## Oxford

 for Schools

Student's DVD-Rom
OXFORD

## 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.

Key to the symbols

| (1)0.0 0.0 (=track number) | Listening activity |
| :---: | :---: |
|  | Speaking activity |
| GAME | Game |
|  | Extended writing activity |
| (9) | Pronunciation activity |
| * 0 | Song |
| * | Introductory exercise |
| * | Moderately challenging exercise |
| * | Most challenging exercise |

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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## Regular plurals


two babies

lots of leaves

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

## Spelling rules

For nouns ending consonant $+-\mathbf{y}$, we delete $-\mathbf{y}$ and add -es.
baby - babies country - countries
library - libraries family -families
For nouns ending $\mathbf{s}, \mathbf{s}, \mathbf{s s}, \mathbf{s h}, \mathbf{c h}, \mathbf{x}$ and $\mathbf{o}$, we add -es
bus - buses class - classes
toothbrush - toothbrushes lunch - lunches
box -boxes potato - potatoes
For nouns ending $f$, we delete - $f$ and add -es.
leaf - leaves wife - wives

* 1 1.1 Write the plurals. Listen and check.
bus dress boy hat kite life party orange scarf story tomato

| +-s | +-ies | +-es | +-ves |
| :--- | :--- | :--- | :--- |
|  |  | buses |  |

Plurals
*2 Write the correct plural form of the words in the box.
box city knife potato tree watch


3 three

4 two $\qquad$



5 two
$\qquad$

1 five $\qquad$


2 four $\qquad$
four

f


## 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 (9)1.3 Listen and repeat.

| $/$ /s/ | cup <br> cups | book <br> books |
| :---: | :--- | :--- |
| $/ \mathrm{z} /$ | boy <br> boys | television <br> televisions |
| $/ \mathbf{I z} /$ | sandwich <br> sandwiches | puppy <br> puppies |

* 5 ()(1.4 Put the words into the correct list. Then listen and check.
hats boxes potatoes chips buses bikes bananas horses girls

| $/ \mathrm{s} /$ | hats, ... |
| :--- | :--- |
| $/ \mathrm{z} /$ |  |
| $/ \mathrm{zz} /$ |  |

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

## two cats

three $\qquad$ four five $\qquad$ —
six $\qquad$ seven $\qquad$ eight $\qquad$ lots of $\qquad$


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

## Irregular plurals



Some nouns have irregular plural forms. You have to learn each one.

* 8 1.5 Listen, say the plurals and point to the
correct pictures. $\square$ Work in pairs. Point to the pictures and say the plural forms.
* 10 Correct the mistakes.

- two mice
three mice


1 one people


2 one women


3 five fish


4 four child four children


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.

*12 1.6 Listen and draw what you hear. (-)

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

| henilcdr | 5 athescw |
| :---: | :---: |
| 1 eplepo | 6 toptaeso |
| 2 mweon | 7 aesvel |
| 3 ehtet | 8 rgosaen |
| 4 suhose | 9 esra |

## GAME 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. |  |  |  |
| :---: | :---: | :---: | :---: |
|  | $\because$ | $\because$ | $\because \because$ |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |
| 13 |  |  |  |
| 14 |  |  |  |

## 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 $\sqrt{ }$ 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 sentences with There's, There isn't, There are or There aren't.

- There's a picture.

1 $\qquad$ three books.

2 $\qquad$ two boys.

3 $\qquad$ a phone.
4 $\qquad$ four biscuits.

5 $\qquad$ a cake.

6


1


2


3


4


5


Write sentences about your classroom with there is or there are. Use the words in the box. Tell the class.
board desks door students teacher windows

- There's a teacher.
- There are...students.

1
2
3

4 5Think about your town. Tick $\sqrt{ }$ the true sentences. Cross $X$ and correct the false sentences. Tell the class.

- There's one house. $X$

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.

4 There are two parks.

5 There are three cafes. $\square$

GAME Play in groups. Say what's in your bedroom and try to remember what the other students say. Use the words in the box and your own ideas.
bag bed blanket book bookcase chair desk picture table toy ...

