some sugar</b> .

There's a child.There are some children.There's an apple.There are some apples.There's a tree.There are some trees.

**Countable nouns** 

Countable nouns are the names of things that we can count. They have a singular and plural form: *apple – apples, child – children, tree – trees* 

Uncountable nouns are the names of things we can't count. They only have a singular form: *tea, milk, sugar* 

In affirmative sentences, we use **a** or **an** before singular countable nouns, and **some** before plural countable nouns and uncountable nouns.

#### \*1 () 3.1 Look, listen and point. Then listen and repeat.

- 1 There's a table.
- 5 There's some spaghetti.
- 2 There's an orange.
- 6 There's some milk.

7 There's some sugar.

- **3** There are some eggs.
- 4 There are some pears.

#### \*2 Write the words in the correct lists.

pears milk table bananas sugar money orange oil eggs children apple orange juice spaghetti bag

#### **Countable nouns**

There's a / an ... table

There are some ... pears

#### **Uncountable nouns**

There is (There's) some ... milk

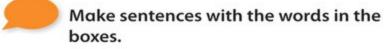


# 3.2 Listen, repeat and check the meaning. Write C (countable) or U (uncountable).

1		bananas	С	13	lemonade	
	1	biscuits		14	meat	
	2	bottles		15	pasta	
	3	bread		16	plate	
	4	butter		17	potatoes	
	5	cakes		18	sandwich	
	6	cheese		19	sauce	
	7	chocolate		20	soup	
	8	coffee		21	sweets	
	9	crisps		22	tea	
1	0	flour		23	water	
1	1	grapes		24	yoghurt	
1	2	cream		25	egg	

#### ★4 Tick ✓ the correct form.

- There are some child.
  - There are some children.
- 1 🗌 There's some meat.
  - There's a meat.
- **2** There is some potatoes.
  - There are some potatoes.
- 3 🗌 There's an house.
  - There's a house.
- There's some cream.
  There are some cream.
- 5 There's some pasta.
  - There are some pasta.
- 6 🗌 There's some coffee.
  - There are some coffee.
- 7 🗌 There's a bottle.
  - There's some bottle.
- 8 There are some oranges.
  There's some oranges.

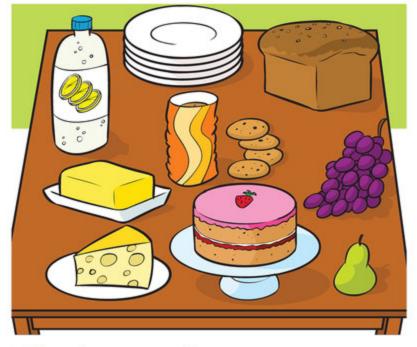


There's an orange.

\*5

There	's are	a an some	orange. coffee. apples. tea. sandwiches water. bread. plate. cakes.
-------	-----------	-----------------	---

Look at the picture. Write There's a, There's an,
 There's some or There are some.



- <u>There's a</u> table.
- 1 \_\_\_\_\_ cheese.
- 2 \_\_\_\_\_ butter.
- 3 \_\_\_\_\_ grapes.
- 4 \_\_\_\_\_ bread.
- 5 \_\_\_\_\_ biscuits.
- 6 \_\_\_\_\_ cake.
- 7 \_\_\_\_\_ pear.
- 8 \_\_\_\_\_ plates.
- 9 \_\_\_\_\_ bottle.
- GAME Work in pairs. Cover exercise 6. Try to remember what's on the table! Say There's a ..., There's some ... or There are some ...

# Some and any

Negative		Questions	
Countable nouns	Uncountable nouns	Countable nouns	Uncountable nouns
There aren't <b>any apples</b> . There aren't <b>any bananas</b> . There aren't <b>any people</b> .		Are there <b>any oranges</b> ? Are there <b>any biscuits</b> ? Are there <b>any children</b> ?	Is there any ice cream?

In negative sentences and in questions, we use **any** before plural countable nouns and uncountable nouns.

#### \*8 🜔 3.3 Listen, read and repeat. 🌘

Emma Is there any lemonade?



- Dad No, sorry, there isn't any lemonade. There's some water.
- Emma Are there any crisps?
- Dad No, sorry, there aren't any crisps.
- Emma Oh. Are there any sandwiches?
- Dad Yes, there are. There are some sandwiches and some apples.



\$9 Listen and read exercise 8 again. Tick < the things in the basket.</p>

<b>_</b>	
-	lemonade
	water
	crisps

- sandwiches
- apples
- ڡ

#### \*10 Write some or any.



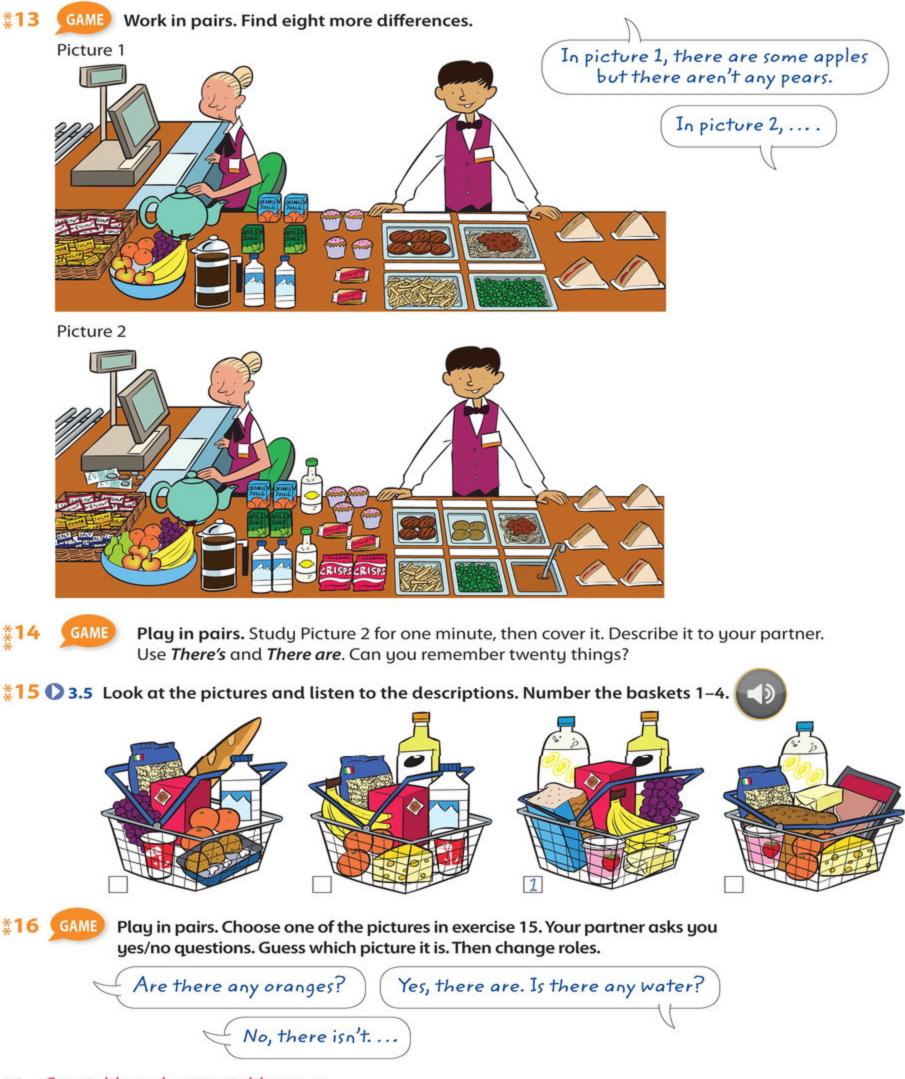
- There's <u>some</u> money on the table.
- 1 Is there \_\_\_\_\_ soup?
- 2 There aren't \_\_\_\_\_ sweets.
- 3 There are \_\_\_\_\_ little cakes.
- 4 Are there \_\_\_\_\_ eggs?
- 5 There isn't \_\_\_\_\_ meat.
- 6 Is there \_\_\_\_\_ pasta?
- 7 There are \_\_\_\_\_ bananas.
- 8 There's \_\_\_\_\_ sauce.
- \*11 () 3.4 Complete the dialogues. Listen and check.
  - ► Jane Are <u>there any biscuits</u>? (biscuits?) Ben No, <u>there aren't any biscuits</u>. (biscuits X) There are some crisps . (crisps ✓)
  - 1 Jane Is \_\_\_\_\_? (ice cream ?)

     Ben No, \_\_\_\_\_. (ice cream X)

     There \_\_\_\_\_. (yoghurt ✓)
  - 2 Jane Are \_\_\_\_\_? (oranges ?) Ben No, \_\_\_\_\_. (oranges X) There \_\_\_\_\_. (bananas ✓)
  - 3 Jane Is \_\_\_\_\_? (orange juice ?) Ben No, \_\_\_\_\_. (orange juice X) There \_\_\_\_\_. (tea ✓)

\*12 **\_\_\_** 

- Work in pairs. Write some dialogues like the ones in exercise 11, then act them.
- 1 sweets ?sweets Xchocolate ✓2 potatoes ?potatoes Xpasta ✓
- 3 cheese? cheese ✗ milk ✓
- 4 pears? pears ✗ grapes ✓



#### 17 3.6 Complete the missing words. Write is, are, some or any. Then listen and check.

- Jack What's for lunch today? Are there <u>any</u> chips?
- Dad Yes, there 1\_\_\_\_\_.
- Jack Great! And is there <sup>2</sup>\_\_\_\_\_ pizza?
- Dad Sorry, no, there isn't <sup>3</sup>\_\_\_\_\_pizza. There are <sup>4</sup>\_\_\_\_\_burgers, and there <sup>5</sup>\_\_\_\_\_some tomato sauce.
- Jack Are there <sup>6</sup>\_\_\_\_\_sweets?
- Dad Yes, there <sup>7</sup>\_\_\_\_\_some sweets. There <sup>8</sup>\_\_\_\_\_some grapes, too, and there <sup>9</sup>\_\_\_\_\_some yoghurt.
- Jack No thanks. Burgers and chips and sweets, please!
  - Look at the picture and complete the dialogue. Then act it in pairs.



Tommy <u>Is there</u> any soup?

Mum Yes, 1\_\_\_\_\_.

TommyGreat! And 2\_\_\_\_\_\_ sandwiches?MumNo, 3\_\_\_\_\_\_ sandwiches.

<sup>4</sup>\_\_\_\_\_ tomatoes, <sup>5</sup>\_\_\_\_\_ bread and <sup>6</sup>\_\_\_\_\_ cheese.

Tommy <sup>7</sup>\_\_\_\_\_yoghurt?

- Mum <sup>8</sup>\_\_\_\_\_, \_\_\_\_ strawberry yoghurt. There <sup>9</sup>\_\_\_\_\_ pears, too, and <sup>10</sup>\_\_\_\_\_ bananas.
- Tommy Cool, thanks.

#### \*19 3.7 Read and listen to the song. Then sing!

There's some coffee, there's some pasta, there's some yoghurt and some tea, But is there any chocolate for me?

I know there are some sandwiches, some apples and some peas, But are there any cakes or sweets, and are there any biscuits, please?

There's some coffee...

No, there isn't any chocolate, and there aren't any sweets for me, But there's some butter, flour and sugar, so let's make some cakes for tea.

There's some coffee...

## Self-evaluation Rate your progress.

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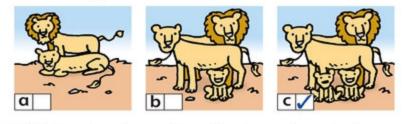
# Mini-revision Units 1–3

# **Reading and writing**

- 1 Choose the best answer.
  - ▶ Is there a swimming pool in your school, Tom?
    - a 📝 No, there isn't.
    - b 🗌 No, it isn't.
    - c 🗌 No, there aren't.
  - 1 Are there lots of students?
    - a 🗌 Yes, they are.
    - **b** Yes, there are.
    - c 🗌 Yes, there is.
  - 2 Are there any computers in your classroom?
    - a 🗌 Yes, they're computers.
    - **b** Yes, they're there.
    - c 🗌 Yes, there are.
  - 3 Is there a dining room?
    - a 🗌 Yes, there's.
    - **b** Yes, there is.
    - c 🗌 Yes, there are.
  - 4 Is the food nice?
    - a 🗌 Yes, they are.
    - **b** Yes, there are.
    - c 🗌 Yes, it is.
  - 5 Is there any sugar in the cupboard?
    - a 🗌 No, it isn't.
    - b 🗌 No, there isn't.
    - c 🗌 No, there aren't.
  - 6 Are your mum and dad at home?
    - a 🗌 No, he isn't.
    - b 🗌 No, she isn't.
    - c 🗌 No, they aren't.

# Listening

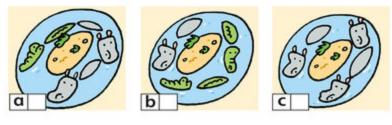
- 2 R1.1 Listen and tick 🗸 the best answer.
  - ▶ How many lions are there?



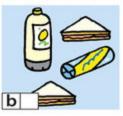
1 Which animals are there in the park today?

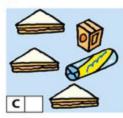


2 What can they see?



- 3 What have they got for the picnic?





4 What's in the shop?



# Speaking

3 Work in pairs. Describe the pictures in exercise 2.

In picture 1, there are two lions.

# Subject and object pronouns; possessive adjectives

I can recognize and use subject and object pronouns and possessive adjectives.

# Subject pronouns



We use subject pronouns in front of verbs. They replace nouns.

Jack likes chocolate.  $\rightarrow$  He likes chocolate. Emma and Sam live in London.  $\rightarrow$  They live in London.



#### 2 Complete the sentences with the words in the box.

I You (x2) He She It We They You



## **Possessive adjectives**



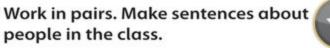
We use possessive adjectives before nouns. They give information about possession.

Subject pronoun	Possessive adjective	
I	my	
you	your	
he	his	
she	her	
it	its	
we	our	
they	their	

#### \*6 () 4.1 Write the correct possessive adjective. Listen and check.

- I'm Cathy. <u>My</u> name is Cathy.
- 1 He's Harry. \_\_\_\_\_ name is Harry.
- 2 They're Sam and Ed. \_\_\_\_\_ names are Sam and Ed.
- **3** We're Jo and Kay. \_\_\_\_\_ names are Jo and Kay.
- 4 You're William. \_\_\_\_\_ name is William.
- 5 She's Lucy. \_\_\_\_\_ name is Lucy.
- 6 You're Sue and Anna. \_\_\_\_\_ names are Sue and Anna.

\*7



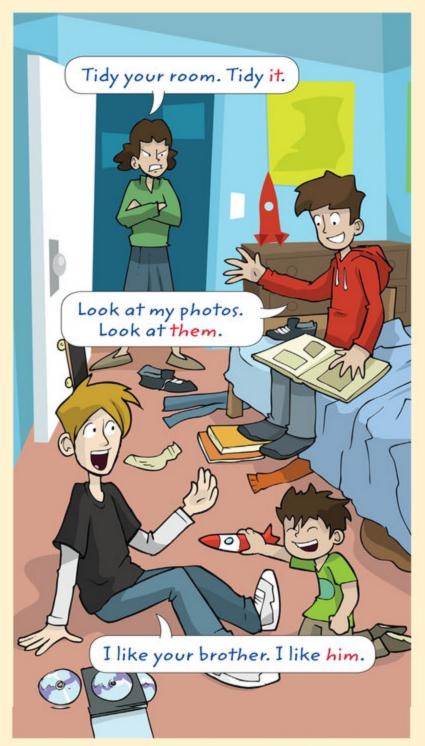


\*8 Complete the sentences with the correct possessive adjectives.



- 1 It's <u>his umbrella</u>.
- 2 It's \_\_\_\_\_.
- 3 It's \_\_\_\_\_.
- 4 It's \_\_\_\_\_.
- 5 It's \_\_\_\_\_.
- 6 It's \_\_\_\_\_.
- 7 It's \_\_\_\_\_\_.

# **Object pronouns**



We use object pronouns after verbs and after prepositions. They replace nouns.

Subject pronoun	Object pronoun
I	me
you	you
he	him
she	her
it	it
we	us
they	them

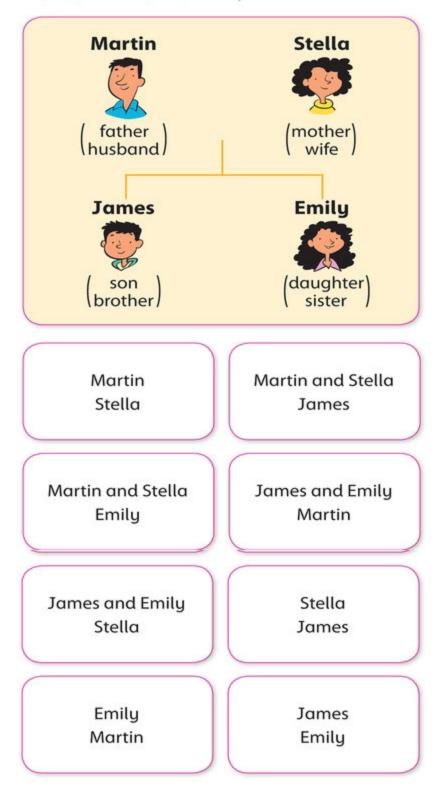
- 29 Circle the correct word.
  - Hi!(I'm) / me Tom. What's you /your name?
  - 1 Please help me / my with me / my homework.
  - 2 John and Kate are with they're / their mum. Can you see they / them?
  - 3 We / Our teacher is Mr Black. He / Him teaches us / we every day.
  - 4 Emma and David are friends. She / Her likes he / him and he / him likes she / her.
  - 5 Hello. Can we / us help you / your?
- \*10 Complete the sentences with the correct object pronoun.
  - This message is for Rosie. It's for <u>her</u>.
  - 1 Listen to the music. Listen to \_\_\_\_\_.
  - 2 Please open your books. Open \_\_\_\_\_.
  - 3 Look at Jack! Look at \_\_\_\_\_!
  - 4 Come with John and me. Come with \_\_\_\_\_.
  - 5 I like you and Kim. I like \_\_\_\_\_.

# 11 0 4.2 Complete the sentences with a personal pronoun or a possessive adjective. Listen and check.

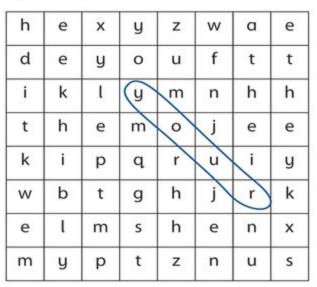
- Jack's got a sister. <u>Her</u> name is Mary. <u>She</u>'s got green eyes.
- 1 I'm 14 next week. <u>birthday is on</u> Tuesday.
- 2 I've got two cousins, Tom and Harry. I like \_\_\_\_\_'re good fun.
- **3** I've got some homework. \_\_\_\_'s difficult. Can you help \_\_\_\_?
- 4 I've got two brothers. \_\_\_\_\_ parents are teachers.
- 5 Where's John? Can you see \_\_\_\_\_?

\*12 GAME Work in pairs. Choose a card and make a true sentence about the people with at least one of the words in the box. Win a point for each word from the box you use.

- he his she her they their
- Card: Martin Stella He is her husband. = 2 points



\*13 Find the missing words in the wordsearch. Look  $\rightarrow \downarrow \searrow$ .



- Hello, what's your name?
- 1 I like Amy. \_\_\_\_\_'s my friend.
- 2 Ben and Joe are brothers. Ella is \_\_\_\_\_ sister.
- 3 I've got a pet rabbit. \_\_\_\_\_ name is Fluff.
- 4 Our homework is difficult. Please help \_\_\_\_\_.
- 5 Where are the children? Can you see \_\_\_\_\_?
- 6 Happy birthday! This present is for \_\_\_\_\_!
- 7 Look at the picture. I like \_\_\_\_\_.
- 8 Hi. \_\_\_\_\_ name's Tina.
- 9 Peter and Tim are 14. \_\_\_\_\_'re in class 12.
- 10 David is my brother. \_\_\_\_'s 11.
- 11 Meg and I are friends. \_\_\_\_\_'re in Class 10.

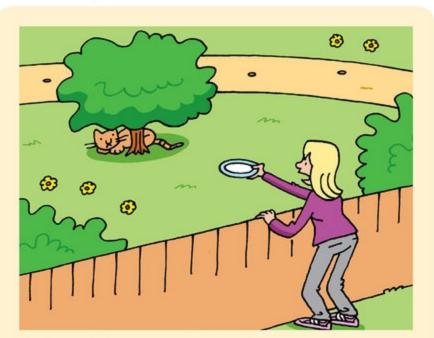
## Self-evaluation Rate your progress.

	 <b>e e</b>	<b>e</b> e e
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**Possessive forms** 

I can recognize and use 's and s' possessive forms and possessive pronouns.

## 's and s' possessive forms



Ella's cat is in the neighbours' garden.

We use 's or s' after a noun to show possession.

#### Singular nouns

The apostrophe is before the -s.

Jack's book is on the table. My friend's name is Tom. His sister's birthday is in May.

#### **Plural nouns**

The apostrophe is after the -s.

Joy is in the girls' football team. The babies' names are Oscar and Grace. The students' bags are in the classroom

#### Irregular plural nouns

The apostrophe is before the -s.

Here is the children's room. Where are the men's toilets, please? The women's shoes are on the next floor. 1 5.1 Listen and draw the lines between the people 1–8 and the things a–h.

#### 1 the girls

- 2 Harry
- 3 my friends
- 4 the children
- 5 Sam
- 6 Mrs Clark

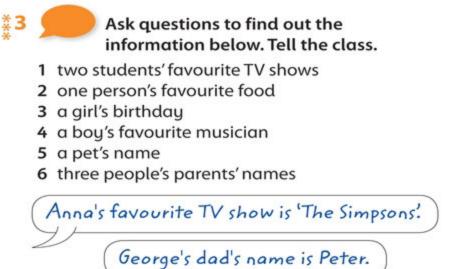
8 teacher

7 my grandparents

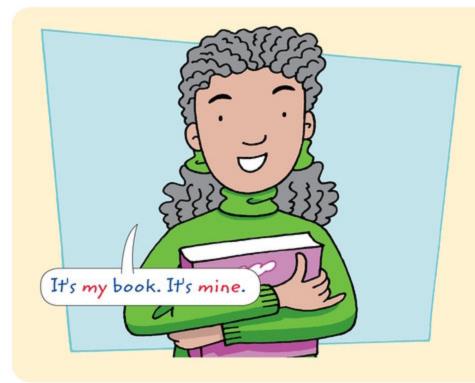


#### Complete the sentences about the people and things in exercise 2.

- ► It's <u>Harry's</u> pen.
- 1 It's \_\_\_\_\_ book.
- 2 They're \_\_\_\_\_ bags.
- 3 It's \_\_\_\_\_ chocolate.
- 4 They're \_\_\_\_\_ socks.
- 5 They're \_\_\_\_\_ biscuits.
- 6 They're \_\_\_\_\_\_ shoes.
- 7 It's \_\_\_\_\_ car.



# Possessive pronouns



\*5 Match the sentences 1–5 with the phrases a–f with the same meaning.

- a It's hers.
- b It's mine.
- c It's theirs.
- d It's ours.
- e It's his.
- f It's yours.
- It's my grandparents' cat. <u>c</u>
- 1 It's my brother's watch. \_\_\_\_
- 2 It's my mother's bag. \_\_\_\_\_
- 3 It's your homework. \_\_\_\_\_
- 4 It's our lunch. \_\_\_\_\_
- 5 It's my room. \_\_\_\_



Use your answers from exercise 3 to play a game. Read a sentence; the other people in the class try to guess who the person is.

Her middle name is Elsa. Linda? No, not Linda. Anna? Yes, that's right.

possessive adjective	possessive pronoun
my	mine
your	yours
his	his
her	hers
its	
you	yours
our	ours
their	theirs

Possessive pronouns replace nouns. They tell us about possession. Your book is here and her book is there. Yours is here and hers is there.

Complete the sentences with the correct possessive pronoun.

- It's Ben's phone. It's <u>his</u>.
- 1 They're my books. They're \_\_\_\_\_.
- 2 It's Marie's DVD. It's \_\_\_\_\_.
- 3 It's our house. It's \_\_\_\_\_.
- 4 They're your bags. They're \_\_\_\_\_.
- 5 It's their car. It's \_\_\_\_\_.
- 6 Give me the pen! It's \_\_\_\_\_.
- 7 It's my parents' computer. It's \_\_\_\_\_.
- 8 You can sit in that chair. It's \_\_\_\_\_.
- 9 They are my sister's CDs. They're \_\_\_\_\_

7 0 5.2 Circle the correct form. Then listen and check.

(My) / Mine bike is blue. Your / Yours) is red.

- C
- 1 John's / John teacher is nice. Her / Hers name is Mrs Clark.
- 2 Our / Ours house is next to their / theirs.
- 3 Here's my sister's / sister coat and here's my / mine.
- 4 The children / children's names are Tom and Daisy. Their / theirs surname is Jones.
- 5 My friend's / friends' desk is next to mine.
- 6 His book is on the table. Hers / Her is in hers / her bag.

#### 

- Jacks X cat is black and white. Jack's cat is black and white. Its
- 1 My dad's name is Pete.
- 2 His brothers' name is David.
- 3 Here's the mens room
- 4 The womens room is over there.
- 5 The boys shirts are blue and ours are white.
- 6 Here's Lucy's lunch, and here's yours.
- 7 My sister's names are Ann and Jenny.
- 8 It's my friends' birthday today. She's thirteen.

1 5.3 Listen and complete the missing words. Then listen again and sing!

It's <u>my</u> world. The world is <sup>1</sup>\_\_\_\_\_ It's <sup>2</sup>\_\_\_\_\_ world. And I feel fine.

Sing it together. Sing it with me. This world is <sup>3</sup>\_\_\_\_\_ It's for you and me.

It's 4	world too.
It's <sup>5</sup>	and 6
7	world,
8	world.

It's all fine.

Sing it together...

9	world,	
10		

	world.	
11	1 12	

11\_\_\_\_\_ and <sup>12</sup>\_\_\_\_\_, 13\_\_\_\_\_, <sup>14</sup>\_\_\_\_\_,

15

The world is fine.

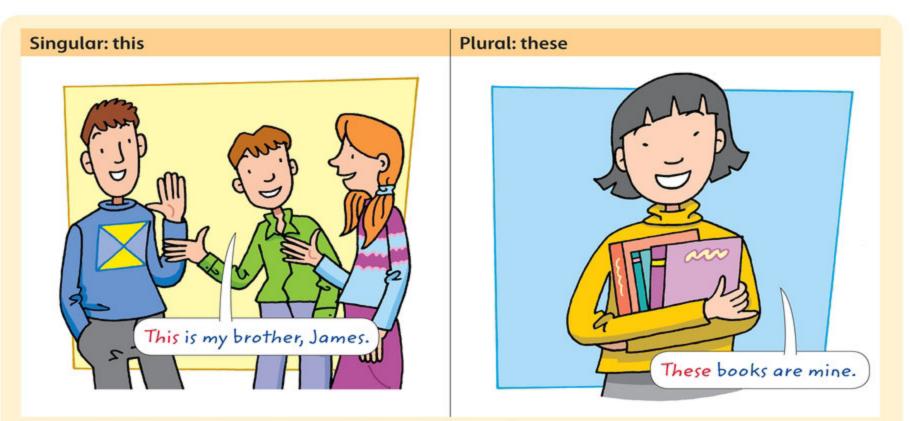
Sing it together...