In my room, there's a bed.
In my room, there's a bed and there are two chairs.

In my room, there's a bed and there are two chairs $\ldots$ and there's...


| 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 <br> 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 $\qquad$

* 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?

No, there aren't.

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...



12 There is, there are

## Countable and uncountable nouns <br> I can recognize countable and uncountable nouns. I can use a, an, some and any.

## A, an and some



## Countable nouns

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



## Uncountable nouns

There's some tea.
There's some milk.
There's some sugar.

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.
2 There's an orange.
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

5 There's some spaghetti.
6 There's some milk.
7 There's some sugar.

- Cable


## Uncountable nouns

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

There are some ... pears
*3 3.2 Listen, repeat and check the meaning. Write $C$ (countable) or $U$ (uncountable).


Tick $\checkmark$ the correct form.

- $\square$

There are some child.
There are some children.
1
There's some meat.There's a meat.
2There is some potatoes.There are some potatoes.
3
There's an house.
$\square$ There's a house.
4There's some cream.
$\square$ There are some cream.
5There's some pasta. $\square$ There are some pasta.
$6 \square$ There's some coffee.
$\square$ There are some coffee.
$7 \square$ There's a bottle. $\square$ There's some bottle.
$8 \square$ There are some oranges.
There's some oranges.

Make sentences with the words in the boxes.

## There's an orange.

|  |  |  | orange. <br> coffee. <br> apples. <br> tea. |
| :--- | :--- | :--- | :--- |
| There | s <br> are | a <br> andwiches. <br> some <br> water. <br> bread. <br> plate. <br> cakes. |  |

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

There's a table.
1 cheese.
2 $\qquad$ butter:
3 $\qquad$ grapes.
4 $\qquad$ bread.
5 $\qquad$ biscuits.
6 $\qquad$ cake.
7 $\qquad$ pear.
8 $\qquad$ plates.
9 $\qquad$ bottle.

[^0]
## Some and any

Negative

| Countable nouns | Uncountable nouns |
| :--- | :--- |
| There aren't any apples. | There isn't any lemonade. <br> There aren't any bananas. |
| There isn't any sugar. <br> There aren't any people. | There isn't any money. |

## Questions

## Countable nouns

Are there any oranges? Are there any biscuits? Are there any children?

Uncountable nouns
Is there any cheese? Is there any ice cream? Is there any water?

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


Listen and read exercise 8 again. Tick $\checkmark$ the things in the basket.

*10 Write some or any

- There's some money on the table.
1 Is there $\qquad$ soup?
2 There aren't $\qquad$ sweets.

3 There are $\qquad$ little cakes.
4 Are there $\qquad$ eggs?
5 There isn't $\qquad$ meat.
6 Is there $\qquad$ pasta?
7 There are $\qquad$ bananas.
8 There's $\qquad$ sauce.
*11 3.4 Complete the dialogues. Listen and check.

- Jane Are there any biscuits ? (biscuits ?)
Ben No, there aren't any biscuits. (biscuits $x$ ) There are some crisps $\qquad$ . (crisps $\sqrt{ }$ )

1 Jane Is $\qquad$ ? (ice cream ?)
Ben No, $\qquad$ . (ice cream $x$ )
There $\qquad$ . (yoghurt $\sqrt{ }$ )
2 Jane Are $\qquad$ ? (oranges ?)
Ben No, $\qquad$ . (oranges $x$ )
There $\qquad$ . (bananas $\sqrt{ }$ )

3 Jane Is $\qquad$ ? (orange juice ?) Ben

No, $\qquad$ (orange juice $x$ ) There $\qquad$ . (tea $\checkmark$ )
$\square$ Work in pairs. Write some dialogues like the ones in exercise 11, then act them.