# Self-evaluation Rate your progress.

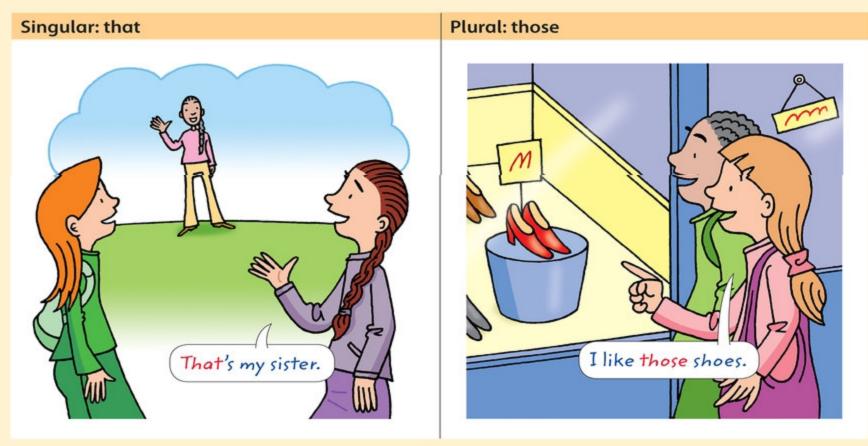
	<u> </u>	<b>e</b> e	<b>e</b> e e
1			
2			
3			
4			
5			
6			
7			
8			
9			

# This, these, that, those

#### I can recognize and use this, these, that and those.



We use this and these to indicate people and things that are near us.



We use **that** and **those** to indicate people and things that are further away from us.

\*1 06.1 Choose the correct word, then listen and check.





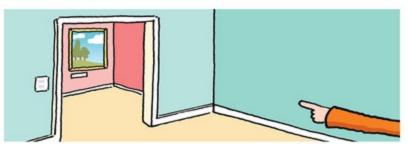
Those) These are my books.



1 This is / That's my mum.



2 These / Those cakes are great!



3 I like that / this picture.



4 That / This tea is cold.



5 Look at those / these photos.



Work in pairs. Point to things in <u>your</u> classroom and say what they are. Use *this, that, these* and *those* and the words in the box or your own ideas.

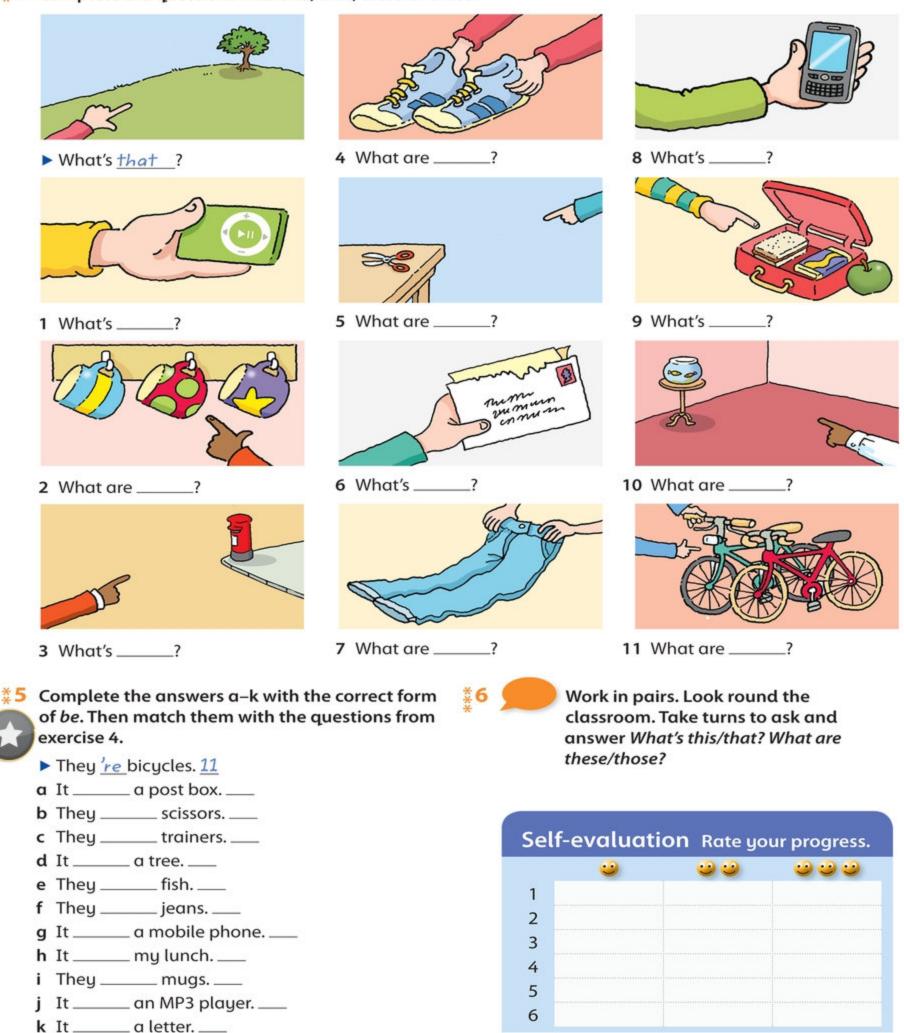
my friend's bag my friends' bags my teacher's book(s) my teacher's pen(s) my homework my friend's homework

GAME Play in small groups. Say a word from the box. The first person to use the word + this, that, these or those in a sentence wins a point. Cross out the word and continue. If you can't see something, draw it!

bags pen desk computer homework chairs ruler phone pencils bag table desks window door coats notebook pictures board pens coat



**4** Complete the questions with *this, that, these* or *those*.

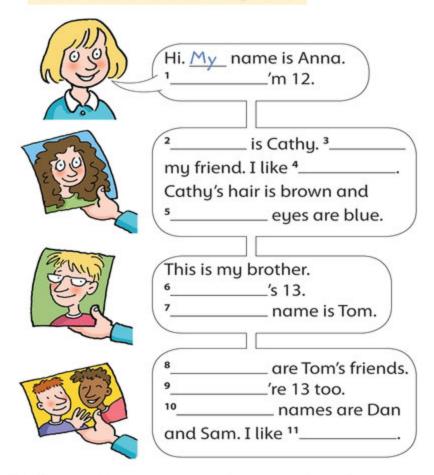


# Mini-revision Units 4-6

# **Reading and writing**

Complete the sentences. Choose a word from the box.

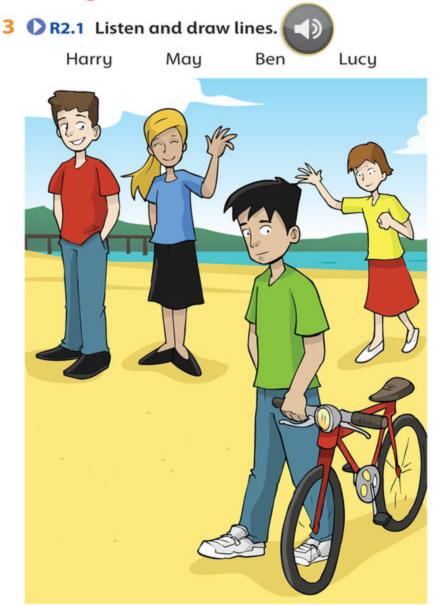
He her her His I <del>My</del> She Their them These They This



2 Choose the correct word to complete the sentences.

*	a ☐ Joe b ☐ Joes c ✔ Joe's
1	Look! man is my teacher. a 🗌 That b 🗌 He c 🗌 Those
2	This is my favourite music. I love a them b it c him
3	Look are my new shoes. a This b That c These
4	I like that dog name is Benji. a 🗌 Its b 🗌 It's c 🗌 It
5	Welcome to school! a us b ours c our

## Listening



## Speaking

4 Work in pairs. Describe the people and things in exercise 3. Use the words in the box.

his her their its T-shirt jeans skirt shoes hair long red yellow black brown blue green



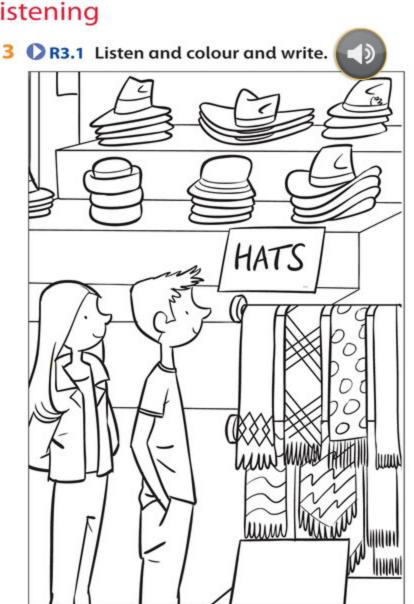
# Revision 1 Units 1-6

# Reading and writing

#### 1 Choose the best answer.

- Is this your book, Jane? No, it's \_\_\_\_\_.
  - a 📝 Jill's
  - b 🗌 Jill
  - c 🗌 Jills
- 1 Are these Ben's socks?
  - No, they're \_\_\_\_\_
  - a 🗌 me
  - b my
  - c 🗌 mine
- 2 Are there any pears?
  - Yes, and there are \_\_\_\_\_ apples.
  - a 🗌 any
  - **b** some
  - c an
- 3 Is there any milk?
  - No, sorry. There isn't \_\_\_\_\_ milk.
  - a 🗌 some
  - b 🗌 any
  - **c** a
- 4 Is she your teacher?
  - Yes, she teaches \_\_\_\_\_ science.
  - a 🗌 us
  - b we
  - c 🗌 our
- 2 Complete the sentences with the words in the box.
  - a any are any mine my Is people some That There Those
  - There's <u>some</u> bread and there's <u>a</u> bottle of water.
  - 1 \_\_\_\_\_ boys over there are \_\_\_\_\_ friends.
  - 2 \_\_\_\_\_ aren't \_\_\_\_\_ biscuits.
  - 3 There \_\_\_\_\_ lots of \_\_\_\_\_ in the park.
  - 4 \_\_\_\_\_ pen is \_\_\_\_\_.
  - 5 \_\_\_\_\_ there \_\_\_\_\_ milk?

## Listening



# Speaking

- 4 Look at the picture in exercise 3 again. Read the sentences and write yes or no.
  - There are two children. yes
  - 1 There's a girl.
  - 2 There are two boys.
  - 3 There aren't any scarves. \_\_\_\_\_
  - 4 There are some hats.
  - 5 The girl's hair is long.

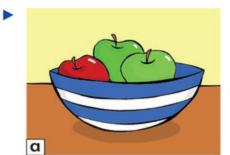
# Speaking

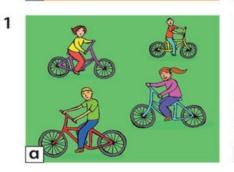
2

3

5 Work in pairs. Look and find the picture that is different. Say why.

b











С

C

Picture c is different. There are

three apples in the other pictures.

There's one apple in picture c.

d





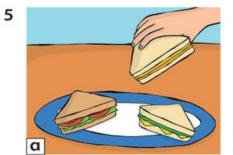












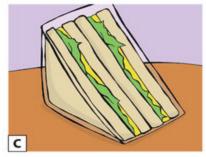


EGG

CHEESE

b









I can recognize and use the present tense of **be**.

## Affirmative and negative

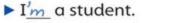
Be



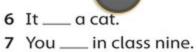
Affirmative	2	Negative		
Long form	Short form	Long form	Short form	
Iam	I'm	I am not	I'm not	
You are	You're	You are not	You aren't	
He is	He's	He is not	He isn't	
She is	She <b>'s</b>	She is not	She isn't	
It is	It's	It is not	It isn't	
We are	We're	We are not	We aren't	
You are	You're	You are not	You aren't	
They are	They're	They are not	They aren't	

We usually use short forms when we speak. Long forms are more formal.

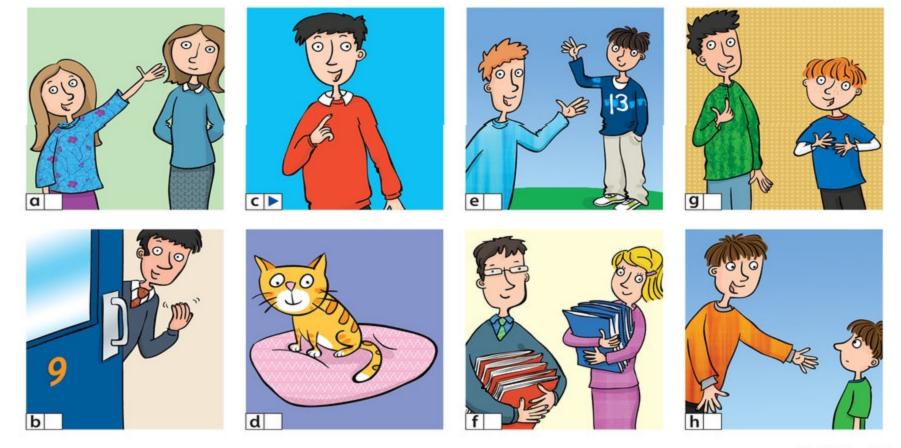
#### \*1 () 7.1 Complete the sentences with the correct short form of be. Listen and check.



2 We \_\_\_\_ friends. 1 They \_\_\_\_ teachers. 3 He \_\_\_\_ thirteen. 4 She \_\_\_\_ my sister. 5 You \_\_\_\_ short.



#### \*2 Match the sentences 1-7 in exercise 1 with the correct pictures a-h.



#### \*3 7.2 Complete the negative sentences with the correct form of *be*. Listen and check.

- ▶ I<u>'m not</u> a teacher.
- 1 They \_\_\_\_\_\_ students.
- 2 We \_\_\_\_\_ brothers.
- 3 He \_\_\_\_\_ twelve.
- 4 She \_\_\_\_\_ my mother.
- 5 You \_\_\_\_\_ tall.
- 6 It \_\_\_\_\_ a rabbit.
- 7 You \_\_\_\_\_ in class ten.
- \*4 Circle the correct form to make true sentences.
  - London(is) isn't the capital of England.
  - 1 The weather is / isn't hot today.
  - 2 My friends are / aren't intelligent.
  - 3 Tokyo is / isn't a city in China.
  - 4 We are / aren't American.
  - 5 Our school is / isn't very big.

# S Write the opposite. Use the same form of the verb (long or short) as in the original sentence.

- You're in class seven.
   You aren't in class seven.
- I am not a student. I am a student.
- 1 We're from London.
- 2 They are not friends.
- 3 She's thirteen.
- 4 You aren't in my class.
- 5 They're sisters.
- 6 I'm a teacher.
- 7 He is my friend.
- 8 We are not at school.

# 6 Correct the information and write true sentences.

- London is a small city. It isn't a small city. It's a big city.
- 1 We're in the UK. We
- 2 It's 6 o'clock.
  - It\_
- **3** People from the USA are British.
- They \_\_\_\_
- 4 Your dad is French.
- He \_\_\_\_\_
- 5 Bananas are orange. They\_\_\_\_\_
- 6 China is a small country.
- It\_

GAME Write three true things and one false thing about you. Read your sentences to the class. The person who guesses the false sentence wins a point. If he/she is wrong, you win a point.

My favourite TV show is ... My favourite band is ... My dad is a ... (job) My grandmother is from ... (place or country)



## Questions and short answers

Question	Short answer		
Am I?	Yes, I am. / No, I'm not.		
Are you?	Yes, you are. / No, you aren't.		
Is he?	Yes, he is. / No, he isn't.		
<b>Is</b> she?	Yes, she is. / No, she isn't.		
Is it?	Yes, it is. / No, it isn't.		
Are you?	Yes, you are. / No, you aren't.		
Are we?	Yes, we are. / No, we aren't.		
Are they?	Yes, they are. / No they aren't.		

To make questions, we put **be** before the subject. In positive short answers, we use the full form of the verb.

Yes, I am. (NOT <del>Yes, I'm.</del>) Yes, you are. (NOT <del>Yes, you're.</del>)

#### \*8 Match the questions 1–6 with the short answers a–g.

- Is it 7 o'clock? —
- 1 Are you 16, John?
- 2 Are Sam and Ben in your class?
- b Yes, we are.c No, she isn't.
- d Yes, he is. e No, it isn't.

f Yes, they are.

g Yes, you are.

a No, I'm not.

- 3 Am I your partner?
- 4 Are you and Emma friends?
- 5 Is Rosa Spanish?
- 6 Is your brother tall?

#### 9 07.3 Write the questions and short answers. Then listen and check.

- Kate / from London? <u>Is Kate from London?</u> Yes, she is.
- 1 you / 18? X
- 2 your friends / students? 🗸
- 3 Mr Harris / your teacher? 🗸
- 4 your parents / doctors? 🗡
- 5 I / in this class? X
- 6 it / lunch time? 🗸

10 Complete the sentences with the correct form of be.



	Mr Davis:	Hello. I'm M	Ar Davis. <u>Are</u>	_ you Joe?
	Joe	Yes, I 1	Hello, N	Ar Davis.
		2	_ I in your class	?
	Mr Davis	No, you <sup>3</sup>	You'r	e in class
		ten.		
	Joe	4	_ it Mrs Simpso	n's class?
	Mr Davis	Yes, it <sup>5</sup>		
12	Joe	6	_Toby in her cl	ass too?
9	Mr Davis	No, he 7	He's in	my class.
		8	he your friend	1?
9	Joe	Yes, he <sup>9</sup>	. 10	Jack
		and Emma	in class ten?	
	<b>Mr Davis</b>	Yes, they 11		
	Joe	Good. They	y're my friends t	00.
*11		7 4 Novelier	have also also and	( )
*		irs.	ten, check and	read in
	pu	11.5.		

\*12 GAME Play in pairs. Imagine you are a famous person. Try to guess who your partner is. Ask yes/no questions.

Are you a man/woman/boy/girl? Are you alive? Are you from France? Are you a singer/dancer/actor/ writer/artist ...?

# \*13 Read the email and complete the missing words.





Write a reply to Josh. Answer his questions and tell him about you, your family and your school.

ł	Hi, Josh!
1	Thank you for your email
-	
-	
-	
-	
-	
-	
-	
E	Bye for now.
1	

#### Self-evaluation Rate your progress. ----•••• 1 2 3 4 5 6 7 8 9 10 11 12 13 14



# Affirmative and negative

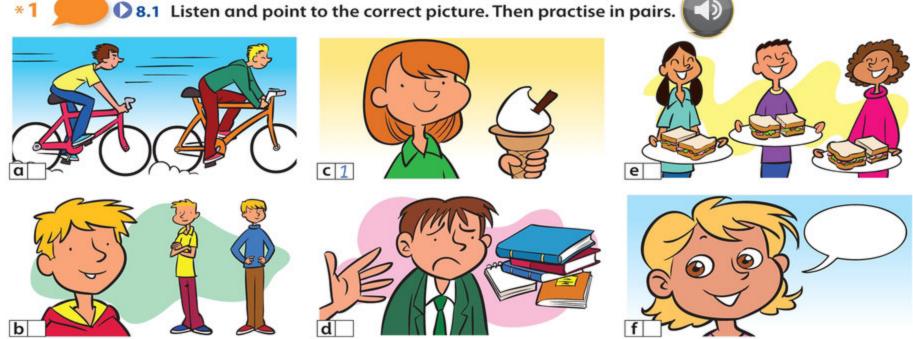




Affirmative		Negative	Negative	
Long form	Short form	Long form	Short form	
I have got	I've got	I have not got	I haven't got	
You have got	You've got	You have not got	You haven't got	
He has got	He's got	He has not got	He hasn't got	
She has got	She's got	She has not got	She hasn't got	
It has got	It's got	It has not got	It hasn't got	
We have got	We <b>'ve got</b>	We have not got	We haven't got	
You have got	You've got	You have not got	You haven't got	
They <b>have got</b>	They <b>'ve got</b>	They have not got	They haven't got	

In British English, we often use have got instead of have to talk about families, people's appearance or possession.

8.1 Listen and point to the correct picture. Then practise in pairs.



38

### 2 Look at the pictures in exercise 1 again. Complete the sentences with the correct form of *have got*.

# Picture a

They <u>'ve got</u> new bikes. They <u>haven't got</u> roller skates.

# Picture b

Не	two brothers.	
Не	two sisters.	

# Picture c

She	an ice-cream.	
She	a cake.	

# Picture d

You	a lot of homework	
You	a holiday.	

# Picture e

They	some sandwiches.
They	any biscuits.

# Picture f

I	short hair	
I	long hair.	

# \*3 Circle the correct answer.

- A cat(has)/ hasn't got a tail.
- 1 I have / haven't got any homework today.
- 2 We have / haven't got a holiday tomorrow.
- 3 My teacher has / hasn't got blue eyes.
- 4 Our school has / hasn't got a swimming pool.
- 5 My parents have / haven't got an aeroplane.
- 6 A snake has / hasn't got hair.

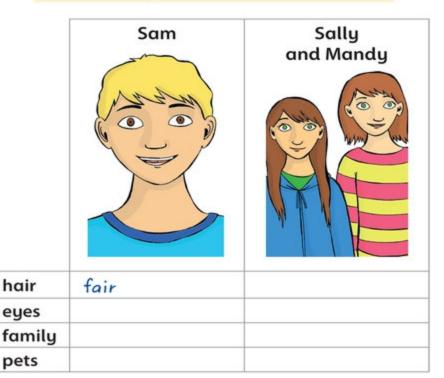
# 4 Complete the sentences about you.

I've got \_\_\_\_\_ hair and \_\_\_\_\_ eyes.

- I \_\_\_\_\_ brother(s).
- I \_\_\_\_\_\_ sister(s).
- I \_\_\_\_\_ pet(s).

**8.2** Listen and complete the information. Use the words in the box.

brothers cat curly <del>fair</del> green rabbits sisters straight



# 6 08.2 Complete the sentences. Listen again and check.

Sam's g t fair hair and blue eyes.

- 1 He \_\_\_\_\_ two \_\_\_\_\_.
- 2 He \_\_\_\_\_ one \_\_\_\_\_.
- 3 He \_\_\_\_\_ three \_\_\_\_\_.

# Sally and Mandy are sisters.

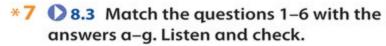
- 1 They \_\_\_\_\_ hair.
- 2 They \_\_\_\_\_ eyes.
- 3 They \_\_\_\_\_ any \_\_\_\_\_.
- 4 They \_\_\_\_\_ a \_\_\_\_.



)

# Questions and short answers

Question	Short answer
Have I got?	Yes, I <b>have</b> . No, I <b>haven't</b> .
Have you got?	Yes, you <b>have</b> . No, you <b>haven't</b> .
Has he got?	Yes, he <b>has</b> . No, she <b>hasn't</b> .
Has she got?	Yes, she <b>has</b> . No, she <b>hasn't</b> .
Has it got?	Yes, it <b>has</b> . No, it <b>hasn't</b> .
Have we got?	Yes, we <b>have</b> . No, we <b>haven't</b> .
Have you got?	Yes, you <b>have</b> . No, you <b>haven't</b> .
Have they got?	Yes, they <b>have</b> . No, they <b>haven't</b> .





*‡***10** 

- Have you got any money, Sam?
- 1 Has Lucy got a brother?
- 2 Have you and your friends got a football?
- 3 Have your grandparents got a big house?
- 4 Have I got blue eyes?
- 5 Has your dad got a motorbike?
- 6 Has the cat got its dinner?
- a No, they haven't.
- **b** No, I haven't. Sorry.
- c Yes, we have. Thanks.
- d No, he hasn't.
- e Yes, it has. It's happy.
- f No, you haven't. They're green.
- g No, she hasn't.



# Complete the questions and answers. Then practise in pairs.

- <u>Have</u> you <u>got</u> a mobile phone? Yes, I <u>have</u>.
- 1 \_\_\_\_\_ your dad \_\_\_\_\_ a bike? No, he \_\_\_\_\_.
- 2 \_\_\_\_\_ you and your friends \_\_\_\_\_ lots of homework?

Yes, we \_\_\_\_\_.

- 3 \_\_\_\_\_ Tom \_\_\_\_\_ long hair? No, he \_\_\_\_\_.
- 4 \_\_\_\_\_ your parents \_\_\_\_\_ a car? Yes, they \_\_\_\_\_.
- 5 \_\_\_\_\_ you \_\_\_\_ any pets? No, I \_\_\_\_\_.
- 6 \_\_\_\_\_ Maya \_\_\_\_\_ fair hair? Yes, she \_\_\_\_\_.

# \$9 8.4 Listen and complete the questionnaire.

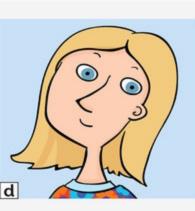
# Jocklic 1 brothers or sisters? 2 pets? 3 TV in your bedroom? 4 mobile phone? 5 favourite band? 5 favourite band? Work in pairs. Ask and answer the questions in the questionnaire. Then tell the class about your partner. Have you got any brothers or sisters, Joe? Yes, I have. I've got a brother.

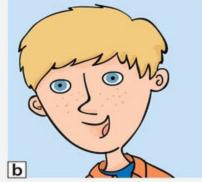
Joe's got a brother. His name is Harry.

His name is Harry.

# \$11 GAME) Work in pairs. Look at the pictures and read the text. Complete the table.

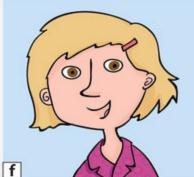












\*12 GAME

Play in pairs. Choose one of the people in the pictures in exercise 11. Your *partner asks yes/no questions to guess* which person it is. Then change roles.

Is your per	son a girl?
$\mathcal{D}$	No, it isn't.
Has he g	ot fair hair?
V	(Yes, he has.)
	- L

Jenny's got fair hair and blue eyes. She hasn't got any sisters. She's got a brother. They haven't got any pets.

Paul's got brown hair and brown eyes. He hasn't got any brothers. He's got a sister. They've got two cats.

Chrissy's got brown hair and brown eyes. She hasn't got any sisters. She's got a brother. They've got a pet mouse.

Ben's got black hair and brown eyes. He hasn't got any brothers. He's got a sister. They've got a rabbit.

Tim's got fair hair and blue eyes. He hasn't got any brothers. He's got a sister. They haven't got any pets.

Maisie's got fair hair and brown eyes. She hasn't got any sisters. She's got two brothers. They've got two fish and a cat.

	Name	Brother or sister?	Pets?
a	Ben	one sister	a rabbit
b			
с			
d			
e			
f			

# Self-evaluation Rate your progress.

	<b>9</b>	<b>e</b> e	9999
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

# Mini-revision Units 7–8

# **Reading and writing**

Look at the picture and read the sentences.
 Write yes or no.



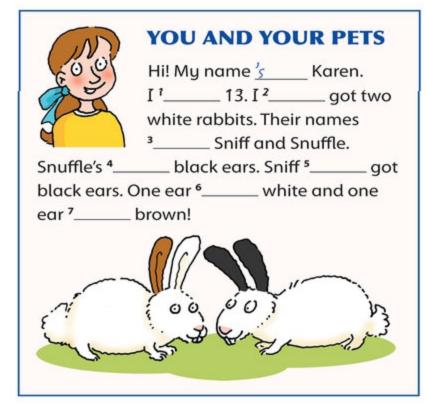
- It's windy.

yes

- The children aren't at school.
- 2 They've got some sweets.
- **3** The girl is happy.
- 4 Her shoes are black.
- 5 The boy's got brown hair.
- 6 He hasn't got a hat.

# 2 Complete the sentences with the verbs in the box.

'm 've is is are got hasn't <del>'s</del>



# Listening

3 🜔 R4.1 What have they got? Listen and tick 🗸 🍙

	a Out	$\bigcirc$
laptop	phone	MP3 player
1		
	laptop ✓	

4 🜔 R4.2 Listen and write. 📢

و ب	LUCY'S PENFRIEND
	Name? <u>Linda</u> Boy or girl?
	Age? Hair? Eyes?
وے وے	Brothers and sisters?
ف	

# Speaking

5 Work in pairs. Take turns to talk about the picture in exercise 1. Use the words in the box and your own ideas.

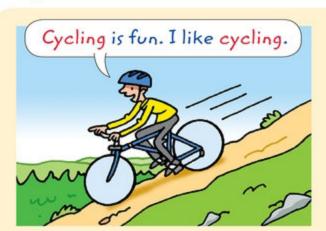
windy sunny happy sad on a beach at school an ice cream a blue dress a grey T-shirt black/white shoes fair hair brown hair

It's windy.

# -ing form or to + base form

I can recognize and use the **-ing** form as a noun. I can recognize and use **to** + base form.

# -ing form







We use the **-ing** form like a noun. We use the **-ing** form after the verbs *like, love, hate,* and *enjoy*.

### **Spelling rules**

Most verbs add - play – play <b>ing</b>	ing visit – visit <b>ing</b>	fall – fall <b>ing</b>	show – show <b>ing</b>
Verbs ending in -	<b>e</b> delete the -e and	add - <i>ing</i>	complete – complet <b>ing</b>
make – mak <b>ing</b>	use – us <b>ing</b>	take – tak <b>ing</b>	
One-syllable verl	bs ending in vowel		ole the consonant and add - <i>ing</i>
run – run <b>ning</b>	swim – swim <b>min</b>		stop – stop <b>ping</b>



# \*1 O 9.1 Listen and repeat. Underline the -ing sounds.

The students are sitting in the classroom. We're listening to the teacher and we're working hard. I'm writing in my exercise book, but Frank is looking out of the window. He's thinking about his new bike.

- \*2 Complete the sentences with the -ing form of the verb in brackets.
  - Clive hates <u>getting</u> (get) up.
  - 1 I enjoy \_\_\_\_\_ (watch) DVDs.
  - 2 \_\_\_\_\_ (ski) is difficult.
  - **3** \_\_\_\_\_ (wash) the car is Tom's job.
  - 4 My sister likes \_\_\_\_\_ (play) basketball.
  - 5 We love \_\_\_\_\_ (listen) to music.
  - 6 \_\_\_\_\_ (eat) lots of fruit is good for you.

2 3 9.2 Look at the pictures and complete the sentences with the words in the box. Listen, check and repeat.



doesn't like + play football likes + read enjoys + dance hates + write <del>likes + sleep</del> loves + eat



Ted <u>likes sleeping</u>.



1 Jess\_



2 Rick\_



3 Amy\_











5 Tamsin

# to + base form



We use **to** + base form after *want* and *would like*.

We often shorten **would like** to 'd like. I'd like to have lunch now, please.

- \*4 Use the prompts to make sentences.
  - I want / watch / TV
    - I want to watch TV.
  - 1 John wants / buy / a DVD.
  - 2 Jackie would like / visit us / tomorrow.
  - 3 I'd like / use / the computer / please.
  - 4 I want / ask / a question.
  - 5 We'd like / go / to the cinema / tomorrow.
  - 6 Do you want / play / basketball?

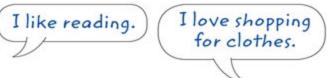
- 5 Put the words in order to make sentences and questions.
  - go / would / Katy / to / now / like / home Katy would like to go home now.
  - 1 to / TV / I / tonight / watch / want
  - 2 my / come / Do / you / to / to / party / want
  - 3 to / friend / my / I / phone / would like
  - 4 read / this / you / to / Would / book / like
  - 5 homework / want / don't / my / I / to / now / do
- Complete with the conversation with the correct form of the verb in brackets.



- T Write the correct form of the verb in brackets.
  - My brother loves <u>climbing</u> (climb) trees.
  - 1 Do you like \_\_\_\_\_ (buy) clothes?
  - 2 I want \_\_\_\_\_ (have) guitar lessons.
  - 3 Maya doesn't like \_\_\_\_\_ (clean) her room.
  - 4 My mum hates \_\_\_\_\_ (drive).
  - 5 We'd like \_\_\_\_\_ (go) shopping.

**\*8** 

Complete the table. Tell your partner what you *love, like, don't like* and *hate*.



	love	like	don't like	hate
read		1		
watch TV				
play sport				
get up early				
tidy my room				
shop for clothes				
go to the cinema				

Work in pairs. Student A turn to page 135.
 Student B turn to page 138.

Self-evaluation Rate your progress.				
	<u> </u>	<b>e</b> e	<b>e e e</b>	
1				
2				
3				
4				
5				
6				
7				
8				
9				

# The imperative; Let's I can recognize and use the imperative. I can understand and use Let's.

# The imperative



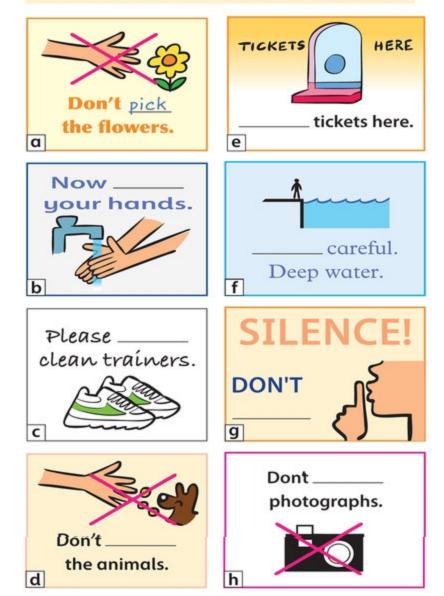
We use the imperative to give orders and instructions. We can add *please* to be polite.

Affirmative	Negative
base form of verb	don't + base form
Help! Please sit down. Be quiet, please.	<b>Don't</b> worry. Please <b>don't</b> run. <b>Don't</b> touch, please.

We use an exclamation mark (!) for a strong order.

\*1 Complete the instructions on the signs a-h. Use verbs in the box.

### be buy feed <del>pick</del> talk wash wear take



2 Match the places 1–7 with the signs a–h from exercise 1.

- ▶ a park \_c\_
- 1 a toilet \_\_\_\_\_
- 2 a zoo \_\_\_\_\_
- 3 a train station \_\_\_\_\_
- 4 a river \_\_\_\_
- 5 a sports hall \_\_\_\_\_
- 6 an exam room \_\_\_\_\_
- 7 a museum \_\_\_\_\_

3 10.1 Listen and complete the instructions. Work in pairs. Take turns to give your partner instructions. Use the ideas in the box and your own ideas. Spell your name. Say the alphabet. Put your hands on your head. Jump up and down. Count from 20 to 0. Spell your name. J-O-H-N. Hurry up! GAME) Play in groups or as a class. Use \*5 the words in the box. Only do what Simon says! jump smile stand on one leg sit down touch your ears/feet/nose/head stand up 1 Don't Jump 2 S wo 3 Don't. Simon says 'jump'! EXAM ROOM 4 Don't\_ 5 \_ The imperative; Let's

# Let's



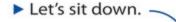
We use Let's + base form to make suggestions.

Affirmative Let's play a game. Let's hurry.

Let's not go out. Let's not be late.

Negative

\*6 Match the suggestions (1-4) with the pictures a-e.





- 1 Let's not eat it.
- 2 Let's not ride on that.
- 3 Let's go swimming,
- 4 Let's help.







**\*8** 

Work in pairs. Make suggestions with *Let's*. Use the verbs and phrases in the box.

dance go shopping have a break have lunch run ask the teacher

- You and your friend are hungry. Let's have lunch.
- 1 You want to buy some new clothes.
- 2 You're at a party and you like the music.
- **3** You and your friend are walking home in the rain. You're getting wet.
- 4 You and your friend don't understand your homework.
- 5 You and your friends are tired.

Work in pairs. Make the suggestions in exercise 7 negative.

► Let's not have lunch.

● 10.2 Listen to four conversations. Tick ✓ the activities the people choose.

	1	2	3	4
go swimming				
go shopping				
go to the cinema	1			
make a cake				
do our homework				
watch TV				
play computer games				
listen to music				

Self-evaluation Rate your progress.					
	2	22	•••••		
1					
2					
3					
4					
5					
6					
7					
8					
9					

# Mini-revision Units 9–10

# **Reading and writing**

1 Complete the sentences about Katie, Bella and Rosy.

Nosg.	Katie	Bella	Rosy
swim	***		
run		×	**
play basketball			
watch TV	**		×
read		**	
play computer games	×		
eat ice-cream			***
<ul> <li>Katie loves <u>swimming</u>.</li> <li><u>Bella</u> would like to con 1 Rosy enjoys</li> <li>2 wants to com 3 Bella hates</li> <li>4 Rosy loves</li> <li>2 Choose the best answer.</li> <li>Nick: you like to Paul: Yes, please. a Do b vou 1 Sally: I'm tired Mum: Good idea. I'm to a I want bI' 2 Teacher: It's hot in here that window.</li> </ul>	o have c ld c [ sit dow ired too. d like	swimmi drink no Are n! c 🗌 Le	 ng pool.  ow?

- itat window.
  John: OK.
  a is to open b opening c open
- 3 Rick: Can I have chips again please, Mum? Mum: OK but remember chips ever
- Mum: OK, but remember, \_\_\_\_\_ chips every day isn't a good idea. **a** \_\_\_\_ to eat **b** \_\_\_\_ eating **c** \_\_\_\_ eat
- 4 Dad: Sssh. Please don't \_\_\_\_\_.
  Jack: Sorry, Dad.
  a □ to shout b □ shouting c □ shout
- 5 Jack: Are you OK, Sam?
  Sam: No, I want \_\_\_\_\_ home.
  a \_\_\_\_\_ to go b \_\_\_\_ going c \_\_\_\_ go

# Listening

3 OR5.1 Listen and write the correct name. Jack Ben John Tom Peter Jim ►Ben loves 1 \_\_\_\_\_likes 2 \_\_\_\_\_ likes 3 \_\_\_\_\_ enjoys 4 \_\_\_\_\_likes 5 \_\_\_\_\_ likes

# Speaking

4 Work in pairs. Make sentences about the activities in exercise 3. Use the expressions in the box.

I love I like/don't like I want/don't want I enjoy/don't enjoy I hate I'd like/wouldn't like



# Revision 2 Units 7–10

# **Reading and writing**

### 1 Choose the best answer.

- Would you like \_\_\_\_\_ a DVD? Good idea!
  - a 🗌 watch
  - b 🖌 to watch
  - c 🗌 watching
- 1 What's your favourite sport?
  - a 🗌 Run
  - b 🗌 To run
  - c 🗌 Running
- 2 Has May got a brother?
  - Yes, she \_\_\_\_\_.
  - a 🗌 has.
  - b 🗌 's.
  - c 🗌 's got.
- 3 Are you twelve?
  - No, I \_\_\_\_\_.
  - a 🗌 aren't
  - b 🗌 isn't.
  - **c** 🗌 'm not.
- 4 Do you like \_\_\_\_\_? No, I hate it!
  - a 🗌 swim
  - **b** to swim
  - c 🗌 swimming
- 5 That's a good film.
  - OK, \_\_\_\_\_ watch it.
  - a 🗌 I want
  - b 🗌 I'd like
  - c 🗌 Let's
- 6 Good morning, Miss Taylor. Hello, Class six. Please \_\_\_\_\_ down.
  - a 🗌 to sit
  - b 🗌 sit
  - c 🗌 sitting

### **2** Complete the sentences. Choose a word from the box.

<del>are</del> doing got has help <del>is</del> like not play want would

- Paul and Ted <u>are</u> in my class. Our teacher <u>is</u> Mr Wilson.
- 1 Peter \_\_\_\_\_ like to go to the cinema. Do you \_\_\_\_\_ to go too?
- 2 I haven't \_\_\_\_\_ my books. \_\_\_\_\_ John got his?
- 3 I don't \_\_\_\_\_ playing computer games. I enjoy \_\_\_\_\_ puzzles.
- 4 Let's \_\_\_\_\_ watch TV. Let's \_\_\_\_\_ a game.
- 5 Please \_\_\_\_\_ me with my homework, it's difficult!
- 3 Read about Carl. Complete the sentences with 1, 2 or 3 words.

Carl is twelve. He's got a big family. There are four boys and he's got a sister, too. Carl and his brothers enjoy playing football. Carl would like to play for England one day. Carl's sister doesn't like football. Her name is Harriet. She's nine. Her favourite sport is swimming.



There are <u>four</u> boys in Carl's family and 1\_\_\_\_\_

The boys all like <sup>2</sup>	Carl wants
to <sup>3</sup>	one day. Harriet
is Carl's 4	She doesn't
5	She likes <sup>6</sup>

# Listening

# 4 ○ R6.1 Listen and tick ✓ the correct box.

Which girl is Sara?





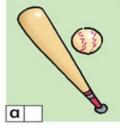


1 Which boy is Tom?

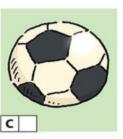




2 What's his favourite sport?







с

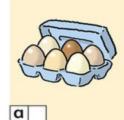
3 What does Lucy want to do?

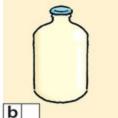


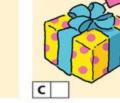




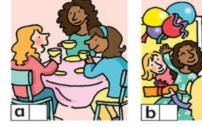
4 What's in the bag?







5 What does Emma want to do?







# Speaking

5 Work in pairs. Look at exercise 3 again. Take turns to choose a person from the picture and talk about them. Use words from this unit and your own ideas.



6 Work in pairs. Draw some of your friends!



Tell your partner about the people in your picture. Use the ideas in the box, and your own ideas.

age tall/short long/short hair colour eyes/hair straight/curly hair doesn't like/hates wants to like /loves

This is Henry. He's eleven. He isn't tall and he isn't short! He's got ...

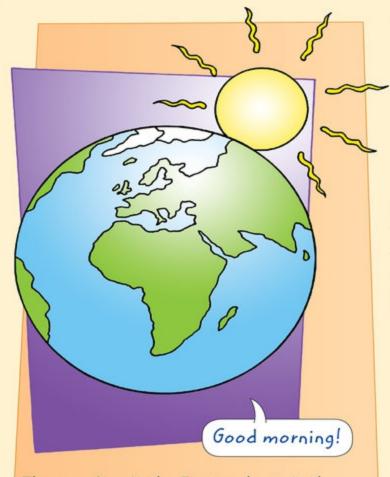
7 Work in groups or as a class. The first student gives an instruction to the person on their right. This student obeys the instruction and continues by giving an instruction to the next student, and so on.



# Present simple

# I can recognize and use the present simple.

# Uses of the present simple



The sun **rises** in the East and **sets** in the West. We **get up** at seven o'clock every day.

# \*1 () 11.1 Listen and repeat.

### 1 like, likes

- s jump, jumps
- 2 finish, finishes
- catch, catches go, goes
- 3 hurry, hurries go, goes4 do, does miss, misses
- 5 have, has
- sit, sits

# \*2 11.2 Put the *he*, *she* and *it* form of the verbs in exercise 1 into the correct lists below. Listen and check.

### /s/ likes

/z/	
/1Z/	

We use the present simple to talk about:

- general truths They speak English in Australia. The sun rises in the East and sets in the West.
- habits and routines
   I go to school every day. Tom plays football on Saturdays.
- permanent situations (states)
   I don't like coffee. We live in London.

### **Regular verbs**

We add -s to the *he*, *she* and *it* forms. I work, you work, he works, she works, it works, we work, you work, they work

# **Spelling rules**

Verbs ending -*ch*, -*o*, -*s*, -*sh* and -*x* add -*es*. he/she/it watches, goes, loses, washes, relaxes

Verbs ending consonant + -*y delete* **y** and add -ies. he/she/it studies, carries

Verbs ending vowel + -y add -s. he/she/it plays, buys

### **Irregular verbs**

2

have - I have, you have, he **has**, she **has**, it **has**, we have, you have, they have

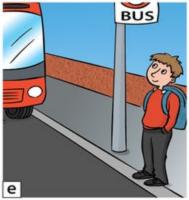
- \*3 Work in pairs. Student A turns to page 136. Student B turns to page 138. Complete the missing verb forms and compare with your partner.
- \*4 Circle the correct form.
  - Ben and Clive play / plays badminton on Sundays.
  - 1 I have / has a music lesson on Fridays.
  - 2 David hate / hates shopping.
  - 3 My mum understand / understands Spanish.
  - 4 Plants need / needs water and sun light.
  - 5 The Earth go / goes round the sun.
  - 6 My dad goes / go to work by bus.
  - 7 She study / studies history at school.

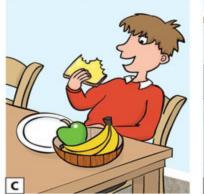
11.3 Make sentences about Jack. Use the correct form of the verbs in the box. Listen and check.













drink eat <del>get up</del> go have put

- ▶ He <u>gets up</u> at 7.30.
- 1 He \_\_\_\_\_ a cup of chocolate.
- 2 He \_\_\_\_\_ some bread.
- 3 He \_\_\_\_\_ his homework in his bag.
- 4 He \_\_\_\_\_ to school by bus.
- 5 He \_\_\_\_\_\_ sandwiches for lunch.

# 6 Use the verbs in exercise 5 to write about you.

- ► I get up at
- 1 I\_\_\_\_\_\_ 2 I\_\_\_\_\_\_ 3 I\_\_\_\_\_\_ 4 I\_\_\_\_\_
- 5 I\_\_\_\_\_

# Negative

We form the present simple negative of all verbs, regular and irregular, in the same way.

Long form	Short form
I <b>do not</b> like	I don't like
You <b>do not</b> like	You <b>don't</b> like
He <b>does not</b> like	He doesn't like
She <b>does not</b> like	She <b>doesn't</b> like
It <b>does not</b> like	It <b>doesn't</b> like
We <b>do not</b> like	We <b>don't</b> like
You <b>do not</b> like	You <b>don't</b> like
They <b>do not</b> like	They don't like

# \*7 Put the words in order to make sentences.

- does / enjoy / not / cleaning his room / Peter
  <u>Peter does not enjoy cleaning his room.</u>
- 1 to go shopping / don't / want / I
- 2 They / don't / have lunch / at school
- 3 not / We / live / in a city / do
- 4 like / Billy / doesn't / classical music
- 5 not / My / does / dad / in a bank / work
- \*8 11.4 Make these sentences negative. Listen and check.
  - I live in Manchester.
    <u>I don't live in Manchester.</u>
  - 1 I go to bed at seven.
  - 2 He has a maths lesson this morning.
  - 3 We go to school seven days a week.
  - 4 The sun shines at night.
  - 5 I love Monday mornings.
  - 6 My school starts at eleven.

52 Present simple

# Questions and short answers

We form the present simple **q**uestion form of all verbs, regular and irregular, in the same way.

Question	Short answer
Do I go?	Yes, I do. / No, I don't.
Do you go?	Yes, you do. / No, you don't.
Does he go?	Yes, he does. / No, he doesn't.
Does she go?	Yes, she does. / No, she doesn't.
Does it go?	Yes, it does. / No, it doesn't.
Do we go?	Yes, we do. / No, we don't.
Do you go?	Yes, we do. / No, we don't.
Do they go?	Yes, they do. / No, they don't.

# \*9 11.5 Complete the sentences with the missing words. Listen and check.



- <u>Do</u> you play basketball?
   Yes, I <u>do</u>. I play at school.
- 1 \_\_\_\_\_ Rob walk to school?
- No, he \_\_\_\_\_. He goes by train.
- 2 \_\_\_\_\_ you want to have lunch now?
- Yes, I \_\_\_\_\_. Good idea!
- 3 \_\_\_\_\_ the post office open on Sundays? No, it \_\_\_\_\_. Sorry.
- 4 \_\_\_\_\_ your parents like pop music? Yes, they \_\_\_\_\_.
- 5 \_\_\_\_\_ Tom like coffee? No, he \_\_\_\_\_. He hates it!



Complete the questions and write answers. Ask and answer in pairs.



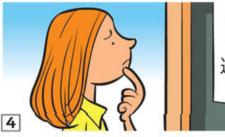
- you / like / pasta?
  Do you like pasta? Yes, I do / No, I don't.
- 1 you and your friends / send text messages?
- 2 your dad / make / your dinner?
- 3 you / play / the piano?
- 4 your mother / work / in an office?
- 5 your grandparents / live / near you?
- 6 we / have / science / on Tuesdays?

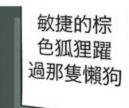
11 11.6 Look at the pictures. Listen and answer the questions.















12 11.6 Listen again and check your answers to exercise 11. Then ask and answer in pairs.

# 13 3 13 11.7 Listen and match the words with the pictures. Then sing!

- Tony is a postman. He works from six to three. He walks and drives around the town And brings my post to me.
- Oh Tony he works very hard. He drives for miles and miles. But when he sees us in the street He always waves and smiles.
- 3 Tony gets up early. And puts on his postman's hat. He eats his breakfast quickly And feeds his dog and cat.
- Oh Tony he works very hard. He drives for miles and miles. Oh Tony he works very hard. He drives for miles and miles.
- Tony doesn't like the rain.
   He stays inside his van.
   But when the sun shines, Tony smiles.
   He is a happy man.
- 6 Oh Tony he works very hard. He drives for miles and miles. Oh Tony he works very hard. He drives for miles and miles.

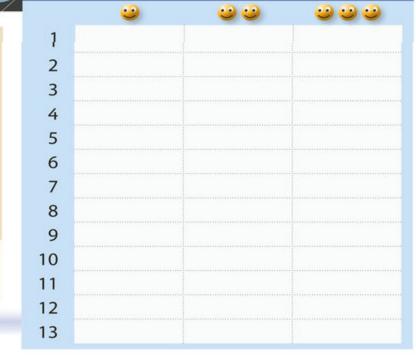








# Self-evaluation Rate your progress.





b

# Present continuous

# I can recognize and use the present continuous tense.

# Use of the present continuous



Past ← Now → Future We use the present continuous to talk about things in progress now or around now. (See page 42 for spelling of the -ing form.)

Affirmative		Negative		
Long form	Short form	Long form	Short form	
I <b>am</b> going	I'm going	I am not going	I'm not going	
You <b>are</b> going	You <b>'re</b> go <b>ing</b>	You are not going	You aren't going	
He <b>is</b> going	He's going	He <b>is not</b> go <b>ing</b>	He isn't going	
She <b>is</b> going	She <b>'s</b> go <b>ing</b>	She <b>is not</b> go <b>ing</b>	She <b>isn't</b> go <b>ing</b>	
It <b>is</b> going	It's going	It <b>is not</b> go <b>ing</b>	It isn't going	
We <b>are</b> going	We're going	We are not going	We aren't going	
You <b>are</b> going	You're going	You are not going	You aren't going	
They are going	They're going	They are not going	They aren't going	

\*1 Complete the sentences with the correct form of the verb in brackets.



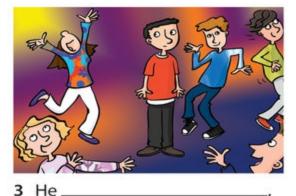
 I <u>m drinking</u> (drink)



1 We \_\_\_\_\_ fun. (have)



2 They \_\_\_\_\_ (not sleep)



(not dance)



4 You \_\_\_\_\_ (not study)



5 It \_\_\_\_\_ (rain)

- 2 Use the verbs in brackets to say what the person is doing. Correct the sentences.
  - He's drawing. (write) <u>He isn't drawing. He's writing.</u>
  - 1 She's eating. (drink)
  - 2 They're having breakfast. (play)
  - 3 He's talking on the phone. (listen to music)
  - 4 They're jumping. (swim)
  - 5 He's sitting. (stand)
  - 6 She's walking. (run)
- 3 12.1 Look at the picture and listen. Number the people in order.

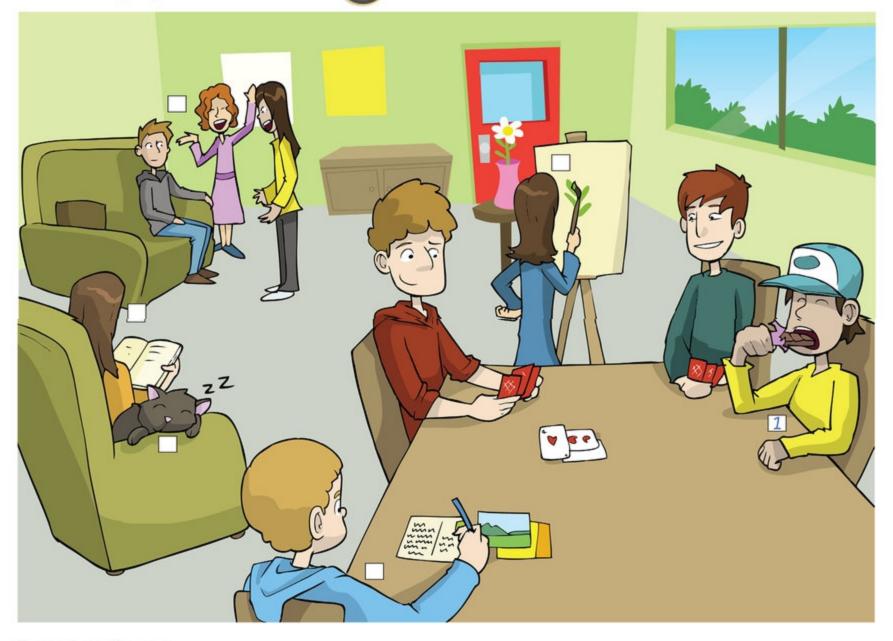
4 12.2 Look at the picture in exercise 3 again. Listen and correct the false sentences. Use the words in the box.

chocolate some flowers a boy a postcard a book cards a chair

He isn't eating a sandwich. He's eating chocolate.

# 12.3 Listen and number the sentences 1–5.

- \_\_\_\_ A woman is buying some fruit.
- <u>1</u> A baby is crying.
- Some people are watching a football match.
- A boy is running.
- \_\_\_\_ Some people are skiing.



12.4 Listen to five more situations.
 After each one, say what's happening.

Some boys are playing tennis.

- 12.5 Listen and check your answers to exercise 6.
- Complete the emails with the present continuous form of the verbs in the box.



get ready have <del>not have</del> not rain rain shine swim use write

# Hi!

How are you? We're on holiday but I'<u>m not</u> <u>having</u> a very good time. The weather's bad – it 1\_\_\_\_\_\_ I 2\_\_\_\_\_ Dad's laptop. Mum and Dad 3\_\_\_\_\_\_ postcards. I want to go home! Bye for now Josh

## 

Hi again We 4

We 4\_\_\_\_\_a great time now! The weather's great – it 5\_\_\_\_\_. The sun 6\_\_\_\_\_! Lots of people 7\_\_\_\_\_\_ in the sea. I 8\_\_\_\_\_ for a picnic on the beach. :-) See you soon Josh

GAME Work in pairs. Mime an action for your partner to guess. Use the verbs in the box or your own ideas.

drink soup eat spaghetti make a cake listen to classical music listen to rock music make a sandwich play computer games write an email ride a bike ride a horse

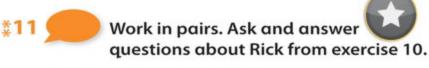
You're eating spaghetti. No, I'm not. I'm drinking soup.