1 sweets? sweets $x$ chocolate $\checkmark$
2 potatoes?
potatoes $x$ pasta $\checkmark$
3 cheese? cheese $x$ milk $\checkmark$
4 pears? pears $x$ grapes $\checkmark$


Picture 2


Play in pairs. Study Picture 2 for one minute, then cover it. Describe it to your partner. Use There's and There are. Can you remember twenty things?
*15 3.5 Look at the pictures and listen to the descriptions. Number the baskets 1-4. (-)


GAME Play in pairs. Choose one of the pictures in exercise 15. Your partner asks you yes/no questions. Guess which picture it is. Then change roles.
 is, are, some or any. Then listen and check.

Jack What's for lunch today? Are there any chips?
Dad Yes, there ${ }^{1}$ $\qquad$ .
Jack Great! And is there ${ }^{2}$ $\qquad$ pizza?
Dad Sorry, no, there isn't ${ }^{3}$ $\qquad$ pizza. There are ${ }^{4}$ $\qquad$ burgers, and there 5 $\qquad$ some tomato sauce.
Jack Are there ${ }^{6}$ $\qquad$ sweets?
Dad Yes, there ${ }^{7}$ $\qquad$ some sweets. There ${ }^{8}$ some grapes, too, and there 9 $\qquad$ 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 Is there any soup?
Mum Yes, ${ }^{1}$ $\qquad$
Tommy Great! And ${ }^{2}$ $\qquad$ sandwiches?
Mum No, ${ }^{3}$ sandwiches.
$\qquad$
$\qquad$ bread and ${ }^{6}$ cheese.
Tommy 7 _yoghurt? Mum ${ }^{8}$ $\qquad$
$\qquad$ strawberry yoghurt. There ${ }^{9}$ $\qquad$ pears, too, and ${ }^{10}$ $\qquad$ bananas.
Tommy Cool, thanks.

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...


## Mini-revision Units 1-3

## Reading and writing

1 Choose the best answer.

- Is there a swimming pool in your school, Tom?
aNo, there isn't.
b $\qquad$ No, it isn't.
cNo, there aren't.

1 Are there lots of students?
a
 Yes, they are.
b $\square$ Yes, there are.
cYes, there is.

2 Are there any computers in your classroom?
a $\qquad$ Yes, they're computers.
bYes, they're there.
cYes, there are.

3 Is there a dining room?
a
 Yes, there's.
bYes, there is.
cYes, there are.

4 Is the food nice?
a $\square$ Yes, they are.
b $\square$ Yes, there are.
c $\square$ Yes, it is.

5 Is there any sugar in the cupboard?
a $\qquad$ No, it isn't.
bNo, there isn't.
cNo, there aren't.

6 Are your mum and dad at home?
aNo, he isn't.
bNo, she isn't.
cNo, they aren't.

## Listening

2 ( R1.1 Listen and tick $\sqrt{ }$ 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.


## 1 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.


Unit 4

Complete the sentences with the words in the box.
I You (x2) He She It We They You


Write the sentences with the correct personal pronoun.

- John is 13 .

He is 13.
1 John and Anna are brother and sister.

2 The time is two o'clock.

3 John, Anna and I are at school.

4 Anna is in Class 4.

5 You and John are in Class 10.

6 Sam and I are in Class 6.

Mr Black is a Science teacher.

8 Science is an interesting subject.

## 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 (1.1 Write the correct possessive adjective.

 Listen and check.- I'm Cathy. My name is Cathy.
1 He's Harry. $\qquad$ name is Harry.
2 They're Sam and Ed. $\qquad$ names are Sam and Ed.
3 We're Jo and Kay. $\qquad$ names are Jo and Kay.
4 You're William. $\qquad$ name is William.
5 She's Lucy. $\qquad$ name is Lucy.
6 You're Sue and Anna. $\qquad$ names are Sue and Anna.

Work in pairs. Make sentences about people in the class.


* 8 Complete the sentences with the correct possessive adjectives.


1 It's his umbrella
2 It's $\qquad$
3 It's $\qquad$
4 It's $\qquad$
5 It's $\qquad$
6 It's $\qquad$
7 It's $\qquad$

## 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 |

* 9 Circle the correct word.
- Hi! I'm/ me Tom. What's you yourname?