# Questions and short answers

Questions	Short answers
Am I going?	Yes, I am. / No, I'm not.
Are you going?	Yes, you <b>are</b> . / No, you <b>aren't</b> .
Is he going?	Yes, he is. / No, he isn't.
Is she going?	Yes, she is. / No, he isn't.
Is it going?	Yes, it is. / No, it isn't.
Are we going?	Yes, we are. / No, we aren't.
Are you going?	Yes, you <b>are</b> . / No, you <b>aren't</b> .
Are they going?	Yes, they are. / No, they aren't.

# \*10 Complete the dialogue with the present continuous form of the verbs in brackets.

Instant Messaging	
🗸 My messages	
Sandy Hi. <u>Are yo</u> your homewor	<u>u doing</u> (you / do) rk?
Rick No, I <u>'m not</u> .	I'm playing a game.
Sandy 1 to music too?	(you / listen)
Rick Yes, I <sup>2</sup> new album.	I've got a
Sandy 3 (your parents	/ work) today?
	rk on Saturdays.
Sandy <sup>s</sup> (your brother / morning?	/ play) football this
Rick No, he • There's no foc	otball today.
Sandy Oh. 7	(it / rain)?
Rick Yes, it <sup>*</sup> staying at hon	. We're today.



Rick / do / his homework?

Is Rick doing his homework?

- 1 he/play/agame?
- 2 he / listen / to the radio?
- 3 his parents / work / today?
- 4 his brother / play / football today?
- 5 the sun / shine / today?
- 6 he and his brother / stay / at home today?

No, he isn't.

# 12 Use the prompts to make questions. Then write your answers.

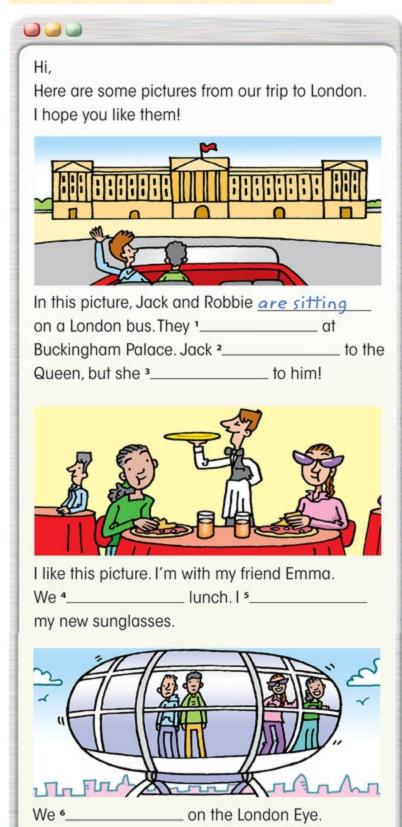
- you / wear / jeans today?
  <u>Are you wearing jeans today?</u>
  Yes, I am / No, I'm not.
- 1 you / sit / next to a window?

2 you / listen / to music?

- 3 you/use/apen?
- 4 your best friend / sit / next to you?
- 5 your teacher / smile?
- 6 your friends / study?

13 Look at the pictures and complete the email message with the verbs in the box in the correct present continuous form.

not enjoy have look have ride <del>sit</del> wave not wave wear



Emma and I are happy, but Jack and Robbie <sup>7</sup>\_\_\_\_\_\_ it. They don't like flying! Well, how are you? Are you <sup>8</sup>\_\_\_\_\_\_ a good

time? Write and tell me!



# Present simple and present continuous

I can use the present simple and the present continuous tenses.



### **Present simple**

Bob **has** breakfast at 8 a.m. Then he **cycles** to school.

### **Present continuous**

It's 8 a.m. now. He's having breakfast. He isn't cycling.



### **Present simple**

Ella studies maths at university.

### **Present continuous**

She **isn't studying** at the moment. She's **sleeping**.

We use the present simple to talk about things that are always true, and habits and routines. We use it with 'state' verbs, for example *like, love* and *hate*.

We often use the present simple in expressions with *every day/week* and with days of the week + on, for example *on Mondays/Tuesdays*.

We use the present continuous to talk about things in progress now. We often use it with *now* or *at the moment*. \*1 13.1 Circle the correct option. Listen and check.



 Josh loves / is loving sport. He 'plays / 's playing basketball and he 'plays / 's playing football.
 Right now he 'plays / 's playing football.



2 My dad's a teacher. He <sup>4</sup>teaches / 's teaching Science. Today's Saturday. He <sup>5</sup>doesn't teach / isn't teaching now – he <sup>6</sup>reads / 's reading the newspaper.



3 I 'like / 'm liking reading. I 'read / 'm reading a lot of books. I 'don't read / 'm not reading at the moment. I 'watch / 'm watching TV.

- 2 Write sentences and questions. Use the present simple or present continuous form of the verb.
  - Ben / have / a big breakfast every day.
    Ben has a big breakfast every day.
  - 1 Sssh! The baby / sleep!
  - 2 you / do / your homework at the moment?
  - 3 I / not like / bananas.
  - 4 We / live / at number 23.
  - 5 the sun / shine / now?
  - 6 We / have / lunch at 12.30 every day.
  - 7 Jean / not / go / to school on Wednesday afternoons.
  - 8 It / not rain / now.

# Complete the dialogues with the correct form of the verb in brackets.

- (get up)
   <u>Do</u> you <u>get up</u> at seven every morning?
   No, I <u>don't</u>. I <u>get up</u> at nine on Saturdays.
- 1 (do)

\_\_\_\_\_ you \_\_\_\_\_ maths now? No, I \_\_\_\_\_. I \_\_\_\_\_ English at the moment.

- 2 (work) \_\_\_\_\_ your dad \_\_\_\_\_ in an office every day? No, he \_\_\_\_\_. He \_\_\_\_\_ at home today.
- 3 (wear)

\_\_\_\_\_ students at your school \_\_\_\_\_ uniform? No, they \_\_\_\_\_. We \_\_\_\_\_ our own clothes. I \_\_\_\_\_ my favourite shirt today!

4 (listen)

\_\_\_\_\_ you \_\_\_\_\_ to music every day? Yes, I \_\_\_\_\_. I \_\_\_\_\_ to my favourite band right now.

5 (play)

\_\_\_\_\_ your brother \_\_\_\_\_ badminton on Tuesdays? Yes, he \_\_\_\_\_. He \_\_\_\_\_ now!

- \*4 13.2 Listen and check your answers to exercise 3. Practise the dialogues in pairs.
- 5 Look at the pictures and complete the sentences. Write the present simple or present continuous form of the verb in brackets.



- 1 Jack is in his bedroom. He's lying (lie) on his bed and he \_\_\_\_\_ (read) a magazine.
- 2 He \_\_\_\_\_ (wear) jeans and a T-shirt.
- 3 He \_\_\_\_\_ (not wear) any shoes.
- 4 A cat \_\_\_\_\_\_ (sleep) on a chair.
- 5 Jack \_\_\_\_\_ (play) the guitar and he \_\_\_\_\_ (read) a lot of books.
- 6 He \_\_\_\_\_ (like) football and he \_\_\_\_\_ (eat) lots of chocolate.
- 7 He \_\_\_\_\_ (not like) tidying his room!

Look at the information in the table and make sentences about Clive, Julie and Claire. Use the present simple and the present continuous.



### Clive



a builder build / houses work / six days a week ③ football, weekends Spiders





NOW not work watch / TV drink tea eat pizza

### **Julie and Claire**



shop assistants sell clothes work / five days a week ③ fashion, pop music ⊗ rain

NOW not work sit / in a cafe drink coffee eat cakes

\*7 🜔 13.3 Listen and check your answers to exercise 6.

\*8 Write sentences about Clive, Julie and Claire. Use the present simple and the present continuous.

Clive's a builder. He

# Julie and Claire

### Complete the notes about you, then write sentences.

About me

### I'm a student

1 m a stoaem	
I go to	school.
©	
8	
NOW	
(sit)	
(wear)	
(study)	

I'm a student. I go to

At the moment, I'm

### 10 Now write about a person in your family.

Mydad		
About him		
postman		
postman gets up at 5		
©		
8		
NOW		

<u>My dad's a postman. He ...</u> <u>At the moment, he's ...</u>

# 11 Look at the photo and complete the text. Write the correct form of the verbs in the box.

not like run shout stand <del>wear</del> study take wear go not smile



1 to Lo	a student – s
and she 2	
] 3 next	t to my brothe
Harry. He ⁴	
T-shirt and he s	– he
• being	
Му тит "	'Hurry up!
my dad - and he "_	
the picture. My dad	
terrible photos!	

\*12 GAME

Play in pairs or groups. Start on square one. To move to the next square, the player has to say TWO correct sentences about the picture- one in the present simple and one in the present continuous. Use the verbs in the box to help you.

read work eat play teach go to sleep get up visit sit swim dance bring read come arrive wait for catch like

Sheep eat grass.

The sheep are standing in the field.



# Self-evaluation Rate your progress.

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# Mini-revision Units 11–13

# **Reading and writing**

 Read the texts and complete the sentences. Choose from the box.

reads 's reading walks 's walking work isn't working teaches aren't teaching



Kyle is a student. He <u>reads</u> a lot of books. Today he's on holiday. He 1\_\_\_\_\_ in the mountains.

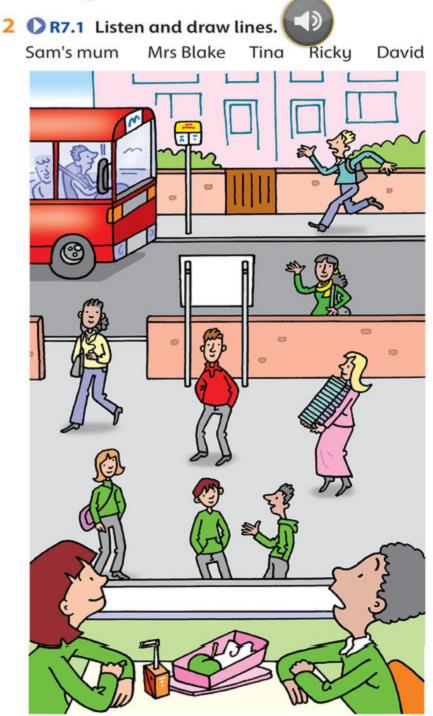


Joe is a postman. Every day he <sup>2</sup>\_\_\_\_\_ round the town delivering letters. He <sup>3</sup>\_\_\_\_\_ now. He <sup>4</sup>\_\_\_\_\_ a book.



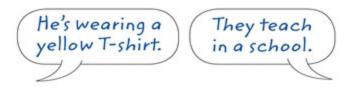
Sid and Dan <sup>2</sup>\_\_\_\_\_ In a school. Sid <sup>6</sup>\_\_\_\_\_ French and Dan's subject is maths. They <sup>7</sup>\_\_\_\_\_ now. They're having lunch.

# Listening



# Speaking

3 Work in pairs. Look at the pictures in exercise 1 again. Make sentences about a person. Your partner has to guess who it is. Use the present simple and the present continuous.



# Past simple: Be I can recognize and use was and were. I can recognize and use there was and there were.

# Was and were: affirmative and negative



Neil Armstrong was the first man on the moon.



It was cold this morning!

# \*1 Circle the correct option

- ▶ We was were tired last night.
- 1 I wasn't / weren't at school last week.
- 2 You was / were very kind yesterday.
- 3 It was / were cold last night.
- 4 My parents was / were at the supermarket this morning.
- 5 David wasn't / weren't happy yesterday.
- 6 We was / were late this morning.
- 7 My friends wasn't / weren't in the park this afternoon.
- 8 She was / were at home all day today.

Was and were are the past simple form of be. We use was and were to talk about the past.

We often use the past simple with certain time expressions, e.g. yesterday, yesterday morning/ afternoon/evening, last night/week/month/year, on Monday/Tuesday, this morning/afternoon/ evening, etc.

We **were** in class six last year. She **wasn't** at her piano lesson last night.

Affirmative	Negative	
Long form	Long form	Short form
I was	I was not	I wasn't
You were	You were not	You weren't
He <b>was</b>	He was not	He wasn't
She <b>was</b>	She was not	She wasn't
It was	It was not	It wasn't
We were	We were not	We weren't
You were	You were not	You weren't
They were	They were not	They weren't

# 2 Rewrite the sentences in the past simple.

- I'm not at home.
  - I wasn't at home.
- 1 They aren't hungry.
- 2 Lucy isn't here.
- 3 You and I are very lucky.
- 4 I'm busy.
- 5 You're funny!
- 6 The weather is terrible.
- Unit 14 65

# Was and were: questions and short answers

Questions	Short answers
Was I?	Yes, I was. / No, I wasn't.
Were you?	Yes, you were. / No, you weren't.
Was he?	Yes, he was. / No, he wasn't.
Was she?	Yes, she was. / No, she wasn't.
Was it?	Yes, it was. / No, it wasn't.
Were we?	Yes, we were. / No, we weren't.
Were you?	Yes, you were. / No, you weren't.
Were they?	Yes, they were. / No, they weren't

# 3 Put the words in order to make questions. Complete the answers.

- you / at your friend's house / last night / were Were you at your friend's house last night? Yes, I was .
- 1 your parents at home / yesterday / were

No, they \_\_\_\_\_.

2 Tom / this morning / on the bus / was

No, he \_\_\_\_\_.

3 it / sunny / was / last Saturday

Yes, it \_\_\_\_\_.

4 in the team / were / last week / you

No, I \_\_\_\_\_.

5 the shops / open / were / last Sunday

Yes, they \_\_\_\_\_.

6 they / at the party / were / last night

Yes, they \_\_\_\_\_.

4 🕘 🗘 14.1 Listen. Underline the /wəz/ sounds and circle the /wpz/ sounds.



- 3 a nice meal? Yes / fantastic
- 4 a beautiful place? No / ugly
- 5 a good book? Yes / interesting



- 14.4 Work in pairs. Use the prompts to ask and answer questions about the holiday photos. Listen and check your answers.
   Tim and Jenny / in Paris / on Monday?
   sunny?
   Were Tim and Jenny / in Paris / on Monday?
- in Paris on Monday? Yes, they were. Was it sunny? No, it wasn't.

1 Luke / in a museum? he / in London?



- 2 Kate and Ben / in a hotel? at home?

3 Harry / at a campsite? with his family?

4 Carly and Mo / in Italy? in a restaurant?





# There was and there were **\*10** Work in pairs. Look at exercise 9 again. Ask and answer questions about Tim's holiday. Was there a swimming pool? AND LALLER Complete Tim's homework. Use your **‡11** notes from exercise 10 and your own ideas.

There was and there were are the past forms of there s and there are (see page 10).

Affirmative	Negative
There was a big cake!	There wasn't any ice-cream.
There were some nice sandwiches.	There weren't any crisps.
Questions	Short answers
Was there any music?	Yes, <b>there was</b> . No, <b>there wasn't</b> .
Were there any games?	Yes, there were. No, there weren't.

### \*9 🜔 14.5 Listen to Tim talking about his holiday. Tick $\checkmark$ or cross $\times$ the things in the box.

swimm	ing pool 🔄 table tennis table
compu	ter room shops TV
beach	the sea mountains
cafés	restaurant museum



_	My summer holiday was fun.
_	The hotel was big and there was
_	
_	
_	
_	
_	
_	
_	2 <del>7</del>
_	
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	-

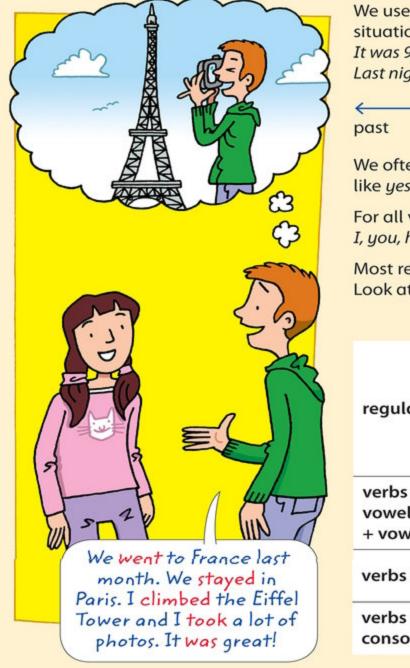
# Self-evaluation Rate your progress.

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# Past simple: regular and irregular verbs

I can recognize and use the past simple form of regular and irregular verbs.

# Regular verbs: affirmative and negative



We use the past simple to describe completed actions and situations in the past.

It was 9 o'clock. John **opened** the door and **walked** to the bus stop. Last night I **finished** my homework and **watched** TV.

< <u> </u>				
past	opened	walked	now / the present	future

We often use the past simple with time words and expressions like *yesterday*, *last week* and *this morning* (see page 65).

For all verbs except **be**, the past simple form is the same for *I*, *you*, *he*, *she*, *it*, *we*, *you* and *they*.

Most regular verbs end in -**ed** – but not all of them! Look at the table below for spelling rules.

	Affirmative	Negative	
regular verbs	base form + <b>ed</b> watch <b>ed</b> play <b>ed</b> wait <b>ed</b> look <b>ed</b>	didn't (= did not) + base form didn't watch didn't play didn't wait didn't look	
verbs ending vowel + consonant + vowel	stop – stop <b>ped</b> travel – travel <b>led</b> BUT snow – snow <b>ed</b>	didn't stop didn't travel didn't snow	
verbs ending -e	dance – danc <b>ed</b> like – lik <b>ed</b>	didn't dance didn't like	
verbs ending consonant + -y	hurry – hurr <b>ied</b> carry – carr <b>ied</b>	didn't hurry didn't carry	

### \*1 Complete the sentences with the past simple form of the verb in brackets.

- Jack and I <u>played</u> (play) badminton yesterday.
- 1 My sister \_\_\_\_\_ (cook) dinner last night.
- 2 I \_\_\_\_\_ (walk) to school this morning.
- **3** Josie \_\_\_\_\_ (carry) her mum's bags for her.
- 4 Jo and Sam \_\_\_\_\_ (help) the teacher yesterday afternoon.
- 5 We \_\_\_\_\_ (tidy) our rooms yesterday.
- 6 I \_\_\_\_\_ (like) the film last night.
- 7 My dad \_\_\_\_\_ (stop) the car and \_\_\_\_\_ (look) at the map.
- 8 We \_\_\_\_\_ (stay) with our grandparents last week.

# 2 Now make the sentences in exercise 1 negative.

- Jack and I didn't play badminton yesterday.
- 1 My sister \_\_\_\_\_
- 2 I\_\_\_\_\_.
- 3 Josie
- 4 Jo and Sam \_\_\_\_\_
- 5 We\_\_\_\_\_
- 6 I\_\_\_\_\_
- 7 My dad \_\_\_\_\_
- 8 We\_\_\_\_\_
- 3 Complete the sentences. Write the past simple form of the verbs.
  - We / enjoy / the party, and we / not want / to go home.

We enjoyed the party, and we didn't want to go home.

- 1 May / travel / to London, but she / not visit / Buckingham Palace.
- 2 I / listen / to the music but I / not like / it.
- 3 It / start / to rain and we / hurry / home.
- 4 James / call / his mum but she / not answer the phone.
- 5 It / not rain / last week, but it / snow!
- 6 We / wait / a long time, but the bus / not arrive.
- 7 It / not rain / yesterday morning, so we / decide / to go for a walk.
- 8 They / study hard, but they / not pass / the exam.

# \*4 🕘 🜔 15.1 Listen and repeat. 📗

- /t/ jumped, washed, looked, danced
- /d/ played, studied, lived, listened
- /Id/ visited, wanted, needed, decided
- 5 O 15.2 Put the words into the correct lists. Then listen and check.

added arrived asked called cried laughed started waited walked

/t/		
/d/		
/1d/	added	

# 6 O 15.3 Listen and repeat, then practise in pairs.



Last Sunday, I tidied my room, cleaned the house, cooked a meal and washed the dishes.



Last Sunday, I visited my aunt, helped my mum, phoned my grandma and posted some letters.



Last Sunday, I stayed in bed, watched TV, listened to music and played computer games.

# Irregular verbs: affirmative and negative

Base form	Affirmative	Negative
come	came	didn't come
do	did	didn't do
get	got	didn't get
go	went	didn't go
have	had	didn't have
make	made	didn't make
say	said	didn't say
see	saw	didn't see
take	took	didn't take

Many verbs have irregular past simple forms.

# \*7 15.4 Look at the table. Listen and repeat.

\*8 Rewrite the sentences in the past simple.

- Katie has breakfast at 7.30.
  Katie had breakfast at 7.30.
- 1 I go swimming with my brother.
- 2 Mum makes nice cakes.
- 3 We get a lot of homework.
- 4 They come to school by bus.
- 5 We take the dog to the shops.
- 6 Dad says 'no'.
- 7 I do my homework in the kitchen.
- 8 Jessica sees us from her window.



Work in pairs. Test each other on irregular verbs. Use the table in exercise 7.



15.5 Complete the sentences with the past simple form of the verb in brackets. Then listen and check.

- My cousins <u>came</u> (come) to my house yesterday.
- 1 We \_\_\_\_\_ (have) a great time last weekend.
- 2 Joe \_\_\_\_\_ (see) an accident this morning.
- 3 They \_\_\_\_\_ (not go) to the cinema last night.
- 4 You \_\_\_\_\_ (do) a lot of homework last Saturday!
- 5 Mum \_\_\_\_\_ (make) some sandwiches for us.
- 6 I \_\_\_\_\_ (not have) breakfast this morning.
- 7 David \_\_\_\_\_ (take) a lot of photos last week.
- 8 I \_\_\_\_\_ (not get) your message yesterday.
- 9 My friends \_\_\_\_\_ (go) to London last Monday.
- 10 I \_\_\_\_\_ (say) 'hello' to Sam when he went by, but he \_\_\_\_\_ (not see) me.
  - GAME Play in groups or round the class. Player one makes a positive sentence in the past. Player two makes this sentence negative and makes a new positive sentence. Player three makes it negative and adds a new positive sentence, and so on.

I went to the cinema last Saturday.

I didn't go to the cinema last Saturday. I got your message yesterday.

I didn't get your message yesterday. My cousins came to my house at the weekend.



12 Look at the irregular verb table on page 144. Complete the sentences with the past simple form of the verbs in the box.

> go catch find <del>give</del> know put write drink eat sing not have

- It was my birthday yesterday.
   My uncle <u>gave</u> me £20.
- 1 Where's my book? I \_\_\_\_\_\_ it on the table, but now it isn't there!
- 2 We were on holiday last week. I \_\_\_\_\_\_ six postcards.
- 3 This dog hasn't got a home. We \_\_\_\_\_\_ it in the street.
- 4 The test was easy. I \_\_\_\_\_ all the answers!
- 5 I didn't walk to school this morning. I \_\_\_\_\_\_ the bus.
- 6 She was very hungry. She \_\_\_\_\_ five sandwiches and two biscuits!
- 7 It was a fantastic concert. The band played for three hours and \_\_\_\_\_\_ all my favourite songs.
- 8 The children were thirsty and they \_\_\_\_\_ lots of lemonade.
- 9 She \_\_\_\_\_\_ time to eat breakfast this morning, so she was very hungry by lunch time.
- 10 We didn't go to Spain on holiday this year. We \_\_\_\_\_\_ to Turkey.

# Regular and irregular verbs: questions and short answers

All verbs, regular and irregular (except **be**), form **q**uestions and short answers in the same way: **did** + noun/pronoun + base form.

Questions	Short answers	
Did I work? Did I have?	Yes, I did. / No, I didn't.	
Did you work? Did you have?	Yes, you <b>did</b> . / No, you <b>didn't</b>	
Did he work? Did he have?	Yes, he <b>did</b> . / No, he <b>didn't</b> .	
Did she work? Did she have?	Yes, she did. / No, she didn't.	
Did it work? Did it have?	Yes, it <b>did</b> . / No, it <b>didn't</b> .	
Did we work? Did we have?	Yes, we did. / No, we didn't.	
Did you work? Did you have?	Yes, you <b>did</b> . / No, you <b>didn't</b> .	
Did they work? Did they have?	Yes, they did. / No, they didn't.	

\*13 Match the questions 1–6 with the correct answers a–g.

- Did you enjoy the party? <u>c</u>
- 1 Did your parents come to the school concert? \_\_\_\_\_
- 2 Did Bob go to Spain last summer? \_\_\_\_\_
- 3 Did it rain yesterday? \_\_\_\_\_
- 4 Did Julie have her music lesson yesterday? \_\_\_\_
- 5 Did you and your brother take the dog to the park? \_\_\_\_\_
- 6 Did I get the wrong answer? \_\_\_\_\_
- a Yes, they did. They enjoyed it very much.
- **b** No, she didn't. She had it last Saturday.
- c Yes, I did. It was great.
- d No, it didn't. It was sunny.
- e No, you didn't. You were right.
- f No, he didn't. He went to Italy.
- g Yes, we did. It was fun.

- Complete the questions with *you* and the verb in brackets and write answers. Ask and answer in pairs.
- Did you watch (watch) TV last night?

\*14

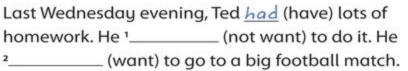


Josh had a bad day yesterday. Look at the picture and ask and answer questions about it. Use the phrases in the box.

catch the bus have breakfast put on his coat remember his lunch take his school bag



16 15.6 Look at the picture story and complete the missing words. Write the past simple form of the verbs in brackets. Listen and check.





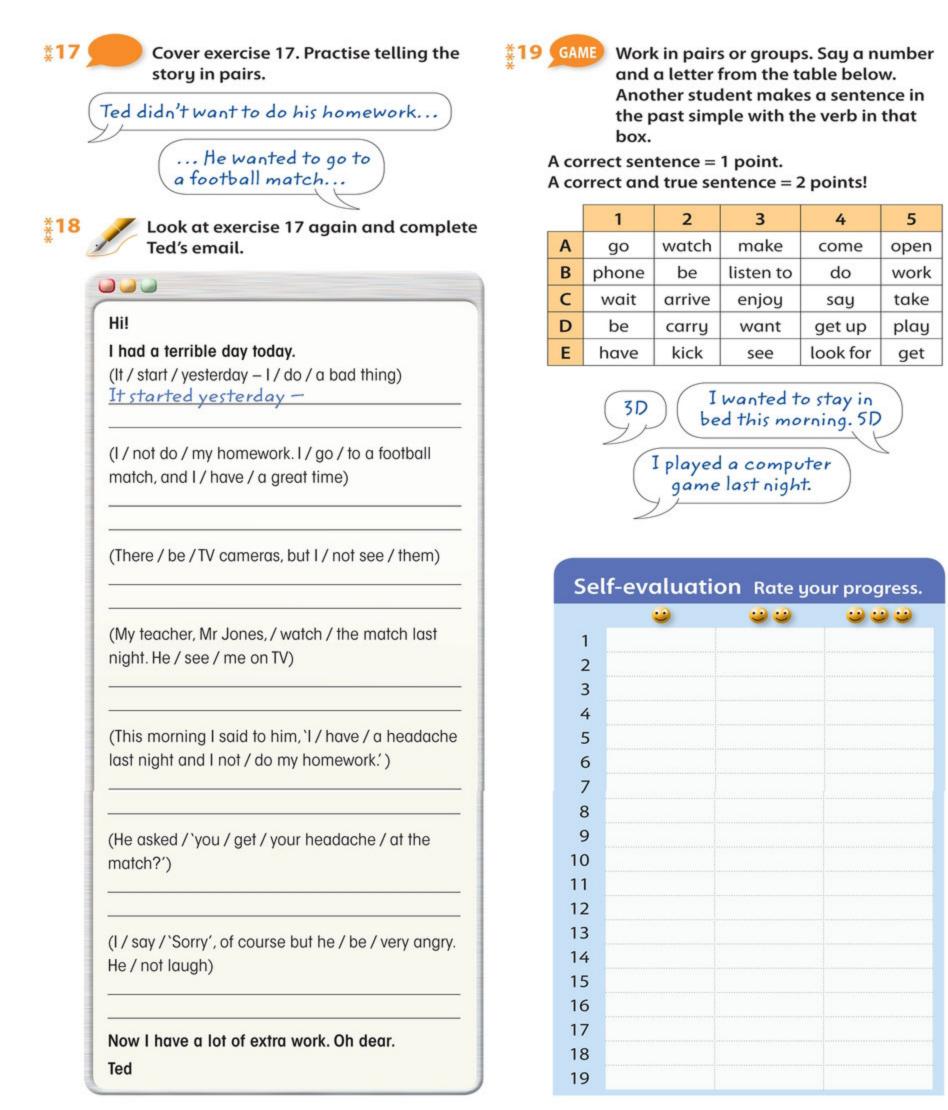
Ted 3	(not do) his home	ework. What
4	(do)? He ⁵	(go) to the
football	atchl	



The next day, Ted's teacher <sup>6</sup>\_\_\_\_\_ (ask), <sup>7</sup>\_\_\_\_\_ (enjoy) the football match last night, Ted?'



Ted <sup>8</sup>		(not understand).
How di	d the teacher know	? Then the teacher
9	(say), 'I 10	(watch)
TV last	night. I יי	(see) you. You
12	(be) on TV!'	



## Mini-revision Units 14–15

### **Reading and writing**

- 1 Choose the best answer.
  - Did you go to John's party, Ben?
    - a 🗌 Yes, I went.
    - b 📝 Yes, I did.
    - c 🗌 Yes, I go.
  - 1 Was there any food?
    - a 🗌 Yes, there is.
    - b 🗌 Yes, it was.
    - c 🗌 Yes, there was.
  - 2 Did you enjoy it?
    - a 🗌 Yes, it was great.
    - b 🗌 Yes, I like it.
    - c 🗌 Yes, I do.
  - 3 Did you see Tim and Danny there?
    - a 🗌 No, I didn't see.
    - b 🗌 No, I didn't.
    - c 🗌 No, they didn't.
  - 4 Were your parents there?
    - a 🗌 Yes, they were.
    - **b** Yes, there were.
    - c 🗌 Yes, they were my parents.
  - 5 Did you play games?
    - a 🗌 Yes, we all play games.
    - b 🗌 Yes, I like playing games.
    - c 🗌 Yes, there were some funny games.
  - 6 Did you stay until the end?
    - a 🗌 Yes, I stayed.
    - b 🗌 Yes, I did.
    - c 🗌 Yes, I was.

### Speaking

3 Work in pairs. Choose a picture of one of Jack's days from exercise 2. Think of two or three things Jack did that day. Use your own ideas. Tell the class.

Jack went to the beach on Saturday. He played with his friends.

# Listening

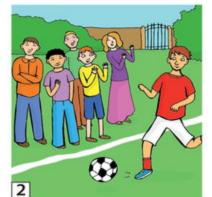
2 R8.1 What did Jack do last week? Listen and draw a line from the day to the correct picture. There is one example.

Monday

Tuesday Wednesday













Thursday

It was a nice day.

He had a great time.

Friday Saturday

## Revision 3 Units 11–15

### **Reading and writing**

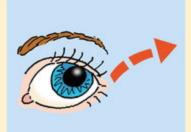
1 Choose the best answer.

- Joe Do you like cheese? Daisy Yes, I \_\_\_\_\_.
  - a 🗌 like
  - b 🗌 am
  - c 📝 do
- 1 Joe \_\_\_\_\_ home now? Daisy No, I'm not.
  - a 🗌 Are you going
  - b 🗌 Do you go
  - c 🗌 Am I going
- 2 Joe What's your dad's job?
  - Daisy He \_\_\_\_\_.
  - a 🗌 teach
  - **b** is teaching
  - c 🗌 's a teacher
- **3 Joe** Does your brother go to school? **Daisy** No, he \_\_\_\_\_.
  - a 🗌 isn't
  - b 🗌 doesn't
  - c 🗌 don't
- 4 Joe Did you have a nice time yesterday? Daisy Yes, thanks, it \_\_\_\_\_ great.
  - a 🗌 is
  - **b** were
  - c 🗌 was
- 5 Joe Did Sam do his homework last night? Daisy No, he \_\_\_\_\_.
  - a 🗌 doesn't
  - b 🗌 didn't
  - c 🗌 don't

#### **2** Complete the story with the words below.

Last week, J	ohn went	on holiday with his parents.
They travell	ed by 1	. It was a long
2	They g	ot on the train in London
and went to	sleep. Th	e next morning, they
woke up in <sup>3</sup>		! John looked out of the
4	He ⁵	mountains and a
big •	Sco	otland was an exciting place!





<del>parents</del>

saw





Scotland

castle





journey

window



### Listening

3 OR9.1 Listen and tick / the best answer.



Where did Polly have her picnic?



1 What did they eat?



2 What does Polly do every Saturday?



3 Which is Polly's T-shirt?



4 What's Polly's brother doing?



5 Where is Polly's grandmother?







### Speaking

4 Work in pairs. Point to one of the sets of three pictures in exercise 3. Your partner has to say THREE sentences about the pictures - one positive sentence and two negative sentences.

The girls didn't have a picnic in the park. They didn't have a picnic in the garden. They had a picnic in the living room.

















b

# Question words: Who ...? Whose ...? What ...? Which ...?

I can recognize and use who, whose, what and which.

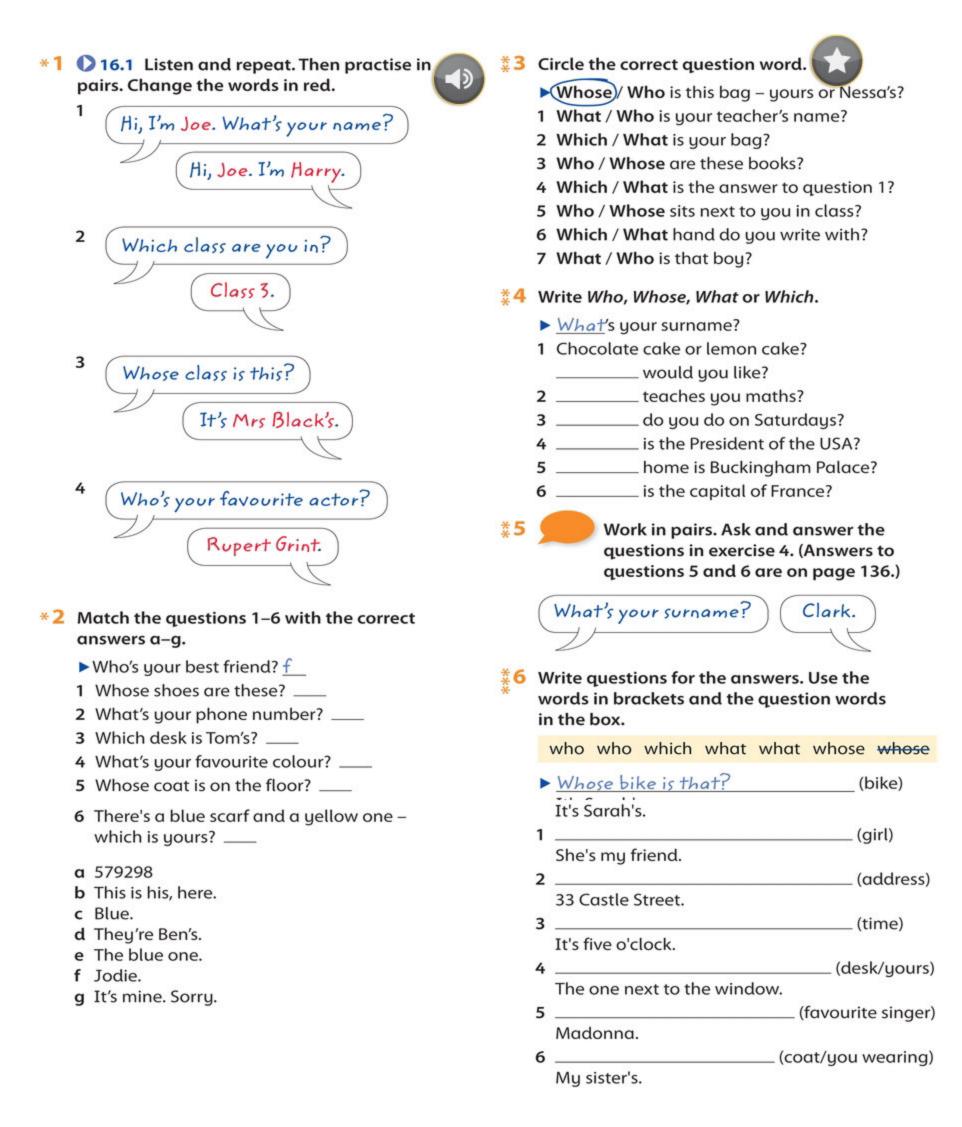
### Who, whose, what, which

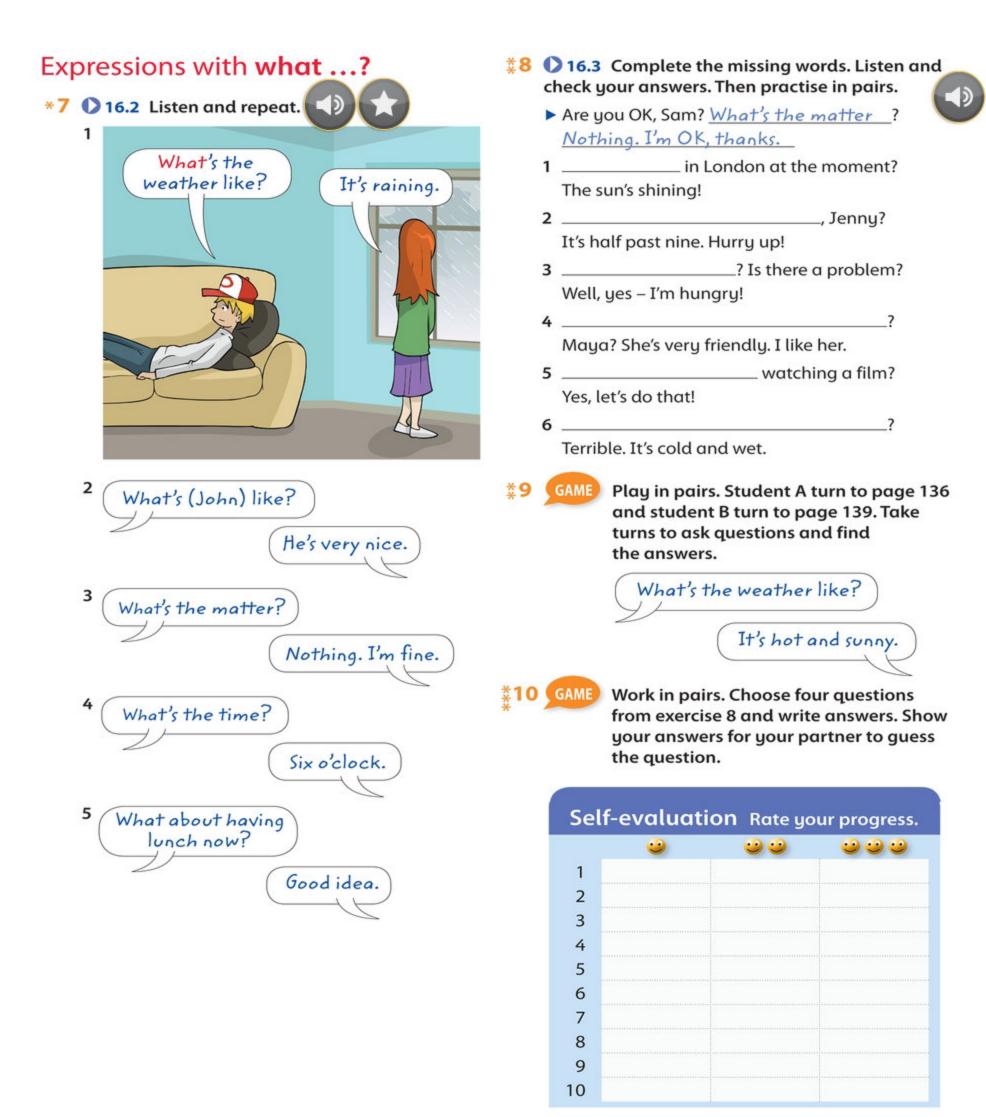


There are two kinds of questions:

- Yes/no questions.
   Do you like chocolate? Yes, I do.
   Did Tom enjoy the party? No, he didn't.
- Wh- questions. These begin with question words like who, whose, what and which.

Questions about people	who	Who sits next to you in class? Who are those people?	Sam. My friends.
Questions about possession	whose	Whose book is this? Whose CDs are those?	It's mine. They're John's.
Questions about things	what	What are you doing? What's that?	I'm doing my homework. It's an MP3 player.
Questions about choices (people or things)	which	Which boy is your brother? (I can see several boys.) Which jacket is yours? (I can see several jackets.)	That boy, over there. The blue one.





# Question words: Where ...? When ...? Why ...? How ...?

### Where, when, why, how

2

Why do you study English?



4

Because I like it.

How do you go to school?

Unit 17 81

By bus.

#### **2** Circle the correct option.

- Where/ How do you have lunch?
- 1 When / Where do lessons start?
- 2 Where / Why do we have homework?
- 3 How / Where is the head teacher's office?
- 4 Where / How does our English teacher come to school?
- 5 How / When do we have maths?

3 Work in pairs. Ask and answer the questions from exercise 2.

Where do you have lunch? I have lunch in the canteen.

### Expressions with how

## Complete the questions with where, when, why or how.

- Why are you wearing two jumpers? Because I'm cold!
- \_\_\_\_\_ are the summer holidays? In August.
- 2 \_\_\_\_\_ does your mum go to work? She drives.
- 3 \_\_\_\_\_ do your grandparents live? In London.
- 4 \_\_\_\_\_ are you hurrying? Because I'm late.
- 5 \_\_\_\_\_ do you get home from school? At about five.
- 6 \_\_\_\_\_ is your brother? He's in his room.
- 7 \_\_\_\_\_ is John travelling to France? He's flying.



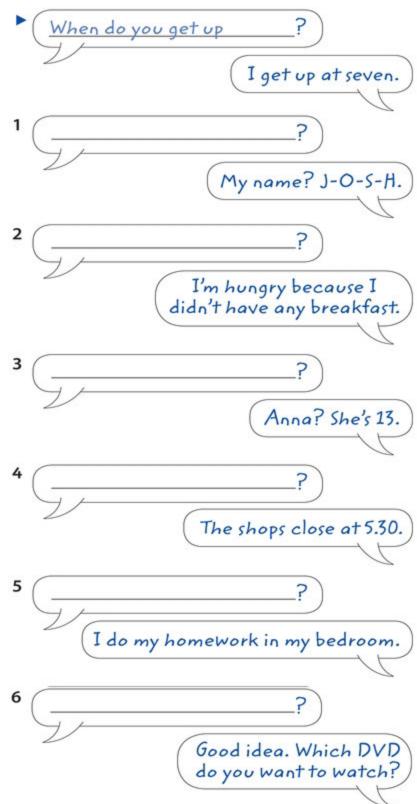
A lot of expressions begin with how.

How are you? I'm fine, thanks. I'm very well.
How old are you? I'm thirteen. I'm eleven years old.
How do you spell your name? A-N-N-A B-R-O-W-N
How about playing a game of cards? Yes, good idea! No, thanks.

We use How about to make suggestions. It means the same as What about and Let's.



\*10 Read the answers, and write the questions. Start each question with *how*, *when*, *why* or *where*.



11 17.4 Listen and check your answers to exercise 10.

### \*12 🎝 🎷 🜔 17.5 Read and listen. Then sing!

Why, why, why is the sky up above blue? How, how, how high are the clouds? Where, where, where do the birds fly away to? Questions for me and for you.

Who, who, who knows all the answers? I don't know – do you? Who, who, who knows all the answers? I don't know – do you?

Why, why, why is the grass in the fields green? How, how, how deep is the sea? Where, where, where do we go when we're sleeping? Questions for you and for me.

Who, who, who knows all the answers? I don't know – do you? Who, who, who knows all the answers? I don't know – do you?

#### Self-evaluation Rate your progress.

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# Question words: How much ...?, How many ...?

I can recognize and use How much and How many.



We use **How much ...?** to ask about uncountable nouns and **How many ...?** to ask about countable nouns. **How much** milk is there? Two litres. **How much** bread have we got? Not much. **How many** students are there in the class? 25. **How many** sandwiches do you want? Not many.

We also use **How much ...?** to talk about price. *How much is it/are they? Ten euros.* (*How much* = How much does it cost?)

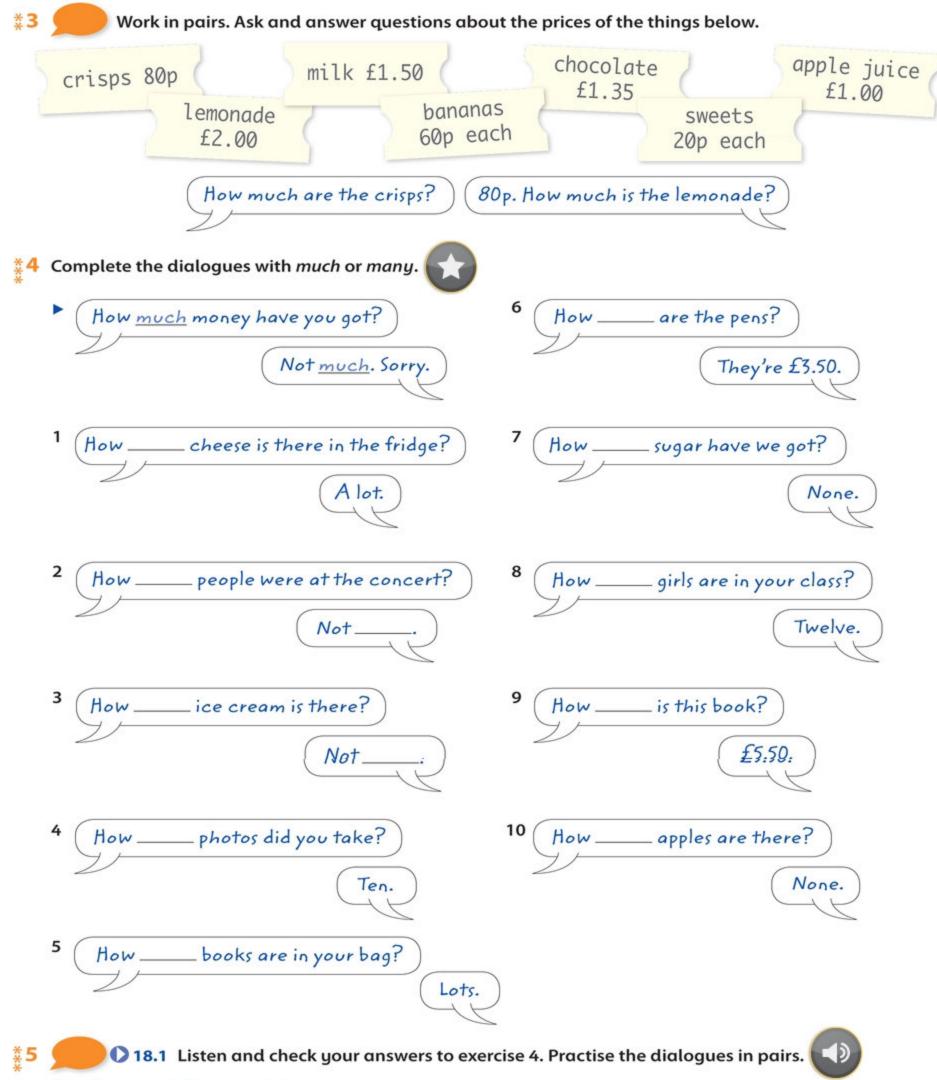
A lot means the same as lots. We use a lot with both countable and uncountable nouns. There are a lot of students. There's a lot of milk. (See Unit 3 for more about uncountable and countable nouns.)

#### \*1 Put the words in the correct column.

<del>children</del> desks eggs meat men money rice tea teachers water

How much?	How many?	
	children	

- 2 Choose the correct word.
  - ► How much (many) chairs are there?
  - 1 How much / many homework have you got?
  - 2 How much / many butter is there?
  - 3 How much / many brothers has Tom got?
  - 4 How much / many chocolate have you got?
  - 5 How much / many was your new watch?
  - 6 How much / many are the biscuits, please?



Look at the picture. Match the questions with the correct answers a–i, then practise in pairs.



- How much are the pencils? \_c\_\_
- 1 How much is the lemonade? \_\_\_\_\_
- 2 How many biscuits are there? \_\_\_\_\_
- 3 How much orange juice is there? \_\_\_\_\_
- 4 How many pencils are there? \_\_\_\_\_
- 5 How much milk is there? \_\_\_\_\_
- 6 How much are the biscuits? \_\_\_\_\_
- 7 How much is the orange juice? \_\_\_\_\_
- 8 How much water is there? \_\_\_\_\_
- a There isn't much.
- **b** three

\*\*\*

6

- c £1.25 each
- d 12 cartons
- e £1.00
- f four
- g 50p each
- **h** £1.50
- i none

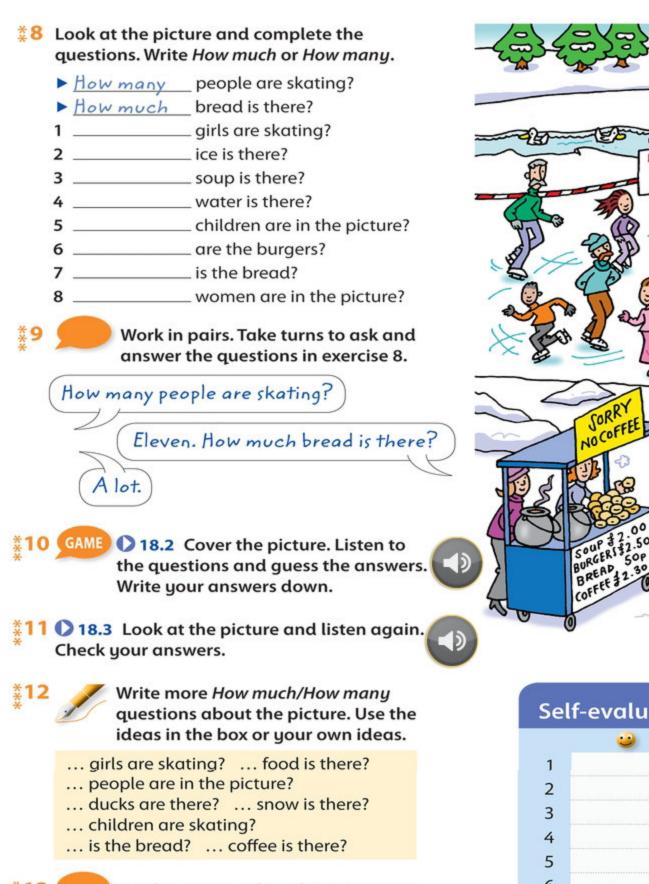
pencils	£1.25 each
notebooks	£2.00 each
pencil cas	ses £5.00
rulers	£2.50
postcards	75p
bottle of l	emonade f1 50
carton of or	range juice
	£1.00
pot of tea	£2.00
biscuits	50p each
cakes	£2.25 each

7 🤦

Work in pairs. Ask and answer questions about the things in the box.

cakes notebooks cups pencil cases pot of tea postcards rulers pencils

How much are the notebooks? £2. How many notebooks are there?



Work in pairs. Ask and answer your questions from exercise 12.

### Self-evaluation Rate your progress.

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## Revision 4 Units 16–18

### **Reading and writing**

- Choose the best answer.
  - What about a game of table tennis?
    - a 📝 Yes, OK. Good idea.
    - b 🗌 Yes, I do.
    - c 🗌 Yes, there is.
  - 1 How much money have you got?
    - a 🗌 Yes, I've got some money.
    - b 🗌 Yes, I have.
    - c 🗌 £2.50
  - 2 How do you go to school?
    - a 🗌 every day
    - b 🗌 by bus
    - c 🗌 in London
  - 3 What's the matter?
    - a 🗌 Nothing, I'm fine.
    - **b** No, there isn't.
    - c 🗌 none
  - 4 What's the weather like?
    - a 🗌 Yes, it's a nice day.
    - b 🗌 Yes, I do. It's hot.
    - c 🗌 It's sunny.
  - 5 How much are the biscuits?
    - **a** There are six.
    - b 🗌 50p each
    - c 🗌 not many
  - 6 How about an ice cream?
    - a 🗌 That's £3, please.
    - **b** Yes, there are.
    - c 🗌 Yes, please.

2 Complete the sentences. Choose a word from the box.

How What Where Which Whose Why

- Hi! <u>How</u> are you? I'm fine, thanks.
- jacket is that?
   It's Jenny's.
- 2 \_\_\_\_\_ bag is yours? The black one, there.
- 3 \_\_\_\_\_ is your book? It's on the teacher's table.
- 4 \_\_\_\_\_ does John need the computer? Because he wants to write an email.
- 5 \_\_\_\_\_ would you like for lunch? Pasta, please.
- 3 **R10.1** Listen and complete the sentences.
- -

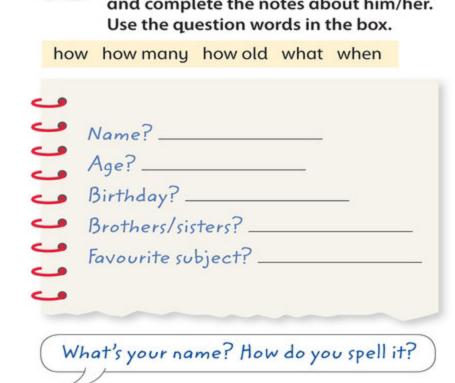
### Listening



6

### Speaking

Work in pairs. Interview your partner and complete the notes about him/her.



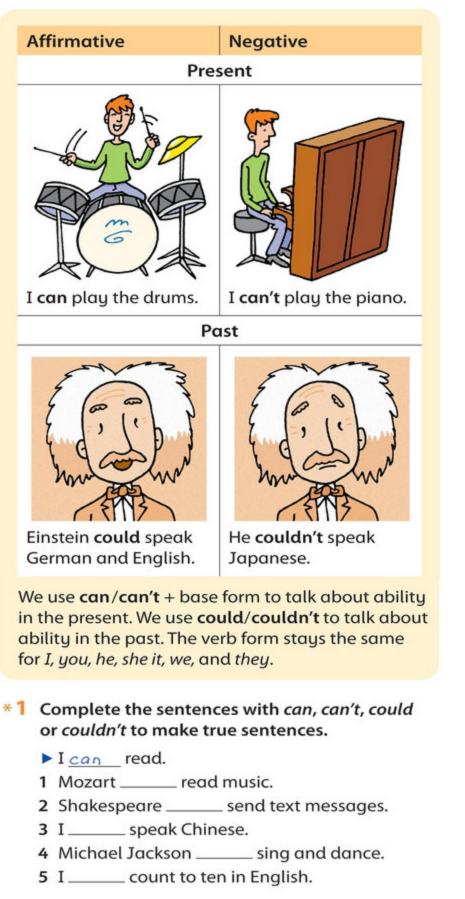
Work in pairs. Look at exercise 4 again. Ask and answer questions about the picture. How many ...?, What colour ...? and How much ...?