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 her .
1 Listen to the music. Listen to $\qquad$ -.
2 Please open your books. Open $\qquad$ .
3 Look at Jack! Look at $\qquad$ !
4 Come with John and me. Come with $\qquad$
5 I like you and Kim. I like $\qquad$ -


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

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

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 $\rightarrow \downarrow>$.

| h | e | x | y | z | w | a | e |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| d | e | y | o | u | f | t | t |
| i | k | l | y | m | n | h | h |
| t | h | e | m | o | j | e | e |
| k | i | p | q | r | u | i | y |
| w | b | t | g | h | j | r | k |
| e | l | m | s | h | e | n | x |
| m | y | p | t | z | n | u | s |

Hello, what's your name?
1 I like Amy. $\qquad$ 's my friend.
2 Ben and Joe are brothers. Ella is $\qquad$ sister.
3 I've got a pet rabbit. $\qquad$ name is Fluff.
4 Our homework is difficult. Please help $\qquad$
5 Where are the children? Can you see $\qquad$ ?

6 Happy birthday! This present is for $\qquad$
7 Look at the picture. I like $\qquad$ .
8 Hi . $\qquad$ name's Tina.
9 Peter and Tim are 14. $\qquad$ 're in class 12.
10 David is my brother. $\qquad$ 's 11.
11 Meg and I are friends. $\qquad$ 're in Class 10.

| Self-evaluation Rate your progress. |  |  |  |
| :---: | :---: | :---: | :---: |
|  | $\because$ | $\because$ | $\because \because$ |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |
| 13 |  |  |  |

## - Possessive forms

'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

7 my grandparents

8 teacher

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

- It's Harry's pen.
1 It's $\qquad$ book.
2 They're $\qquad$ bags.
3 It's $\qquad$ chocolate.
4 They're $\qquad$ socks.
5 They're $\qquad$ biscuits.
6 They're $\qquad$ shoes.
7 It's
$\qquad$ car.

3
Ask questions to find out the information below. Tell the class.
1 two students' favourite TV shows
2 one person's favourite food
3 a girl's birthday
4 a boy's favourite musician
5 a pet's name
6 three people's parents' names
Anna's favourite TV show is 'The Simpsons.'
George's dad's name is Peter.

## 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. $\qquad$
1 It's my brother's watch. $\qquad$
2 It's my mother's bag. $\qquad$
3 It's your homework. $\qquad$
4 It's our lunch. $\qquad$ ,
5 It's my room.

| 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 his $\qquad$
1 They're my books. They're $\qquad$ .
2 It's Marie's DVD. It's $\qquad$ .
3 It's our house. It's $\qquad$
4 They're your bags. They're $\qquad$
5 It's their car. It's $\qquad$ .

6 Give me the pen! It's $\qquad$ .
7 It's my parents' computer. It's $\qquad$
8 You can sit in that chair. It's $\qquad$
9 They are my sister's CDs. They're $\qquad$

D5.2 Circle the correct form. Then listen and check.

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

8 Are the underlined words right $\checkmark$ or wrong $X$ ? Correct the mistakes.

- Jacks $X$ cat is black and white. Jack's cat is black and white. Its $\checkmark$ name is Tibby.
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. words. Then listen again and sing!

It's $\qquad$ world.
The world is ${ }^{1}$ $\qquad$
It's ${ }^{2}$ $\qquad$ world.

And I feel fine.
Sing it together.
Sing it with me.
This world is ${ }^{3}$ $\qquad$ ـ.
It's for you and me.
It's ${ }^{4}$ world too.
It's ${ }^{5}$
$\qquad$

7 and ${ }^{6}$ $\qquad$
7 $\qquad$ world,

8 world.
It's all fine.
Sing it together...
9 $\qquad$ world,
10 $\qquad$ world.
11 $\qquad$ and ${ }^{12}$
$13 \longrightarrow, 1$ 4 ,
15 $\qquad$
The world is fine.
Sing it together...


## This, these, that, those

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

Singular: this


Plural: these


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

## Singular: that



## Plural: those



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

D6.1 Choose the correct word, then listen and check.


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.
This, these, that, those
Work in pairs. Point to things in your 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

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

This is my bag.
Those are John's pencils.
That's a blue coat.
*4 Complete the questions with this, that, these or those.


- What's that ?


1 What's $\qquad$ ?


2 What are $\qquad$ ?


3 What's $\qquad$ ?


4 What are $\qquad$ ?


$$
5 \text { What are ? }
$$



6 What's $\qquad$ ?


7 What are $\qquad$


8 What's ?


9 What's ?


10 What are $\qquad$ ?


11 What are $\qquad$ ?

* 5 Complete the answers $\mathrm{a}-\mathrm{k}$ with the correct form of be. Then match them with the questions from exercise 4.
- They 're bicycles. 11
a It $\qquad$ a post box. $\qquad$
b They $\qquad$ scissors. $\qquad$
c They $\qquad$ trainers. $\qquad$
d It $\qquad$ a tree. $\qquad$
e They $\qquad$ fish. -
f They $\qquad$ jeans. $\qquad$
g It $\qquad$ a mobile phone. $\qquad$
h It $\qquad$ my lunch. $\qquad$
i They $\qquad$ mugs. $\qquad$
j It $\qquad$ an MP3 player. $\qquad$
k It $\qquad$ a letter. $\qquad$

Work in pairs. Look round the classroom. Take turns to ask and answer What's this/that? What are these/those?


## Mini-revision

## Units 4-6

## Reading and writing

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

He her her His I Ayy She Their them These They This


2 Choose the correct word to complete the sentences.

Harry is $\qquad$ friend.
a $\square$ Joe
b $\square$ Joes
c $\sqrt{ }$ Joe's
1 Look! $\qquad$ man is my teacher.
aThat
b $\qquad$ He
c $\square$ Those

2 This is my favourite music. I love $\qquad$ -
a them $\square$ it c $\square$ him

3 Look. $\qquad$ are my new shoes.
$\mathbf{a} \square$ This $\quad \mathbf{b} \square$ That $\quad \mathbf{c} \square$ These
4 I like that dog. $\qquad$ name is Benji.
aIts b It's $\square$
5 Welcome to $\qquad$ school!
aus $\square$ ours
c $\square$ our

## Listening

3 R2.1 Listen and draw lines. (-)


## 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 $\qquad$
a $\checkmark$ Jill's
b $\square$ Jill
c $\square$ Jills
1 Are these Ben's socks?
No, they're $\qquad$
ame
b my
c $\square$ mine

2 Are there any pears?
Yes, and there are $\qquad$ apples.
aany
b $\square$ some
can

3 Is there any milk?
No, sorry. There isn't $\qquad$ milk.
a $\square$ some
bany
c $\square$ a
4 Is she your teacher?
Yes, she teaches $\qquad$ science.
a $\square$ us
bwe
c $\square$ 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 some bread and there's $\qquad$ bottle of water.

1 $\qquad$ boys over there are $\qquad$ friends.
2 $\qquad$ aren't $\qquad$ biscuits.
3 There $\qquad$ lots of $\qquad$ in the park.

4 $\qquad$ pen is $\qquad$
5 $\qquad$ there $\qquad$ milk?

## Listening

3 DR3.1 Listen and colour and write. (-)


## Speaking

4 Look at the picture in exercise 3 again. Read the sentences and write yes or no.

- There are two children. $\qquad$
1 There's a girl. $\qquad$
2 There are two boys.
3 There aren't any scarves. $\qquad$
4 There are some hats.
5 The girl's hair is long.
$\qquad$
$\qquad$


## Speaking

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


## Be

I can recognize and use the present tense of be.

## Affirmative and negative



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.
- I'm a student.
2 We $\qquad$ friends.
4 She $\qquad$ my sister.
6 It $\qquad$ a cat.
1 They __ teachers
3 He $\qquad$ thirteen.
5 You__short.
7 You $\qquad$ in class nine.
* 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'm not a teacher.