Y F	many oranges are there?
	What colour is the man's scarf?
-	much are the potatoes?

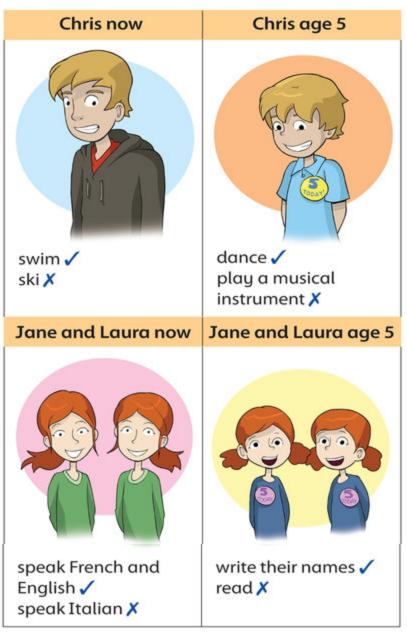
I can recognize and use **can** and **could** for ability, permission and requests.

### Can and could: ability

Can, could



2 19.1 Look at the information about Chris, Jane and Laura. Complete the missing words. Then listen and check.



- ► Chris <u>can</u> swim. He can't <u>ski</u>.
- 1 Young Chris could \_\_\_\_\_. He \_\_\_\_\_ play a musical instrument.
- 2 Jane and Laura \_\_\_\_\_ speak French and English. They can't \_\_\_\_\_ Italian.
- **3** Young Jane and Laura \_\_\_\_\_ write their names. They couldn't \_\_\_\_.



Can you speak Spanish?	Yes, I <b>can</b> . No, I <b>can't</b> .
<b>Could</b> you speak Spanish	Yes, I <b>could</b> .
last year?	No, I <b>couldn't</b> .

#### \*3 Complete the questions and answers.





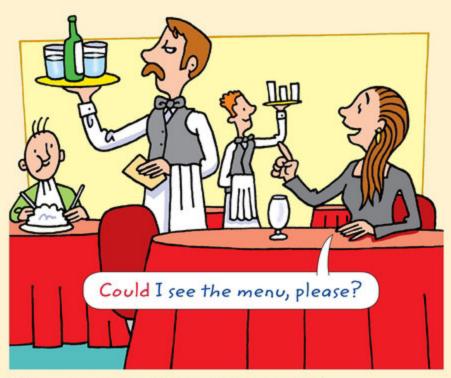
4 sing?

5 use a computer?

### Can and could: permissions and requests



We use can or can't to give or refuse permission.



We use can or could to ask for permission.



We use can or could to make requests. Could is more formal and polite than can.

#### \*6

#### 19.2 Match the questions with the answers a–f. Listen and check your answers. Practise in pairs.

- Can you tell me the time, please? d
- 1 Could you help me with my homework, please? \_\_\_\_\_
- 2 Can I use your ruler? \_\_\_\_
- 3 Could I see your photos? \_\_\_\_
- 4 Can I have a sandwich, please? \_\_\_\_\_
- 5 Can you wait for me, please? \_\_\_\_\_

- a OK. What's the problem?
- **b** Yes, sure. Here they are.
- c Yes, sure. Cheese or egg?
- d Yes. It's 6 o'clock.
- e OK, but hurry up!
- f No, you can't. Sorry. I need it.

● 19.3 Listen and say the number of the picture.



**\*7** 













\*8

Work with a partner. Use the words in the boxes and your own ideas to make short dialogues as in exercises 6 and 7.

share your book say that again tell me the time have some water help me use that now use your pen have some

Yes. Sure. No problem. OK. No, I'm sorry.

Can I share your book, please? Sure. No problem. Work in pairs. Read the situations. Ask your partner for permission to do something, or make a request.

You're in class, and it's very hot. You want to open the window.



- 1 You're at your friend's house. You'd like a drink of water.
- 2 You're in the cinema. You want the person in front to stop talking.
- 3 You're in a café. You'd like a glass of orange juice.
- 4 Your friend hasn't got a dictionary. Give permission to use yours.
- 5 You don't understand a maths problem. You'd like the teacher to explain it again.
- 6 Your friend's little sister wants to change the TV channel. Say 'no'!
- 7 You want some of your friend's chocolate.
  - GAME Work in pairs. Write short dialogues for four of the situations from exercise 9. Mime your dialogues to the class. The other students have to guess the words.

Self-evaluation Rate your progress.			
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# Must, have to and shall

I can recognize and use **must** and **mustn't**, **have to**, and **had to**. I can recognize and use **shall** for offers.

### Must, mustn't



We use **must** and **mustn't** to talk about rules and laws, or to give strong advice.

You **must** do it. (It's necessary. It's the rule or law.) You **mustn't** do it. (It's against the rule or law.)

**Must** stays the same for *I*, *you*, *he*, *she it*, *we*, and *they*.

Affirmative	Negative
Drivers <b>must</b> drive on the left in the UK.	Drivers <b>mustn't</b> drive on the right in the UK.
I <b>must</b> remember Jack's birthday.	I <b>mustn't</b> forget Jack's birthday.

There is no past form of must. (See page 98.)

\*1 20.1 Look at the signs and complete the sentences with must or mustn't. Listen and check.













- ▶ You mustn't pick the flowers.
- 1 You \_\_\_\_\_ ride your bike on the grass.
- 2 You \_\_\_\_\_ walk on the paths.
- 3 You \_\_\_\_\_ use the bins.
- 4 You \_\_\_\_\_ light fires.
- 5 You \_\_\_\_\_ take photos.

#### \*2 Make true sentences. Complete the sentences with must or mustn't.

- You <u>mustn't</u> sleep in English lessons.
- 1 In the UK, drivers \_\_\_\_\_ drive on the left.
- 2 We \_\_\_\_\_ listen to our teachers.
- 3 You \_\_\_\_\_ pay for things in shops.
- 4 You \_\_\_\_\_ copy your friend's homework.
- 5 Drivers \_\_\_\_\_ text and drive.
- 6 It's very cold. I \_\_\_\_\_ find my scarf.

### Have to



**Have to** is very similar to **must**. We use it to talk about things that are necessary. *You have to do it.* = It's necessary. It's the rule.

Affirmative	Questions	Short answers
have/has to + base form	do/does+subject+have to+base form	yes/no+do/does
I/you/we/they <b>have t</b> o go to school. He/she/it <b>has t</b> o go to school.	Do I/you/we/they have to go to school? Does he/she/it have to go to school? Why do I have to go to bed? When does Jo have to go home?	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>don't</b> . Yes, he/she/it <b>does</b> . No, he/she/it <b>doesn't</b> .

The negative form of **have to** has a different meaning from **mustn't**. You **don't have to** do it. = It isn't necessary.

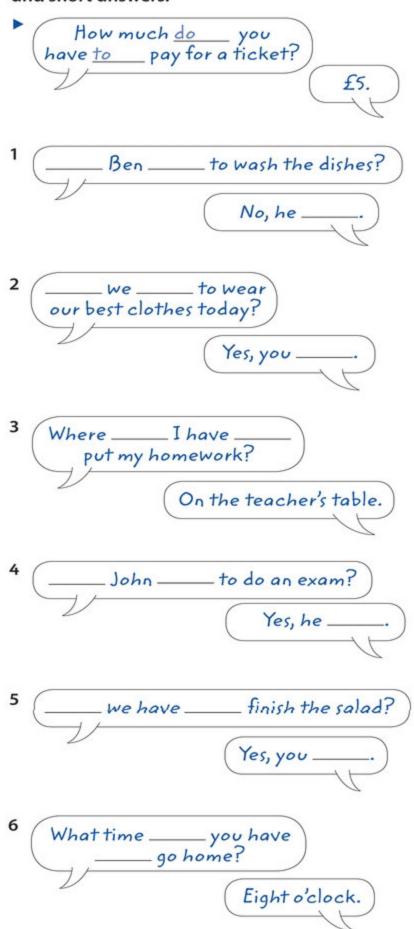
#### \*3 Put the words in order to make sentences.



- to / I / clean my teeth / have / after breakfast I have to clean my teeth after breakfast.
- 1 finish our homework / have / this evening / to / we
- 2 to / has / go to his music lesson / this afternoon / Paul
- 3 to / have / go home now / you
- 4 has / Mandy / make lunch today / to
- 5 to / help their mum today / Tim and Ella / have

4 Use have to and has to to make questions and short answers.

**\*5** 



Work in pairs. Ask and answer the questions. you / have to / get up / early at weekends? Do you have to get up early at weekends? No, I don't. 1 you / have to / work / this evening? 2 what time / our teacher / have to / get / to school? 3 I / have to / do / the next exercise / too? 4 what / you / have to / do / after this lesson? 5 we / have to / come / to school / tomorrow? 6 our teacher / have to / teach / all the classes / in the school? Play in pairs or groups. Choose a job. GAME Ask and answer yes/no questions to try to guess your partner's job. Use the ideas in the boxes and your own ideas. policeman actor teacher shop assistant taxi driver pop star builder vet wear a uniform get up early drive a car work at weekends work with your hands be good at music work with children work in the evenings wear special clothes Do you have to work Yes, I do. at weekends? Do you have to wear a uniform? No, I don't. Are you a doctor? No, I'm not. Do you work with Yes, I do. animals? Are you a vet? Yes, that's right!

### Had to





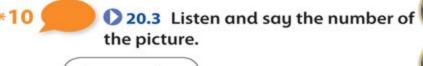
The past form of **have to** is **had to**. We use it to talk about things that were necessary. **Must** does not have a past form. Use **had to**.

Present	Past	
I/you/we/they <b>must/have to</b> study today.	I/you/we/they had to study last week.	
<ul> <li>20.2 Rewrite the sentences in the past tense. Listen and check.</li> <li>I must go home. <u>I had to go home.</u></li> <li>1 We have to hurry.</li> <li>2 They have to stay at school.</li> <li>3 She must clean her room.</li> <li>4 Jack has to go out.</li> <li>5 We must be careful.</li> </ul>		
6 My parents have to work.	in the box or your own ideas.	
	clean room do homework go shopping wash up walk to school help mum/dad make breakfast go shopping I had to make breakfast yesterday.	

### Shall for offers



We say Shall I ...? when we make offers.



Picture five.













Practise the dialogues from exercise 10 in pairs. Use the words in the boxes and your own ideas. help you with your homework feed the cat lay the table take your coat post this letter Yes, please. Thank you. Thanks. Good idea. No, thanks. It's OK, thanks. Shall I lay Yes, please. the table! Thanks. Work in pairs. Read the situations and decide what to say. Take turns to be A and B. I've got a Shall I tell the teacher? headache.

Yes, please. Thanks.

#### Student A

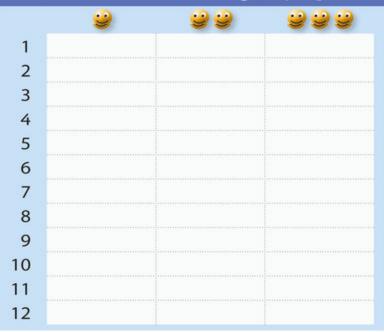
±11

- 1 You've got a headache.
- 2 You can't find your pencil case.
- 3 You can't pay for your cinema ticket.
- 4 You're hungry.

#### Student B

- 1 Offer to tell the teacher.
- 2 Offer to look for it.
- 3 Offer to pay this time.
- 4 Offer to make a sandwich.

#### Self-evaluation Rate your progress.



## Revision 5 Units 19-20

### **Reading and writing**

#### 1 Complete the sentences. Choose from the box.

can't couldn't had has have mustn't Shall

- Don't shout! You <u>mustn't</u> make a noise.
- 1 Sorry, I \_\_\_\_\_ go out today. I \_\_\_\_\_ to do my homework.
- 2 Hello. \_\_\_\_\_ I take your coat for you?
- 3 I \_\_\_\_\_ find my book yesterday. I \_\_\_\_\_ to share Ted's.
- 4 Amy \_\_\_\_\_ to get up at six every day.

#### **2** Choose the correct words to complete the story.



My dad gets up at six o'clock every day. He have to has to/ has drive to the station and catch the train to London. He **1 mustn't** / had to / shall be late for work.

Yesterday morning, he <sup>2</sup> can't / mustn't / couldn't find his car keys. He looked in lots of places but they weren't there. He <sup>3</sup> has to / had to / must walk to the station. He missed the train. He wasn't very happy.

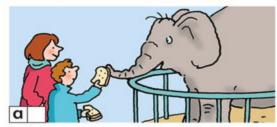
Last night, he went into the living room. He shouted 'I <sup>4</sup> can / shall / could see them! They're behind the sofa!'

How did they get there? I <sup>5</sup> mustn't / can't / have to tell you, because I don't know – but I think my baby brother knows the answer!

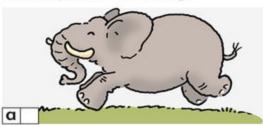
### Listening

3 R11.1 Jack and his mum are at the zoo. Listen and tick 🗸 the best answer.

What can Jack do?



1 Which picture is wrong?



2 What do they decide to do now?



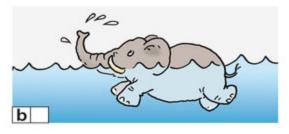
3 What does Jack want?



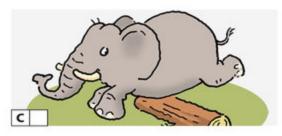
4 Which book does Jack choose?









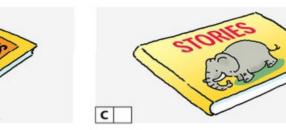












### Speaking

4 Work in pairs. Look at exercise 2 again, then cover it. Practise telling the story again. Use the phrases in the box and your own ideas.

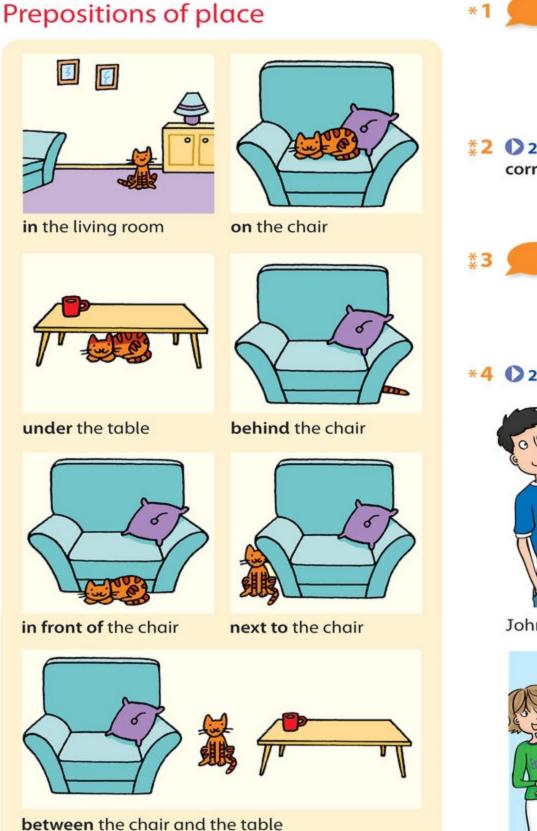
b

get up at six drive to the station catch a train be late for work find the keys walk to the station miss the train go into the living room see the keys behind the sofa



# Prepositions of place and time

I can recognize and use common prepositions of place and time.



Prepositions of place include **in**, **on**, **under**, **behind**, **in front of**, **between**, **next to**. We use them to talk about position.



Work in pairs. Cover the words in the





John is **opposite** Dave.

John is **in front of** Dave.



Sue, Jo and Pat are all **near** Emma.



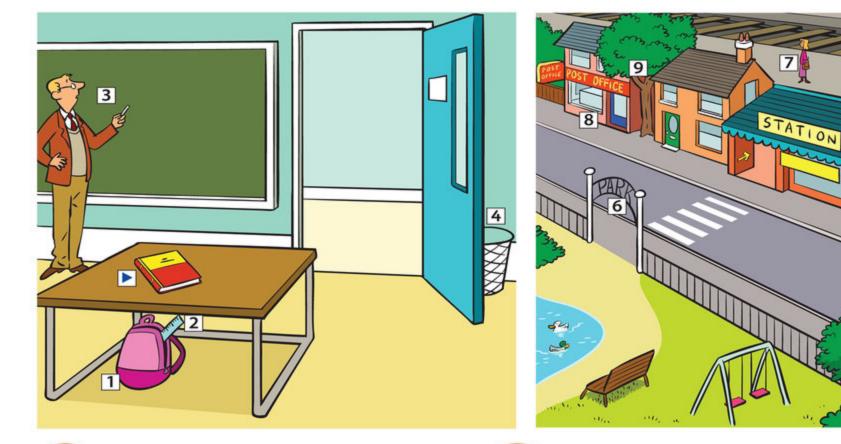
Sue is next to Emma.

#### \*5 () 21.3 Look at the pictures and complete the sentences with prepositions. Then listen and check.

- on the desk
- 1 \_\_\_\_\_ the desk
- 2 \_\_\_\_\_ the bag
- 3 \_\_\_\_\_ the board
- 4 \_\_\_\_\_ the door

- 5 \_\_\_\_\_ the station
- 6 \_\_\_\_\_ the station
- 7 \_\_\_\_\_ the man
- 8 \_\_\_\_\_ the tree
- 9 \_\_\_\_\_ the house and the post office

5



The tree.

GAME

Work in pairs or groups. Look at exercise 5 again. Take turns to say sentences and guess.

It's next to the post office.

#### \*7 Circle the correct answer.

**\*6** 

- John isn't(at) on school today.
- 1 My book is in / between my bag.
- 2 My house is opposite / on the bank.
- 3 Put your hat on / in your head!
- 4 The kitchen is under / at my bedroom.
- 5 Dan's standing in / at the bus stop.
- 6 There's £1 behind / in the sofa.
- 7 There's a little garden on / in front of our house.
- 8 I sit next to / between Lucy in English lessons.
- 9 We live near / on a park.
- 10 The bank is between / in a supermarket and a café.

Play as a class. Two students go out of the class. The other students hide a pen. The two students come in and try to find the pen by asking *yes/no* questions.

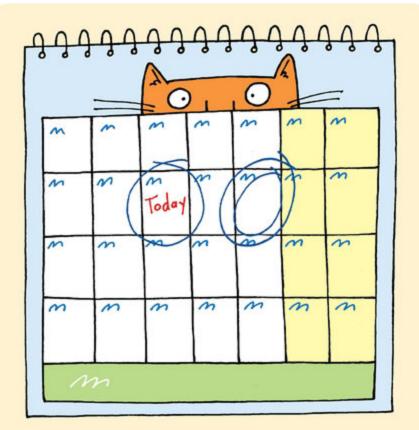
Is it under that desk? Is it in your bag?) Is it near me? No, it isn't.

### Prepositions of time

And a man and a		
on + days, dates	at + exact times	in + periods of time
on Monday on my birthday on New Year's Day on the twelfth of April	at 6.15 at lunch time at half past four at break time	in 2050 in the spring, in the summer, in the autumn, in the winter in July, in March, in October
Note: on (Thursday) morning/afternoon/e in the morning, afternoon, evening at night at the weekend *9 21.4 Match the phrases 1–5 m		mplete the sentences with days,
expressions a–f. Listen and cheo		tes or times. Then tell your partner.
		day is on
		rn in
3 3	Tuocdau?	to school on
5	the third of Julu 4 Thave tu	nch at
5 Do we have science on f	the summer.	y teeth in
\$10 Write on, at or in.		school in
I'd like to go to Paris in the space of t	pring. 8 Lessons s	tart at
1 Lunch is 12.30.		
2 Let's meet Thursday aftern		
<ul> <li>3 Harry does his homework</li> <li>4 My brother was born 2010</li> </ul>		

- 5 We swim in the sea \_\_\_\_\_ the summer.
- 6 Last year we went skiing \_\_\_\_ my birthday.
- 104 Prepositions of place and time

### After



We use **after** to talk about the order of events. *My birthday is the day after my sister's. Let's meet the day after tomorrow.* 

Note where we put the comma. After lunch, we went shopping. We went shopping after lunch.

#### \*12 Read the sentences. What happened first? Write 1 and 2 in the correct place.

- We went out after dinner.
- 1 After school we went to the park.
- 2 I got home after eight o'clock.
- 3 We were tired after the exam.
- 4 After geography we have maths.
- 5 After the film we had a pizza.
- 6 We watched a DVD after dinner.
- 7 We went home after the party.
- 8 After the football game they had a picnic on the beach.

#### \$13 Write sentences with after.

- I went to school / breakfast.
   <u>I went to school after breakfast</u>.
   OR <u>After breakfast</u>, <u>I went to school</u>.
- 1 the concert / we went to a café
- 2 James felt tired / but happy / his party
- 3 Lucy's birthday is the day / New Year's Day
- 4 we had ice cream / our lunch
- 5 school / we played basketball
- 6 the football match / we went to the cinema

#### **\*14**

#### Make true sentences. Then tell the class.

- After school yesterday, I went shopping.
- 1 After school yesterday, I \_\_\_\_\_.
- 2 After this lesson, I \_\_\_\_\_
- 3 After breakfast this morning, I \_\_\_\_\_
- 4 After my homework, I \_\_\_\_\_\_.
- 5 I go to bed after \_\_\_\_\_.

### Self-evaluation Rate your progress.

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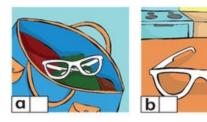
## Revision 6 Unit 21

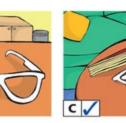
### **Reading and writing**

- Choose the best answer.
  - Our house is \_\_\_\_\_ the park.
    - a 🖌 near
    - b 🗌 between
    - c 🗌 at
  - 1 The party starts \_\_\_\_\_ six o'clock.
    - a 🗌 in
    - b 🗌 on
    - c 🗌 at
  - 2 Mum and Dad are \_\_\_\_\_ the living room.
    - a 🗌 in
    - b 🗌 at
    - c 🗌 on
  - 3 We have a holiday \_\_\_\_\_ the summer.
    - a 🗌 at
    - b 🗌 in
    - c 🗌 on
  - 4 May's birthday is \_\_\_\_\_ Tuesday.
    - a 🗌 at
    - b 🗌 in
    - c 🗌 on
  - 5 School starts \_\_\_\_\_ 8.30.
    - a 🗌 at
    - b 🗌 in
    - c 🗌 on
- 2 Complete the sentences with *at*, *in* or *on*.
  - Her birthday is <u>on</u> Saturday.
  - 1 \_\_\_\_\_ the summer, I go swimming after school.
  - 2 He has a guitar lesson \_\_\_\_ lunch time.
  - 3 My dad was born \_\_\_\_\_ 1970.
  - 4 The film starts \_\_\_\_\_ 7.30. Don't be late!
  - 5 My baby brother usually goes to sleep \_\_\_\_\_ the afternoon.
  - 6 I go out with my friends \_\_\_\_\_ the weekend.

### Listening

- - Where are the glasses?





1 Where do they meet?







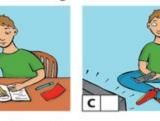
2 Which boy is Tom's cousin?



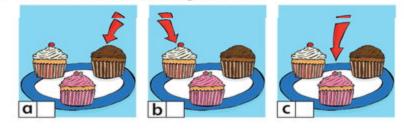


3 What does Joe do on Saturday afternoons?





4 Which cake does Sally choose?



### Speaking

4 Look at the first four questions in exercise 3. How are the pictures different? Tell your partner.

In the first picture, the glasses are in the bag. In the second picture, they're ...

# Indirect objects

#### I can recognize and use verbs with indirect objects.



#### \*1 22.1 Complete the second sentence so that it means the same as the first. Listen and check.

- Give me the book. Give the book <u>to me</u>.
- 1 Show Frank your picture. Show your picture \_\_\_\_\_
- 2 Take them a drink. Take a \_\_\_\_\_
- 3 Write your friend a postcard. Write \_\_\_\_\_
- 4 Teach a song to us. Teach us \_\_\_\_\_
- 5 Lend a pen to Jane. Lend
- 6 Send a message to him. Send

Some verbs can have two objects. We can make sentences in two different ways.

Verb	Person	Thing
Give	John	the book.
Can you lend	me	some money?
Jack showed	his parents	his picture.
Take	your mum	a cup of tea.
He teaches	my brother	English.
I'm writing	Sara	a message.
	OR	

g

Verb	Thing	to + person
Give	the book	to John.
Can you lend	some money	to me?
Jack showed	his picture	to his parents.
Take	a cup of tea	to your mum.
He teaches	English	to my brother.
I'm writing	a message	to Sara.

The verb **tell** can have two objects but we can only make sentences in one way. *Tell* me the time. ✓ Tell the time to me. ×

- Tick if the sentence is correct or add to in the correct place.
  - Sally showed me her new coat.
  - ► Can you lend your dictionary /me? 🗌
  - 1 Uncle Bill always sends me
    - a birthday present.
  - 2 Who teaches you science?
  - 3 Please take this note Anna.
  - 4 Did you write Claire a letter?
  - 5 Please lend your bike Jim.
  - 6 Did Jan give her chocolate you?

- 暮 3 Write each sentence in a different way. 🛑
  - Please could you lend me your rubber?
    <u>Please could you lend your rubber to me?</u>
  - 1 I'm sending a message to my brother.
  - 2 I like that song. Can you teach me it, please?
  - 3 I've got a new computer. Shall I show it to you?
  - 4 Could you give these books to the teacher?
  - 5 Please take this note to your parents.
  - 6 Ben writes a letter to his penfriend every week.
- #4 Put the words in order to make sentences or questions with *tell*.
  - a story / Joe / Dad's telling Dad is telling Joe a story.
  - 1 me / please tell / your name
  - 2 the way home / can you tell / us
  - 3 we always tell / our news / Mum
  - 4 the teacher / the answer / please tell
  - 5 a secret / I want to tell / you
  - 6 about / the new / tell them / teacher
  - 7 me / is he / the truth / telling
  - 8 tell us / the maths test / can they / about

- 5 Put the words in brackets in the correct place in the sentences.
  - I want to give a present. (Sue) <u>I want to give Sue a present.</u>
  - 1 I'm sending an email. (to Kate)
  - 2 Can you write a note, please? (Jack)
  - 3 Let's tell our idea. (Mum)
  - 4 My dad is teaching French. (me)
  - 5 Can you tell your address? (Mr Black)
  - 6 Please lend your ruler. (to him)
  - 7 Can you show the answer? (to the class)
  - 8 I like telling stories. (my little sister)
  - Work in pairs. Read the situations and ask your partner to do something. Use the verb in brackets. Your partner can answer 'yes' or 'no'.
  - You don't know what the maths homework is. (tell)



- 1 Your partner is going on holiday. You want a postcard. (send)
- 2 You want to borrow five euros. (lend)
- 3 Your partner has some delicious cake. (give)
- 4 You would like your parents to see your partner's new bike. (show)
- 5 Your partner knows a great song in English. (teach)
- 6 You have a message for your partner's teacher. (give)

GAME Play in groups or round the class. Give an instruction. The first student to follow the instruction is the winner and gives the next instruction. Use the verbs in the box to help you.

show tell give lend teach take

Show me your homework!

Give me your pen. Tell me the time.





 O 22.2 Read and listen to the song. <u>Underline</u> all the verbs that take two objects. Then sing!

> Bye! See you soon! Have a good time!

Write me a postcard, Write me a note, Write me a letter ... Give me a call. That's all, Give me a call.

Send me a message, Send me a text, Send me an email ... Give me a call. That's all, Give me a call.