1 They $\qquad$ students.
2 We $\qquad$ brothers.

3 He $\qquad$ twelve.

4 She $\qquad$ my mother.
5 You $\qquad$ tall.
6 It $\qquad$ a rabbit.
7 You $\qquad$ 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.

* 5 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 $\qquad$
2 It's 6 o'clock.
It $\qquad$
3 People from the USA are British. They
4 Your dad is French.
He $\qquad$
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.



## $1=$

## 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. |
| Is 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 Yes, I'm.)
Yes, you are. (NOT Yes, you're.)

## * 8 Match the questions 1-6 with the short answers ag.

- Is it 7 o'clock? $\qquad$ a No, I'm not.
1 Are you 16, John? b Yes, we are.
2 Are Sam and Ben in your class?
c No, she isn't.
d Yes, he is.
3 Am I your partner?
e No, it isn't.
4 Are you and Emma friends?
5 Is Rosa Spanish?
f Yes, they are.
6 Is your brother tall?
g Yes, you are.
7.3 Write the questions and short answers.
Then listen and check.
- Kate / from London? $\sqrt{ }$

Is Kate from London? Yes, she is.
1 you /18? X
2 your friends / students? $\sqrt{ }$

Complete the sentences with the correct form of $b e$.


Mr Davis: Hello. I'm Mr Davis. Are you Joe?
Joe Yes, I ${ }^{1}$. Hello, Mr Davis. 2 $\qquad$ I in your class?
Mr Davis No, you ${ }^{3}$ $\qquad$ You're in class ten.
Joe 4 $\qquad$ it Mrs Simpson's class?
Mr Davis Yes, it ${ }^{5}$ $\qquad$ _.
Joe 6 $\qquad$ Toby in her class too?
Mr Davis No, he ${ }^{7}$ $\qquad$ He's in my class. 8 $\qquad$ he your friend?
Joe
Yes, he ${ }^{9}$ $\qquad$ .${ }^{10}$ $\qquad$ Jack and Emma in class ten?
Mr Davis Yes, they ${ }^{11}$ $\qquad$
Joe Good. They're my friends too. pairs.

3 Mr Harris / your teacher? $\sqrt{ }$

4 your parents / doctors? $X$
5 I/ in this class? X

6 it / lunch time? $\sqrt{ }$

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

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

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

* 13 Read the email and complete the missing words.


## 000

Hil My name $\qquad$ Josh. I m from London, and ${ }^{1}$ $\qquad$ your new pen friend.
$1^{2}$ $\qquad$ twelve. ${ }^{3}$ $\qquad$ you twelve too?

There ${ }^{4}$ $\qquad$ four people in my family. My dad (his name ${ }^{5}$ $\qquad$ Peter), my mum (her name 6 Julie) and my little sister, Jessica.
She ${ }^{7}$ nearly seven. Her birthday is in May.

My favourite subjects ${ }^{8}$ $\qquad$ English and maths and my favourite sport ${ }^{9}$ $\qquad$ basketball.

My school ${ }^{10}$ $\qquad$ in London. ${ }^{11}$ $\qquad$ your school in a city too?

Please write soon,
Josh


## - Have got I can recognize and use have got.

## Affirmative and negative

|  |  |  |  |
| :--- | :--- | :--- | :--- |
| Affirmative | Short form | Long form | Short form |
| Long form | I've got | I have not got | I haven't got |
| I have got | You've got | You have not got | You haven't got |
| You have got | He's got | He has not got | He hasn't got |
| He has got | She's got | She has not got | She hasn't got |
| She has got | It's got | It has not got | It hasn't got |
| It has got | We've got | We have not got | We haven't got |
| We have got | You've got | You have not got | You haven't got |
| You have got | They've got | 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.


Unit 8

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

## Picture a

They've got new bikes.
They haven't got roller skates.
Picture b
He $\qquad$ two brothers.
He $\qquad$ two sisters.

## Picture c

She $\qquad$ an ice-cream.
She $\qquad$ a cake.

Picture d
You $\qquad$ a lot of homework.
You $\qquad$ a holiday.

Picture e
They $\qquad$ some sandwiches.
They $\qquad$ any biscuits.