Don't bring me a present, I don't want a thing, I just want a message, I want you to ring ... Give me a call. *That's all, Give me a call.* 

	<b>e</b>	<b>e e</b>	• • •
1			
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# Relative pronouns: who, which and where

I can recognize and use the relative pronouns who, which and where.

# Who, which and where



Look! He's the boy who won The Singing Competition!



A dictionary is a book which explains words.



This is the house where I was born.



The people **who** live next to us are very nice.



Kangaroos are animals **which** live in Australia.



Let's meet in the café **where** we went last week.

We use **who** to identify people, **which** to identify animals and things, and **where** to identify places.

- \*1 23.1 Put the words in order to make sentences. Then listen and check.
- - the man / is / who / Tim Berners-Lee / invented the internet Tim Berners-Lee is the man who invented

the internet.

- 1 where / British Kings and Queens / the place / Buckingham Palace / is / live
- 2 is / lives in the Arctic / an animal / which / A polar bear
- 3 is / which / A submarine / a ship / goes under the sea
- 4 who / was / the person / Alexander Fleming / discovered penicillin
- 5 a shop / where / A newsagent's / is / you can buy newspapers
- 6 you can use / is an instrument / which / very small things / A microscope / to see
- 7 lots of / A safari park / where / wild animals / is a place / you can see
- 8 who / A dentist / people's teeth / a person / looks after / is

- 2 Complete the sentences with who, which or where.
  - Look! There's the girl <u>who</u> was on TV.
  - 1 Sam's got a phone \_\_\_\_\_ speaks to him.
  - 2 I know a place \_\_\_\_\_ you can get fantastic cakes.
  - **3** I've got a friend \_\_\_\_\_ speaks three languages.
  - 4 Where's the key \_\_\_\_\_ opens the cupboard?
  - 5 I need a quiet room \_\_\_\_\_ I can study.
  - 6 I've got three tops and I don't know \_\_\_\_\_\_ one to wear!
- **\*3**

Work with a partner. Ask and answer the questions. Use the phrases in the box to help you.

writer / wrote plays

#### man / invented the radio

people / come from Scotland a place / scientists work and do experiments machine / for doing the washing up shop / sells fruit and vegetables thing / plays music

Who was Marconi?

#### He was the man who invented the radio.

- 1 What's an MP3 player?
- 2 What's a greengrocer's?
- 3 Who are Scots?
- 4 Who is William Shakespeare?
- 5 What's a dishwasher?
- 6 What's a laboratory?

#### **4** Join the sentences with *who*, *which* or *where*.

- I know a beach. Nobody goes there. I know a beach where nobody goes.
- 1 She's the teacher. She teaches us history.
- 2 That's the film. It makes my mum cry.
- 3 There's a shop. We can buy chocolate there.
- 4 The number 7 is the bus. It goes to our school.
- 5 Jodie is a girl. She loves animals.

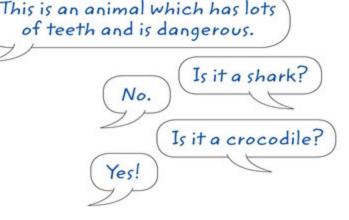
GAME Play in groups or as a class. Read the descriptions. Who can say the correct answer first?

- 1 This is the country which won the last football World Cup.
- 2 This is a bird which lives at the Antarctic and can't fly.<sup>★</sup>
- 3 This is a country where there are volcanoes.\*
- 4 This is a student who is wearing something blue.
- 5 This is a teacher who lives near the school.
- 6 This is a shop where you can buy English books.
- 7 This is an animal that sleeps all winter.\*
- 8 This is an area where coffee grows.\*
- \* (Check your answers on page 136)
- \*6

Work in pairs. Write four more quiz questions with relative clauses.

#### Work with another pair. Ask and answer your new quiz questions.

your new quiz questions.



# Self-evaluation Rate your progress.

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# Mini-revision Units 22–23

## **Reading and writing**

1 Read and choose the correct words.



Last Tuesday, Jess and her brother Andy sat in the kitchen and did their homework. Jess wrote a story about a bicycle who (which/ where could fly. Andy wrote about countries <sup>1</sup> who / which / where they grow tea and coffee.

On Wednesday morning, Jess went to school. Her teacher said, 'Please give <sup>2</sup> me / to me / me to your stories, Class Six.'

Jess looked in her bag and took out a homework book. She was very surprised because it wasn't hers! Jess showed the book <sup>3</sup> **at** / **to** / **for** her teacher . 'I think I know the person <sup>4</sup> who / which / were has my book,' she said.

Just then, her brother knocked on the classroom door. 'Here's your book,' he said. 'Please can you give mine <sup>5</sup> my / me / to me?'

## Listening

2 **R13.1 Listen and draw lines.** Peter Toby Rob Rosie Suzie Hattie

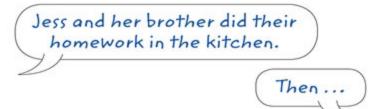


## Speaking

3 Work in pairs. Look at the picture in exercise 2 again. Choose a person for your partner to describe.



4 Work in pairs. Look at exercise 1 again. Then cover it, and take turns to tell the story.



# **1** can recognize and use the **to** + base form for purpose.



We use to + base form to talk about purpose.

- \*1 Match 1–6 with a–g.
  - ▶ We go to school d
  - 1 I do exercise \_\_\_\_\_
  - 2 I use my phone \_\_\_\_\_
  - 3 My mum goes to the supermarket \_\_\_\_\_
  - 4 You need a sweater \_\_\_\_\_
  - 5 I must hurry \_\_\_\_
  - 6 I use a dictionary \_\_\_\_
  - a to keep fit.
  - b to buy food.
  - c to check words.
  - d to study.
  - e to catch the bus.
  - f to text my friends.
  - g to keep warm.

2 Look at the pictures and complete the sentences. Use the phrases in the box.

to play football to do her homework to go for a walk to look on the internet to buy some cakes to read about football



Noah went to the park to play football.



1 Ella stayed at home



2 I'm putting on my shoes.



3 Amy's going to the baker's \_



4 Dad gets a newspaper \_



5 Stuart uses a computer\_

#### \*3 > 24.1 Cover the words of the song and look at the pictures. Find the things in the box. Now read, listen and sing!

market bread money seeds corn flour

Johnny went to market to sell some bread, to sell some bread, to sell some bread. Johnny went to market to sell some bread, to sell some freshly-baked bread.

He sold the bread to earn some money, to earn some money, to earn some money. He sold the bread to earn some money, to earn all the money he can.

He needed the money to buy more seeds, to buy more seeds, to buy more seeds. He needed the money to buy more seeds, to buy some more seeds to sow.

He used the seeds to grow some corn, to grow some corn, to grow some corn. He used the seeds to grow some corn, to grow lots of corn on his farm.

He used all the corn to make more bread, to make more bread, to make more bread. He used all the corn to make more bread, to make more crusty brown bread.

Johnny went to market to sell some bread, to sell some bread, to sell some bread. Johnny went to market to sell some bread, to sell some freshly-baked bread.





#### Self-evaluation Rate your progress.

	2	22	000
1			
2			
3			

# 25 Conjunctions: and, but, or and because

I can recognize and use and, but, or and because.

## And, but, or



Conjunctions are 'joining' words. They join two pieces of information together. **And** joins words, phrases or sentences with similar ideas, e.g. *I went to London and saw Buckingham Palace*. **But** introduces a different idea, e.g. *I like tea but I think coffee is horrible*. **Or** joins different possibilities, e.g. *You can have orange juice or apple juice*.

- - John speaks English and French.
  - I can sing and I can't dance. X
  - 1 Is that girl's name Ella or Ellie? 🗌
  - 2 Mr Blake teaches us science but geography.
  - 3 I love swimming in swimming pools and I hate swimming in the sea.
  - 4 Tom plays the piano and he doesn't play the guitar.
  - 5 Do you drink black tea but white tea?
  - 6 I know your brother but I don't know your sister.
  - 7 I've got a lot of pens or pencils in my pencil case.

- Complete the sentences with your own ideas. Tell your partner.
- My favourite subject is <u>English</u> but I don't really like <u>science</u>.
- My favourite subject is \_\_\_\_\_ but I don't really like \_\_\_\_\_.
- 2 I'd like to study \_\_\_\_\_ or \_\_\_\_\_ next year.
- **3** I had \_\_\_\_\_ and \_\_\_\_\_ for breakfast this morning.
- 4 I like watching \_\_\_\_\_ on TV and I like \_\_\_\_\_, too.
- 5 I can \_\_\_\_\_ but I can't \_\_\_\_\_

### Because



We use **because** to give reasons. They went home **because** they were tired. I enjoyed the film **because** it was interesting.

#### \*3 Match 1–5 with the reasons a–f.

- ▶ I like Tom \_d\_\_
- 1 Lucy's happy \_\_\_\_
- 2 We must hurry \_\_\_\_\_
- 3 I don't like this music \_\_\_\_\_
- 4 It's my favourite TV show \_\_\_\_\_
- 5 Matt can speak Spanish \_\_\_\_
- a because it's her birthday.
- b because it's loud.
- c because it's so funny.
- d because he's kind.
- e because his dad's from Spain.
- f because we're late.

**\*4** 

# Complete the sentences with your own ideas. Tell the class.

- 1 I like weekends because \_\_\_\_
- 2 My favourite singer/band is \_\_\_\_\_\_.
- 3 I don't watch \_\_\_\_\_ on TV because

5 25.1 Complete the email message with and, or, but or because. Listen and check.

Hi Cathy	
birthday tomorrow. So a present for you. It's nice! Can we come to	ting <u>because</u> I know it's your am 1 I have got only small 2 it's o your house in the morning
<sup>3</sup> the aft	ernoon?
°	mum is calling me. It's the food is on the table!
Please email 6	text soon!
Love Jackie	

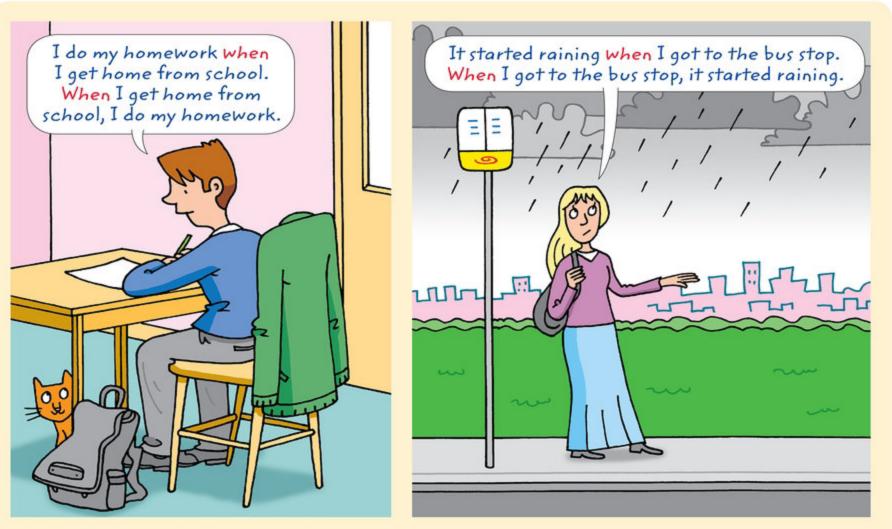
GAME Work in pairs. Find as many ways as possible to continue these sentences. Use and, but, or and because.

Tom didn't go to school ... I wanted to go swimming .... Grace would like to be a dancer ... I'd like pasta ... Let's invite Harry .... I don't like rainy weather ...



Se	elf-evaluation Rate your progress.		
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# 26 When clauses I can recognize and use when to join clauses.



We use **when** as a conjunction to join two actions. The **when** clause can be the first or second clause in a sentence. If the **when** clause comes first in a sentence, it is followed by a comma.

#### \*1 Use the prompts to write sentences. Add *when* or a comma.

- John saw his friends / he waved and shouted When <u>John saw his friends</u>, he waved and shouted
- 1 the rain stopped / they started playing football When \_\_\_\_\_
- 2 we went to Italy / we had a lot of ice cream When \_\_\_\_\_
- 3 Sara was tired / she got off the train Sara
- 4 we cheered / the show finished We \_\_\_\_\_
- 5 my dad went to school / he had to wear a uniform When \_\_\_\_\_

- 2 Match the first clause of the sentences 1–4 with the second clause a–e.
  - When I was a baby e\_\_\_\_
  - 1 You didn't do any work \_\_\_\_
  - 2 She didn't like coffee \_\_\_\_\_
  - 3 When we lived in France \_\_\_\_\_
  - 4 When he started the piano \_\_\_\_\_
  - a he was very bad at it.
  - **b** I spoke French every day.
  - c when you were on holiday.
  - d when she was young.
  - e I couldn't walk or talk.

<sup>\*3</sup> Write two sentences with *when* for each picture. Use the words in brackets and the phrases in the box.

get home + looked in the fridge missed the bus + phoned his dad saw the snow + hurried outside visited her grandparents + took some flowers arrived + the party started finish + we went to a café



(Toby) <u>When Toby got home, he looked in the fridge.</u> Toby looked in the fridge when he got home.



3 (Anna)



1 (Ben)



4 (my friends)



2 (the children)



5 (the film)

GAME Play in groups or as a class. Choose a sentence with *when* from exercises 1–3. Mime it for the other students to guess.

When Toby got home, he looked in the fridge.

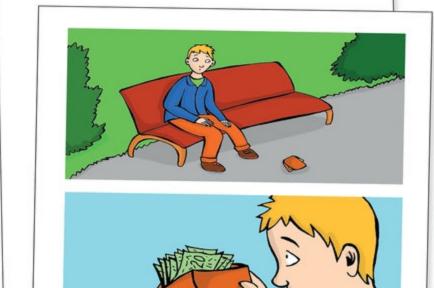
\*4

# 5 Look at the pictures in the story.Find the things in the box.

park wallet money police station bike

Tom wasn't happy. He needed some money to buy a new bike.

Last Saturday, he went to the park.









'Thank you very much,' said the man. 'It was my wallet.'

- \*6 26.1 Now look at the pictures, read and listen.
  - Work with a partner. Take turns to tell the story. Use the pictures and the words in the boxes below and exercise 5 to help you.

sat down saw took asked for came gave surprised opened

Use the information in exercises 5 and 6 to write the complete story.

و	<u>Tom wasn't happy. He needed</u>	
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Self-	Self-evaluation Rate your progress.		
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# Mini-revision Units 24–26

# **Reading and writing**

- 1 Complete the sentences. Choose from the box. and because but or to when
  - ▶ We have dinner when dad gets home.
  - 1 Mum went out \_\_\_\_\_ post a letter.
  - 2 I'm tired \_\_\_\_\_ I couldn't sleep last night.
  - 3 Harry can't sing \_\_\_\_\_ dance.
  - 4 I like swimming \_\_\_\_\_ I hate cycling.
  - 5 It's Emma's birthday \_\_\_\_\_\_ she's having a party.

#### 2 Choose the correct answer.

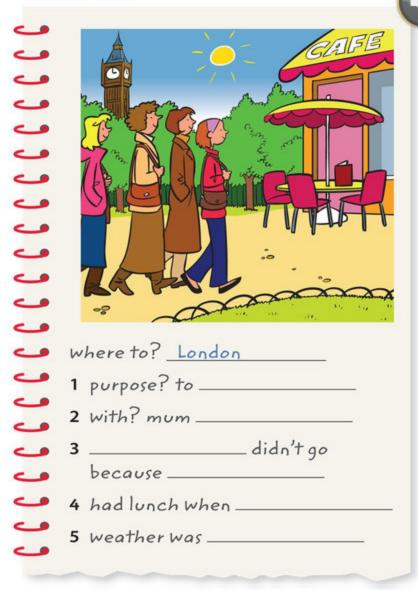
- Tom Why are you going to the shop?
  - Sam a 🖌 To buy some sweets.
    - **b** Buy some sweets.
    - c 🗌 I buy some sweets.
- 1 Tom Do you like pizza?
  - Sam a 🗌 Yes, and I don't like tomatoes.
    - **b** Yes, because I don't like tomatoes.
    - c 🗌 Yes, but I don't like tomatoes.
- 2 Tom What do you want to do?
  - Sam a 🗌 Let's go to the park to go shopping.
    - **b** Let's go to the park or go shopping.
    - c 🗌 Let's go to the park but go shopping.
- 3 Tom What time do you do your homework?
  - Sam a 🗌 I do my homework when I get home.
    - **b** I get home when I do my homework.
    - c 🗌 I do my homework and I get home.

4 Tom Why are you running?

- Sam a 🗌 To be late.
  - b 🗌 Or I'm late.
  - c 🗌 Because I'm late.
- 5 Tom What would you like?
  - Sam a 🗌 Crisps and orange juice.
    - **b** Crisps because orange juice.
    - c 🗌 Crisps but orange juice.

## Listening

3 R14.1 Listen and complete the notes about Jenny's day.



# Speaking

Work in pairs. Look at exercise 3 again. Practise describing Jenny's day in London.

Jenny went to London to ...

5 Now tell your partner about a day out you enjoyed.

Last summer I went to ... with ...

# Revision 7 Units 22-26

# Reading and writing

1 Complete the sentences. Choose from the box.

or because to when which to

- We're going to the park <u>to</u> ride our bikes.
- 1 Is that the girl \_\_\_\_\_\_ sits next to you in class?
- 2 I have a sandwich \_\_\_\_\_ I get home from school.
- 3 Would you like milk \_\_\_\_\_ orange juice?
- 4 We're happy \_\_\_\_\_\_ it's the weekend.
- 5 I use dad's computer \_\_\_\_\_ do my homework.

#### 2 Choose the best answer.

- Can you \_\_\_\_\_ me the time, please? Sure. It's half past three.
  - b 🗌 say to 🛛 c 🖌 tell a say
- 1 Would you like to come to my party? I'd like to, \_\_\_\_\_ I can't. a but
  - b and c or
- 2 Is this the classroom \_\_\_\_\_ you have maths lessons? Yes, it is.
  - **b** who **c** where a when
- 3 Do you know that girl?

The one \_\_\_\_\_'s waving? Yes, she's my friend Lucy.

- a which **b** where
- 4 Can you lend \_\_\_\_\_ some money, please? Sorry, I can't.
  - a tome b me c -
- 5 Why are you going to the shop? \_\_\_\_\_ some chocolate.

**a** To buy **b** Buying **c** Buy

c who

3 Read the story. Complete the sentences below with one, two or three words.



Jack went to see his friend Nick last Saturday. He wasn't happu! 'What's the matter, Nick?' Jack asked. 'I can't go out,' he said, 'I have to tidy my bedroom. Look at it!' His room was a terrible mess. There were books and clothes on the floor. Jack couldn't see the carpet! 'Don't worry,' Jack said. 'I can help you.' After an hour, they called Nick's mum. 'Look, mum,' said Nick. 'What do you think?' 'Fantastic!' she said. 'Well done. You can go out now!'

Jack went to Nick's house. Nick wasn't happy 1\_\_\_\_\_ he had to tidy his room. Jack couldn't see the carpet because there were <sup>2</sup>\_\_\_\_\_ on it.

Jack and Nick <sup>3</sup>	the room. Then they
showed 4	the room. She was very
pleased <sup>s</sup>	she saw it.

# Listening

Mary lik	es swimming and	basketball	
Her fav	ourite sport is		
She like	s it because		<b>.</b>
She goe	s swimming on		
She doe	sn't like		because

## Speaking

5

Look at the picture story about Jack. Complete the story in pairs. Use the words under each picture and your own ideas.





shopping sweet shop old lady go



can't (couldn't) find old lady give



old lady wallet help drop pick up



pay (paid) for give say

# Comparative and superlative adjectives

I can recognize and use comparative and superlative adjectives.

# **Comparative adjectives**



We use comparative adjectives when we compare two things, animals or people. We often use the word **than** when we compare two things. **Than** often comes after the comparative adjective.

Short adjective	add - <b>er</b>	long – long <b>er</b> slow – slow <b>er</b>
Short adjective ending in y	delete - <b>y</b> add - <b>ier</b>	happy – happ <b>ier</b> funny – funn <b>ier</b>
Long adjective	use <b>more</b> + adjective	beautiful – <b>more</b> beautiful exciting – <b>more</b> exciting
Short words ending vowel + consonant	double the consonant and add - <b>er</b>	big – big <b>ger</b> hot – hot <b>ter</b>
Short adjectives ending -e	add -r	nice – nic <b>er</b> white – whit <b>er</b>

There are a few irregular adjectives. good – **better** bad – **worse** 

\* 1

Work in pairs. Practise making comparatives. Student A, turn to page 137. Student B, turn to page 139.

Is 'quicker' the comparative of 'quick'? Yes, it is.

# \*2 Complete the sentences with the correct comparative adjective.

- Manchester is big, but London is <u>bigger</u>.
- 1 Mum was angry, but Dad was \_\_\_\_\_.
- 2 This book is interesting, but that book is \_\_\_\_
- 3 It's wet today, but yesterday was \_\_\_\_\_.
- 4 This film is bad, but the other one is \_\_\_\_\_!
- 5 John's picture is good, but Jack's is \_\_\_\_\_.
- 6 My mum is short, but my aunt is \_\_\_\_\_.
- 7 I was late this morning, but you were \_\_\_\_\_!

3 27.1 Complete the sentences. Use the comparative form of the adjective in brackets. Listen and check.

- The River Nile is <u>longer than</u> the River Thames. (long)
- 1 My sister is \_\_\_\_\_ me. (old)
- 2 Cars are \_\_\_\_\_ bicycles. (fast)
- 3 0/10 is \_\_\_\_\_1/10. (bad)
- 4 I think pasta is \_\_\_\_\_ rice. (nice)
- 5 Egypt is \_\_\_\_\_ Scotland. (hot)
- 6 I'm \_\_\_\_\_ I was yesterday. (happy)
- 7 The cinema is \_\_\_\_\_ the swimming pool. (expensive)

Superlative adjectives

Work in pairs. Make comparisons. Do you agree or disagree with your partner?

- basketball and baseball (exciting/boring)
- 1 hot weather and cold weather (good/bad)
- 2 English and our language (difficult/easy)
- 3 zoos and museums (interesting/boring)
- 4 computer games and books (good/bad)

#### Basketball is more exciting than baseball.





We use superlative adjectives to talk about three or more things, animals or people. We use **the** before the superlative adjective.

Short adjective	add - <b>est</b>	the longest the slowest
Short adjective ending in y	delete -y and add -iest	the happiest the funniest
Long adjective	use <b>most</b> + adjective	the most beautiful the most exciting
Short words ending vowel + consonant	double the consonant and add - <b>est</b>	the biggest the hottest

There are a few irregular superlative adjectives. good - **best** bad - **worst** 

- \*5 27.2 Put the words in order to make sentences. Listen and check your answers.
  - biggest / in / Russia / is / the / world. / country / the <u>Russia is the biggest country in the world.</u>
  - 1 youngest / am / in / the / I / my / person / family.
  - 2 best / in / Sam / the / is / the / singer / class.
  - 3 the / day / The / my / most / exciting / birthday / is / year. / in
  - 4 is / school. / the / teacher / Mr Harris / in / the / nicest
  - 5 is / show / on / *The Simpsons* / the / funniest / TV.
- 5 Look at the pictures. Complete the sentences with the superlative form of the adjectives in the box.

intelligent fat heavy long



Sam Stan Dan Ella Bella Della

- ▶ Sam is <u>the tallest</u>.
- Stan is <u>the heaviest</u> and \_\_\_\_\_.
- 2 Dan is \_\_\_\_\_ and \_\_\_\_\_
- 3 Ella is \_\_\_\_\_ and \_\_\_\_\_
- 4 Bella is \_\_\_\_\_.
- 5 Della's got \_\_\_\_\_ hair.



Work in pairs. Make true sentences with comparative and superlative adjectives. Use the words in the box and your own ideas.

big cheap cold dangerous expensive fast healthy hot slow small unhealthy wet

- 1 tigers, mice, elephants
- 2 cars, planes, bicycles
- 3 bread, chips, salad
- 4 Norway, Greece, the UK.



- ➤ is the tallest
- ➤ is the youngest
- > can draw the best picture of a cat

Jen-	evaluation	on Rule go	ur progress.
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I can recognize and use adverbs of manner and frequency.

# Adverbs of manner



**Adverbs** 

Mr Jones is old. He walks **slowly**.



Sid is good at football. He plays well.

Work in pairs. Practise making adverbs. Student A, turn to page 137. Student B, turn to page 139.

# \*2 Change the adjectives to adverbs and complete the sentences.



- May sings <u>beautifully</u>. (beautiful)
- 1 Tom cycles very \_\_\_\_\_. (fast)
- 2 Please speak \_\_\_\_\_. (loud)
- 3 I can't dance very \_\_\_\_\_. (good)
- 4 My dad cooks \_\_\_\_\_. (bad)
- 5 Do you work \_\_\_\_\_ at school? (hard)
- 6 John learns languages \_\_\_\_\_. (easy)

We use adverbs to describe actions. Adverbs of manner describe how things happen. To form adverbs of manner, we usually add -**ly** to the adjective.

Adverbs of manner usually go after the verb they describe.

Adjective	Adverb	
loud	loud <b>ly</b>	The child shouted loudly.
slow	slowly	The train moved <b>slowly</b> .

#### **Spelling rules**

Adjective ending -y	delete - <b>y</b> add - <b>ily</b>	happy – happ <b>ily</b> easy – eas <b>ily</b>
Adjective ending -ful	add - <b>ly</b>	careful – careful <b>ly</b> beautiful – beautiful <b>ly</b>
Adjective ending -ble	delete - <b>e</b> add - <b>y</b>	comfortable – comfortabl <b>y</b> terrible – terribl <b>y</b>

There are a few irregular adverbs.

**\*3** 

GAME

Adjective	Adverb	
good	well	She's a good singer. She sings well
fast	fast	The dog runs <b>fast</b> .
hard	hard	They work <b>hard</b> .

Play in pairs or groups. Take turns to mime an action + adverb. Use ideas from the box or your own ideas.

shout loudly walk carefully dance beautifully speak quietly eat slowly draw badly run fast



\*1

Look at the pictures and complete the sentences with adverbs. Use the words in the box.

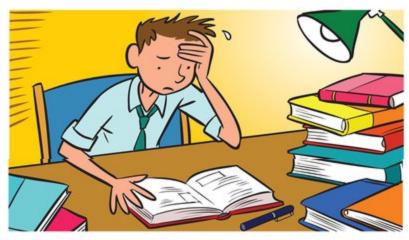
careful comfortable fast good happy hard



She's carrying the eggs <u>carefully</u>.



1 They're playing \_



2 He's studying \_\_\_\_



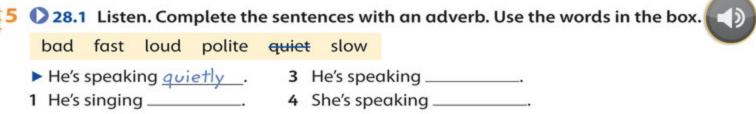
3 They're doing \_\_\_\_\_



4 He's running \_\_\_\_



5 She's sitting \_\_\_\_



2 She's speaking \_\_\_\_\_\_. 5 They're speaking \_\_\_\_\_\_.

# Adverbs of frequency

always	100%	My sister has coffee every morning. She <b>always</b> has coffee in the morning.
usually	90%	I have sandwiches for lunch six times a week. I <b>usually</b> have sandwiches for lunch.
often	70%	Tom buys a chocolate bar four or five times a week. He <b>often</b> buys a chocolate bar.
sometimes	30%	We have chips one or maybe two days a week. We <b>sometimes</b> have chips.
↓ never	0%	Sam doesn't like tomatoes. He <b>never</b> eats them.