Picture f
I $\qquad$ short hair.
I $\qquad$ long hair.

* 3 Circle the correct answer.
- A cathas/ 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.
Complete the sentences about you.
I've got $\qquad$ hair and $\qquad$ eyes.

I $\qquad$ brother(s).

I $\qquad$ sister(s).
I $\qquad$ pet(s).

5 -8.2 Listen and complete the information. Use the words in the box.
brothers cat curly fair green rabbits sisters straight

6 8.2 Complete the sentences. Listen again and check.

- Sam's g t fair hair and blue eyes.

1 He $\qquad$ two $\qquad$
2 He $\qquad$ one $\qquad$
3 He $\qquad$ three $\qquad$
Sally and Mandy are sisters.
1 They $\qquad$ hair.
2 They $\qquad$ eyes.
3 They $\qquad$ any $\qquad$
4 They $\qquad$ a $\qquad$

## Questions and short answers

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

D8.3 Match the questions $1-6$ with the answers a-g. Listen and check.

- Have you got any money, Sam? b
1 Has Lucy got a brother?

2 Have you and your friends got a football?
3 Have your grandparents got a big house?
$\qquad$
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.

## Have <br> you got a mobile phone?

Yes, I have _.
1
_your dad $\qquad$ a bike?
No, he $\qquad$ .

2 $\qquad$ you and your friends $\qquad$ lots of homework?
Yes, we $\qquad$ .

3 $\qquad$ Tom $\qquad$ long hair? No, he $\qquad$
4 $\qquad$ your parents $\qquad$ a car?
Yes, they $\qquad$ —.
5 $\qquad$ you $\qquad$ any pets?
No, I
6 $\qquad$ Maya $\qquad$ fair hair?
Yes, she $\qquad$
8.4 Listen and complete the questionnaire.

コ๔cหใง
1 brothers or sisters?
no
pets?
3 TV in your bedroom?
4 mobile phone?
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. His name is Harry.

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

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.


|  | Name | Brother or sister? | Pets? |
| :--- | :--- | :--- | :--- |
| a | Ben | one sister | a rabbit |
| b |  |  |  |
| c |  |  |  |
| d |  |  |  |
| e |  |  |  |
| f |  |  |  |

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.

## Reading and writing

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


- It's windy. $\qquad$
1 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 's


## YOU AND YOUR PETS

Hi! My name's $\qquad$ Karen.
I ${ }^{7}$ $\qquad$ 13. ${ }^{2}$ $\qquad$ got two white rabbits. Their names 3 $\qquad$ Sniff and Snuffle.
Snuffle's ${ }^{4}$ $\qquad$ black ears. Sniff ${ }^{5}$ $\qquad$ got black ears. One ear ${ }^{6}$ $\qquad$ white and one ear ${ }^{7}$ $\qquad$ brown!


## Listening

3 (R4.1 What have they got? Listen and tick $\sqrt{ }$. ( )


|  | laptop | phone | MP3 player |
| :--- | :---: | :---: | :---: |
| Simon | $\checkmark$ |  |  |
| Ben |  |  |  |
| Jane |  |  |  |
| Lucy |  |  |  |
| Toby |  |  |  |

4
4 (1) R4.2 Listen and write. (1)
LUCY'S PENFRIEND
B Brothers and sisters? $\qquad$
$\leftrightharpoons$
c

## 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


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 -ing
play - playing visit - visiting fall - falling show - showing

```
Verbs ending in -e delete the -e and add -ing
make - making use - using take - taking complete - completing
```

One-syllable verbs ending in vowel + consonant double the consonant and add -ing
run-running swim-swimming sit - sitting stop - stopping


42 -ing form or to + base form

* 1 (9) 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 getting (get) up.

1 I enjoy $\qquad$ (watch) DVDs.

2 $\qquad$ (ski) is difficult.

3 $\qquad$ (wash) the car is Tom's job.
4 My sister likes $\qquad$ (play) basketball.
5 We love $\qquad$ (listen) to music.
6 $\qquad$ (eat) lots of fruit is good for you.
*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 likes I steep loves + eat


- Ted likes sleeping.