Adverbs of frequency describe how frequently something happens.

We often use them with the present simple.

We also use a lot as an adverb. A lot goes at the end of the sentence.

Carl often wears jeans. Carl wears jeans a lot.

You're often late for school. You're late for school a lot.

#### \*6 Put the words in order to make sentences.

- always / gets up / Tim / at / o'clock. / eight Tim always gets up at eight o'clock.
- 1 happy. / Lucy / is / always
- 2 are / on / Saturday / We / never / at / mornings. / home
- 3 usually / to / bus. / school / by / Jackie / goes
- 4 grandparents. / sometimes / I / my / visit
- 5 shopping / go / mum. / I / often / with / my
- 6 school. / usually / tired / They / are / after

Note the word order for adverbs of frequency in a sentence.

#### Sentences with most verbs

	1 adverb	2 main verb	
I	always usually often sometimes never	do	my homework on Saturdays.

#### Sentences with be

11
/ou

- Complete the sentences with an appropriate adverb.
  - John plays football six times a week.
     He <u>usually</u> plays football.
  - 1 Kate goes swimming four or five times a week. She \_\_\_\_\_ goes swimming.
  - 2 Ben runs in the morning seven days a week. He \_\_\_\_\_ runs in the morning.
  - 3 My dad doesn't play sport. He \_\_\_\_\_ plays sport.
  - 4 I play badminton one or two days every month.
    - I \_\_\_\_\_ play badminton.

#### \*8 Write adverbs to make true sentences.

- 1 I \_\_\_\_\_ play tennis.
- **2** I \_\_\_\_\_\_\_ swim in the sea.
- 3 I \_\_\_\_\_\_ ride a horse.
- 4 I \_\_\_\_\_\_ ride a bicycle.
- 5 I \_\_\_\_\_ play football.
- 6 I \_\_\_\_\_ run in the park.



#### 28.2 Listen to the interview and complete the table. Then make sentences.

Jessie sometimes cleans her room.

How often do you	always	usually	often	sometimes	never
clean your room?				1	
go to the park?					
eat chocolate?					
speak English?					
have a shower?					
watch sport on TV?					

**\*10** 

**\*11** 

Work in pairs. Look at exercise 9 again. Take turns to ask and answer.

How often do you ...

- clean your room?
   speak English?
  - go to the park? have a shower?
- eat chocolate?
   go to the cinema?

How often do you clean your room?

I never clean my room.

Work in pairs. Make true sentences with *a lot*. Use the ideas in the box or your own ideas. Then tell the class.

cook dinner listen to music drink tea use the internet take photos text my friends watch TV go shopping read stories eat pizza

I listen to music a lot. I don't drink tea a lot.

Look at exercise 11 again. Choose six activities and write true sentences. Use adverbs of frequency or *a lot*.

I sometimes eat pizza. I never cook dinner. I watch TV a lot.



Work in pairs. Ask your partner a *how often* question to get an answer with each of the adverbs in the box. When you finish, change roles.

$\mathbf{T}$	always
	very often / usually
	often
	sometimes
	almost never
1	never 🗸



#### Self-evaluation Rate your progress.

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# Revision 8 Units 27–28

## **Reading and writing**

#### 1 Complete the sentences. Choose from the box.

faster hard good most taller well

- Can you run <u>faster</u> than me?
- 1 My sister is \_\_\_\_\_ than you.
- 2 Which is the \_\_\_\_\_ beautiful picture?
- 3 My parents are pleased because I did \_\_\_\_\_\_ in the exams.
- 4 Are you a \_\_\_\_\_ dancer?
- 5 We are all working \_\_\_\_\_

2 Choose the best answer.

- Does Tom like football? No, he doesn't, and he \_\_\_\_\_ plays it.
  - a 🗌 always
  - **b** usually
  - c 🗌 never
- 1 How often do you ride your bike?
  - a 🗌 Yes, I do.
  - b 🗌 Yes, often.
  - c 🗌 Every day. I always go to school by bike.
- 2 Does it often rain in England?
  - a 🗌 Yes, it rains a lot.
  - **b** Yes, it's raining.
  - c 🗌 Yes, it rains.
- 3 What's the weather like in March?
  - a 🗌 It's cold but it usually snows.
  - **b** It's cold but it isn't snowing.
  - c 🗌 It's cold but it doesn't usually snow.
- 4 How often do your parents go to the cinema?
  - a 🗌 Never. They don't enjoy watching films.
  - b 🗌 They go.
  - c 🗌 They aren't going a lot.
- 5 Do you eat chips a lot?
  - a 🗌 No, I never eat them.
  - **b** No, I'm not eating them.
  - c 🗌 No, I often eat them.

3 Choose the correct answers.

#### The United Kingdom

There are four countries in the United Kingdom (the UK). They are England, Scotland, Wales and Northern Ireland.

The **big / bigger / biggest** city in the United Kingdom is London. It's one of **1 a / the / some** most exciting cities in the world. About 8 million people live there. London is **2 big / bigger / biggest** than Paris, Warsaw and Madrid, but it's a lot smaller **3 the / than / that** Tokyo.

<sup>4</sup> Highest / The higher / The highest mountain in the UK is in Scotland. Its name is Ben Nevis and it's 1344m high. That's about 7500m <sup>5</sup> short / shorter / shortest than Mount Everest!

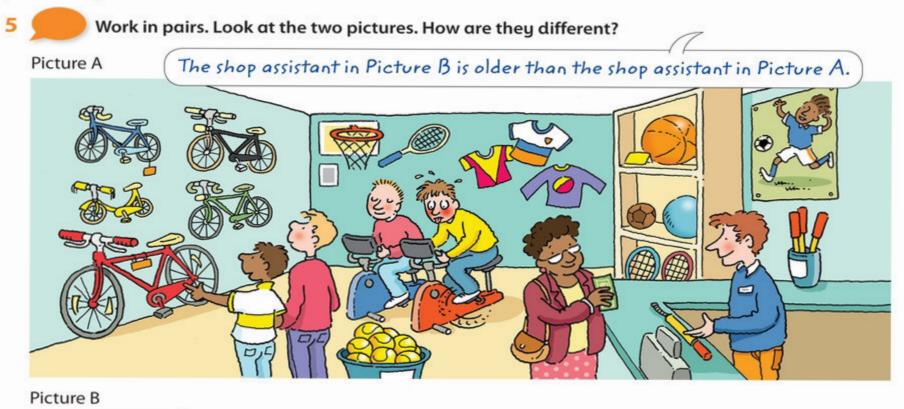


# Listening

4 R16.1 Listen to Charlie talking about his brothers and sisters.
 Write the names in the correct place.
 Charlie Tom Paul Nick Jane Susan

1 oldest	Jane
2	
3	
4	
5	
6 youngest	

## Speaking





# Revision 9 All units

# **Reading and writing**

#### 1 Choose the correct words.

#### Penguins

Penguins are birds who which/ where can walk, dive and swim. Most of them live <sup>1</sup> near / at / to the sea in the Antarctic. They have black and white feathers and wings, <sup>2</sup> or / but / and they can't fly! They use <sup>3</sup> they / there / their wings to swim under water. They swim very <sup>4</sup> good / better / well and they find most of their food in the sea. They <sup>5</sup> are drinking / drinks / drink sea water.

# 2 Read the story. Complete the sentences with one, two or three words.

Robert Harris lives in a village near the sea. He likes walking on the beach and watching the ships.

Last week he found a bottle on the beach. There was a piece of paper in it, with a telephone number.

When Robert got home, he phoned the number. After a minute or two, a young woman answered.

'Hello,' she said, 'this is Barbara Jones.'

Robert told her about the bottle. She was very surprised.

'I wrote that when I was a little girl,'

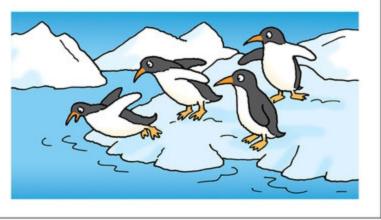
she said. 'I was six. I'm seventeen now!'



Robert lives near <u>the sea</u>. Last week, there was a <sup>1</sup>\_\_\_\_\_ on the beach. When Robert looked in it, he saw a <sup>2</sup>\_\_\_\_\_ with a telephone number. He phoned the number, and Barbara Jones <sup>3</sup>\_\_\_\_\_. She was the person who

<sup>4</sup>\_\_\_\_\_. When did she write it?

When she <sup>5</sup>\_\_\_\_\_!



3 Complete the story with words and expressions in the box.

happy know lunch next to people school <del>town</del>

Jack started a new school last week. His family had to move to a new <u>town</u> because his dad had a new job.

On his first day, Jack wasn't very

<sup>1</sup>\_\_\_\_\_. He didn't have any friends and he didn't <sup>2</sup>\_\_\_\_\_ any of the teachers.

At lunch time, he went to the dining room to have his <sup>3</sup>\_\_\_\_\_. He sat down in a place where there weren't any <sup>4</sup>\_\_\_\_\_

He thought about his old school and his old friends.

Then a boy sat down ⁵\_\_\_\_\_ him.

'Hello,' he said, 'I'm Tom. What's your name?'

Jack liked Tom and Tom liked Jack. Now they are friends, and Jack is happy at

#### 4 Tick ✓ the best name for the story.

A new home for Jack. Jack meets an old friend. Jack's first day.

1	Γ	1	
1	Г	7	

#### 5 Choose the best answer.

- Hi! How are you?
  - a 🗌 Hi! I'm Sue.
  - b 📝 I'm fine, thanks.
  - c 🗌 S-U-E
- 1 How did you go to Paris?
  - a 🗌 We went by train.
  - **b** 🗌 It was great, thanks.
  - c 🗌 Last summer.
- 2 Can I have a drink?
  - a 🗌 Yes, please.
  - b 🗌 Yes, sure.
  - c 🗌 Yes, you have.
- 3 How often do you go swimming?
  - a 🗌 No, I don't go swimming a lot.
  - b 🗌 Yes, I go swimming.
  - c 🔲 I sometimes go swimming on Saturdays.
- 4 Is it raining?
  - a 🗌 Yes, it does.
  - b 🗌 Yes, it is.
  - c 🗌 Yes, it rains.
- 5 What's your favourite sport?
  - a 🗌 run
  - b 🗌 running
  - c 🗌 to run

# Listening

- 6 OR17.1 Listen and complete the notes.
  - name <u>Kelly Smith</u>
    age \_\_\_\_\_
    address \_\_\_\_\_
    favourite subject
    sport
    likes \_\_\_\_\_
    doesn't like \_\_\_\_\_

7 R17.2 What did George do last week? Listen and draw a line from the day to the correct picture. One day is not mentioned.















# Speaking

8

Work in pairs. Look and find the picture that is different. Say why.

Picture b is different because...



9 Work in pairs. Look at exercise 7 again. Take turns to say what George did last week.

On Monday he stayed at home and ...

10 Work in pairs. Look at exercise 1 again. Take turns to ask and answer about penguins. Use the prompts to help you.

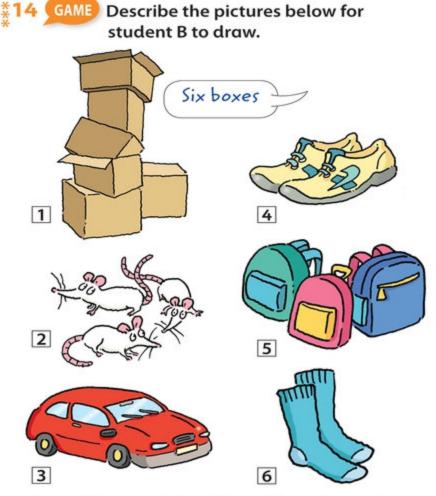
where / live? where / find / food? what colour / they? what / drink? what / can / do?



# Extra information

# Unit 1, student A

#### Regular and irregular plurals



Then listen to student B and draw the pictures.

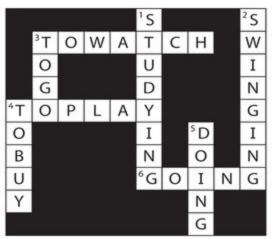
# Unit 9, student A

#### -ing form or to + base form

- GAME Look at the two crosswords.
- 1 Match the clues **a**–**h** with the words they describe in Crossword 1.
- 2 Complete the Across and Down clue lists.
- 3 Tell student B the clues he/she asks for.
- 4 Ask student B for the clues for Crossword 2 and complete the crossword. The answers are all verbs in the *-ing* form or *to* + base form.

What's one down? What's two across?

#### Crossword 1



- a I don't like \_\_\_\_\_ my homework!
- b \_\_\_\_\_ English is fun.
- c I love \_\_\_\_\_ in the sea.
- d I want \_\_\_\_\_ a new phone.
- e I'd like\_\_\_\_\_that film.
- f Jack enjoys \_\_\_\_\_ to school.
- g James doesn't want \_\_\_\_\_ volleyball.
- h We want \_\_\_\_\_ to London.

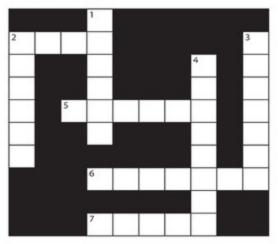
#### Across

- 3 e\_ I'd like\_\_\_that film.
- 4 \_\_\_\_\_ 6 \_\_\_\_

#### Down

1	 
2	 
3	 
4	
5	

#### Crossword 2



# Unit 11, student A

#### Present simple

\*3

Complete the missing verb forms. Then check your answers with student B.

- ▶ I go she <u>goes</u>
- 1 you give he \_\_\_\_\_
- 2 we \_\_\_\_\_ it has
- 3 they study he \_\_\_\_\_

4 I \_\_\_\_\_\_ – she writes

5 you wash – it \_\_\_\_\_

6 we \_\_\_\_\_ – he tries

- 7 they watch she \_\_\_\_\_
- 8 I \_\_\_\_\_ he flies
- 9 I do she \_\_\_\_\_

## Unit 12, caller

#### Present continuous

\$16 GAME Whisper these sentences, one at a time, to players from each team.

A man is riding a bike. A girl is dancing. Two men are climbing a mountain. A cat is drinking milk. A baby is crying. Three people are running. A boy is kicking a football. Some fish are swimming in the sea. Some people are watching a tennis match. A woman is watching TV. A man is riding a bike.

A man is riding a bike.

# Unit 16

#### Question words: who, whose, what, which

\*5

- Answers to exercise 5.
- **5** The Queen of England lives in Buckingham Palace.
- 6 Paris is the capital of France.

# Unit 16, student A

### Question words: who, whose, what, which

Some Look at the set of questions and answers below. Ask student B the questions 1–7. Then ask him/her to think of questions for the answers 1–7. When you finish, change roles. Answer student B's questions.

#### Questions

1 What's the weather like today?

It's cold but sunny.

- 2 What's your address?
- 3 What's your favourite colour?
- 4 What about playing football now?
- 5 Which would you like apple juice, cola or milk?
- 6 Who makes your lunch?
- 7 Whose book is this?

#### Answers

1 Cheese, please.

What kind of sandwich would you like?

- 2 Mrs Murphy.
- 3 Maths.
- 4 Madrid.
- 5 Mrs Anderson's.
- 6 Yes, good idea. I'd like some orange juice.
- 7 Ten o'clock.

## Unit 23

\*5

#### Relative pronouns: who, which, where

Answers to exercise 5.

- 2 penguin
- 3 Countries with volcanoes include Iceland, Japan, Indonesia, USA, Ecuador, Mexico Italy and Indonesia. There are many others.
- 7 Animals that sleep all winter include bears, mice, bats, hedgehogs, badgers, hamsters, lizards, snakes.
- 8 Coffee grows in South America, Africa and South East Asia. The five biggest producers of coffee are Brazil, Vietnam, Colombia, Indonesia and the Honduras.

# Unit 27, student A

### Comparative and superlative adjectives

\*1

Complete the table, then check your answers with student B.

adjective	comparative form
quick	quicker
	louder
surprised	
	uglier
late	
	more beautiful
busy	
	thinner
	more boring
sad	
	worse
	hungrier
good	

# Unit 28, student A

#### Adverbs



Complete the table, then check your answers with student B.

adjective	adverb	
bad	badly	
happy		
quick		
	correctly	
comfortable		
	easily	
fast		
	well	
hard		
	beautifully	
careful		

# Unit 1, student B

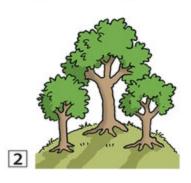
### Regular and irregular plurals

Listen to student A and draw the pictures. Then describe the pictures below for student A to draw.



Two men

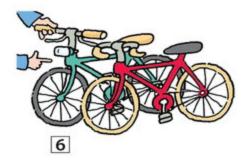








3



# Unit 9, student B

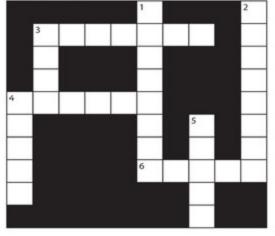
#### -ing form or to + base form

- GAME Look at the two crosswords.
  - Ask student A for the clues so you can complete Crossword 1. The answers are all verbs in the -ing form or to + base form.
  - 2 Match the clues **a**-**h** with the words they describe in Crossword 2.
  - 3 Complete the Across and Down clue lists.
  - 4 Tell student A the clues he/she asks for.

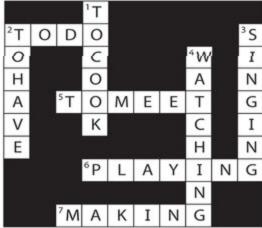
What's one down?



#### Crossword 1



#### Crossword 2



- a Do you like \_\_\_\_\_ sport?
- b Do you want \_\_\_\_\_ a puzzle?
- c I don't want \_\_\_\_\_ dinner.
- d I enjoy \_\_\_\_\_ TV.
- e I like making cakes.
- f I'd like \_\_\_\_\_ a famous person.
- g Kate loves \_\_\_\_\_ in the choir.
- h We'd like \_\_\_\_\_ a holiday.

#### Across

2		
5	-	
б		
7 <u>e</u>	_ I likecakes.	
Dowr	n	
1		
2		
3		

## Unit 11, student B

#### Present simple

\*3

4

# Complete the missing verb forms. Then check your answers with student A.

- ▶ I go she <u>goes</u>
- 1 you \_\_\_\_\_ he gives
- 2 we have it \_\_\_\_\_
- 3 they \_\_\_\_\_ he studies
- 4 I write she\_\_\_\_\_
- 5 you \_\_\_\_\_ it washes
- 6 we try he \_\_\_\_\_
- 7 they \_\_\_\_\_ she watches
- 8 I fly he \_\_\_\_\_
- 9 I \_\_\_\_\_ she does

# Unit 16, student B

#### Question words: who, whose, what, which

GAME Answer the questions that student A asks you. Then look at the set of questions and answers below. Ask student A the questions 1–7. Then ask him/her to think of questions for the answers 1–7.

#### Questions

**\*9** 

1 What's the capital of France?



- 2 What's the time?
- 3 What's the matter?
- 4 What about a drink?
- 5 Who's your favourite singer?
- 6 Which ice cream would you like chocolate or strawberry?
- 7 Whose bag is this?

#### Answers

1 It's hot and sunny.

What's the weather like today?

- 2 I'm fourteen years old.
- 3 I'd like the chocolate cake, please.
- 4 London.
- 5 No, thank you. I don't like football.
- 6 It's my sister's.
- 7 Yes, good idea!

# Unit 27, student B

#### Comparative and superlative adjectives

\*1

Complete the table, then check your answers with student A.

adjective	comparative form
quick	quicker
loud	
	more surprised
ugly	
	later
beautiful	
	busier
thin	
boring	
	sadder
bad	
hungry	
	better

## Unit 28, student B

#### Adverbs

 Complete the table, then check your answers with student A.

adjective	adverb	
bad	badly	
	happily	
	quickly	
correct		
	comfortably	
easy		
	fast	
good		
	hard	
beautiful		
	carefully	

# Word list

Word	Unit					
about	15	 black	2	 cloud	17	
above	17	 blanket	2	 coat	6	
accident	15	 blue	5	 coffee	11	
actor	7	 book	1	 cold (adj)	6	
address	16	 bookcase	2	 come	4	
after	4	 boring	14	 computer	2	
afternoon	13	 bottle	1	 concert	15	
again	2	 box	1	 cook (v)	15	
age	4	 boy	1	 correct (adj)	1	
all	5	 bread	3	 country	1	
alphabet	10	 bring	11	 crisp	3	
always	11	 brother	4	 crocodile	23	
animal	2	 brown	2	 cry (v)	23	
another	12	 build	13	 cup	1	
answer (n)	12	 builder	13	 curly	8	
any	3	 bus	1	 dad(dy)	3	
apple	3	 but	3	 dance (v)	9	
arctic (n)	23	 butter	3	 daughter		
ask	1	 buy	9	 day	4	
at	2	 by	11	 desk	2	
baby	1	 café	13	 different	20	
bad	12	 cake	2	 difficult		
badly	28	 call (v)	6	 dinner	8	
bag	1	 can	2	 discover	23	
banana	1	 car	2	dog	11	
band	7	 careful	28	 door	2	
basketball	7	 carefully	28	 draw	1	
be	6	 carry	15	 dress	1	
beach	12	 cat	1	 drink (v)	11	
bear (n)	23	 catch (v)	11	 drive (v)	9	
because	17	 chair	2	 duck	18	
beautiful	14	 cheese	3	 DVD	5	
bed	2	 child/children	1	 early	9	
bedroom	2	China		 easy		
behind		 chips		 eat		
best		 chocolate		egg		
better	10.00	cinema		 elephant		
between		 city		email		
big		class		 English		
bike		 classroom		 enjoy		
bin (n)		 clean (v)	9	 evening		
bird	1000	climb	9	 every		
birthday		 close (v)		 2		
biscuit		 close (V)		exam		
DISCUIT	1	 ciones	9	 expensive	21	

140 Word list

eye	4		have	1		leaf/leaves	1	
fair	8		have got	8		learn	1	
family	1		have (got) to	1		lemon	16	
fashion	13		he	4		lemonade	3	
father	4		head	10		lend	22	
favourite	5		headache	15		lesson	11	
field		10 X	hello	4		let's	1000	
film			help			letter	6	
find	1		her	4		library	1	
fine	5		here	4		life	1	
fire	20		him	4		listen	1	
first	6		his	4		live (v)		
fish	6		holiday	4			21	
				0 17		living room	21	
flowers	10		home	100		long	1	
fly (v)	17	19 N	homework	4	19	look (v)	1	
food	5		horse		<u> </u>	look at	2	
foot/feet	1		hot			look for	15	
football	5		house			lots	1	
for	1		how	2		love (v)	2	
French	2		how many	2		lucky	14	
fridge	18		how much	18		lunch	1	<u></u>
friend	1		how often	28		make	1	
friendly	16		how old	17		man/men	1	
from	1		hungry	10		many	15	10- 50
fruit	9		hurry	10		map	15	
funny	14		ice	18		market	24	
game	1		ice cream	3		match	5	
garden	2		idea	9		matter (n)	16	
get	12		in	1		me	3	
get up	9		in front of	4		mean	17	
girl	1		inside	11		meet	21	
give	4		instrument	19		message	4	
go	9		invite	25		milk	3	
ao shoppina	9		it	1		miss (v)		
good	4		Italy	4		mobile phone		
grandma	15		its	4		money	3	
grandparents	5	· · · · · · · · · · · · · · · · · · ·	jacket	16		MP3 player	6	· · · · · · · · · · · · · · · · · · ·
grass			jeans	6		morning	11	
great	3		juice	3		mother	4	
green	4		jump	10		mouse/mice	1	
guitar	9		keys			move	13	
hair	8		kick			music	4	
hamster	-		kitchen			must	20	
happy			kitten			my	20	
hard	9		know			name	4	
hat	1		last (adj)			near	6	
	9		10 C C C C C C C C C C C C C C C C C C C				20	
hate (v)	9		laugh	13		never	20	

new	4	rain (n)	10	sock 5
newspaper	13	read	2	sofa 2
night	11	red	5	some 1
not	5	restaurant	14	sometimes 28
notebook	6	rice	18	son 4
nothing	16	ride	10	soup 3
now	4	right	5	spell 10
number	3	river	2	spider 13
of	1	room	2	sport 7
off	26	round	6	stand 10
often	2	rubber	22	start 13
old	17	ruler	6	stop 9
on	1	run	9	story 1
open	4	salad	20	straight 8
opposite	7	sandwich	1	subject 4
orange	3	Saturday	13	submarine 23
out	2	sausage	1	Sunday 14
page	1	scarf	1	summer 14
page	4	school	2	sunny 14
park	10	science	4	sweet 15
party	1	scissors	6	swim 9
pasta	3	second	22	swimming pool 2
pear	3	seed	24	table 2
pen friend	7	sentence	4	talk 8
		shall	20	tall 7
person/peopl	4	share	19	tea 3
pet	2	she	4	teacher 1
phone (n)	12		7	
picnic		sheep shelf	1	television 1 terrible 13
picture	1	shine		
pink	13		12	
pizza	3	shoe	5	than 19
place (n)	2	shop	9	thank you 7
plant	11		t 20	thanks 3
play	9	shopping	9	that 2
point (v)	1	shout	13	their 4
postman	11	show	5	theirs 5
potato	1	sing	3	them 3
present (n)	4	sister	4	then 3
puppy	1	sit down	10	ther 2
put	1	ski	9	these 6
question	6	skirt	13	thin 27
quick	27	sleep	9	thing 7
quickly	2	slow	27	think 2
quiet	10	slowly	28	this 1
quietly	28	small	6	those 6
rabbit	4	snake	8	Thursday 15
radio	12	snow (v)	15	tick 2

ticket	20		white	2	
			white	2	
tidy	4 _		who	5	
tired	10 _		whose	16	<u>e</u>
today	3_		with	1	
together			woman/won		
toilet		15	work	1	
tomato	1_		world	5	
too	3_	<u></u>	worse	27	<u></u> 7
tooth/teeth	1 _		worst	27	
town			would	9	
toy			would like	9	
train		(g)	write	1	<u>e</u>
trainers	6_		wrong	5	
tree	8.27		yes	2	
T-shirt			yesterday	14	
Tuesday	4 _		you	1	
umbrella	17 _	12	young	19	<u></u> )
under	17 _		your	5	
understand			zoo	10	
unhealthy					
uniform	13 _				
up	9 _	11			
us	4 _				
usually	1 _				
van		<u></u>			
very	7 _				
visit	9 _				
wait		12			
walk					
wallet	26 _				
want					
wash	9 _				
watch	1 _				
water	3 _				
wave	12 _				
we	1 _				
weather	7 _				
Wednesday	13 _				
week	13 _				
weekend	15 _				
well	7 _	82			
wet	10 _				
what	1 _				
wheel	12 _				
when	7 _				
where	4 _				
which	3 _				

# Irregular verb list

Base form	Past simple	Base form	Past simple
be	was	sleep	slept
become	became	speak	spoke
begin	began	spend	spent
break	broke	stand	stood
bring	brought	swim	swam
build	built	teach	taught
buy	bought	take	took
can	could	tell	told
catch	caught	think	thought
come	came	understand	understood
cost	cost	wake	woke
do	did	wear	wore
drink	drank	win	won
drive	drove	write	wrote
eat	ate		
fall	fell		
feel	felt		
find	found		
fly	flew		
forget	forgot		
get	got		
give	gave		
go	went		
have	had		
hear	heard		
know	knew		
leave	left		
lose	lost		
make	made		
meet	met		
pay	paid		
put	put		
read	read		
run	ran		
say	said		
see	saw		
send	sent		

sang

sat

sing

sit