1 Jess


2 Rick $\qquad$


3 Amy


4 Lee


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?

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.


* 7 Write the correct form of the verb in brackets.

My brother loves climbing (climb) trees.
1 Do you like $\qquad$ (buy) clothes?
2 I want $\qquad$ (have) guitar lessons.
3 Maya doesn't like $\qquad$ (clean) her room.
4 My mum hates $\qquad$ (drive).
5 We'd like $\qquad$ (go) shopping.

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


|  | love | like | don't like | hate |
| :--- | :--- | :--- | :--- | :--- |
| read |  | $\checkmark$ |  |  |
| watch TV |  |  |  |  |
| play sport |  |  |  |  |
| get up early |  |  |  |  |
| tidy my room |  |  |  |  |
| shop for clothes |  |  |  |  |
| go to the <br> cinema |  |  |  |  |

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


## 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! | Don't worry. |
| Please sit down. | Please don't run. |
| Be quiet, please. | Don't 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 pick talk wash wear take



## Don't

 the animals.d

* 2 Match the places 1-7 with the signs a-h from exercise 1.
- a park $\qquad$
1 a toilet $\qquad$
2 a zoo $\qquad$
3 a train station $\qquad$
4 a river $\qquad$
5 a sports hall $\qquad$
6 an exam room $\qquad$
7 a museum $\qquad$


Hurry up!


## 1 Don't

$\qquad$


2 $\qquad$


3 Don't


## 4 Don't

$\qquad$


5
The imperative; Let's


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

| Affirmative | Negative |
| :--- | :--- |
| Let's play a game. | Let's not go out. |
| Let's hurry. | Let's not be late. |

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

1 Let's not eat it.

2 Let's not ride on that.


- Let's sit down.

3 Let's go swimming,

4 Let's help.


Work in pairs. Make suggestions with Let's. Use the verbs and phrases in the box.
dance go shopping have a break havelunch 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 $\sqrt{ }$ the activities the people choose.

|  | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | 4 |
| :--- | :--- | :--- | :--- | :--- |
| go swimming |  |  |  |  |
| go shopping |  |  |  |  |
| go to the cinema | $\checkmark$ |  |  |  |
| make a cake |  |  |  |  |
| do our homework |  |  |  |  |
| watch TV |  |  |  |  |
| play computer games |  |  |  |  |
| listen to music |  |  |  |  |

## Mini-revision Units 9-10

## Reading and writing

1 Complete the sentences about Katie, Bella and

| Rosy. | Katie | Bella | Rosy |
| :--- | :---: | :---: | :---: |
| swim | $\vee \vee \vee$ |  |  |
| run |  | $\mathbf{X}$ | $\vee \vee$ |
| play basketball |  |  |  |
| watch TV | $\vee \vee$ |  | $\boldsymbol{X}$ |
| read |  | $\vee \vee$ |  |
| play computer games | $\boldsymbol{X}$ |  |  |
| eat ice-cream |  |  | $\vee \vee \vee$ |

$\boldsymbol{\Psi V}=$ love $\quad \boldsymbol{\vartheta} \boldsymbol{V}=$ like/enjoy $\quad \boldsymbol{X}=$ hate

- Katie loves swimming.
- Bella would like to come to the library.

1 Rosy enjoys $\qquad$
2 $\qquad$ . wants to come to the swimming pool.
3 Bella hates $\qquad$
4 Rosy loves $\qquad$
2 Choose the best answer.
Nick: $\qquad$ you like to have a drink now?
Paul: Yes, please.
a Do
b $\sqrt{ }$ Would
cAre
1 Sally: I'm tired. $\qquad$ sit down!
Mum: Good idea. I'm tired too.
a $\square$ I want
b $\square$ I'd like c $\square$ Let's
2 Teacher: It's hot in here. Please $\qquad$ that window.
John: OK.
a to open
b $\square$ opening
c $\square$ open

3 Rick: Can I have chips again please, Mum? Mum: OK, but remember, $\qquad$ chips every day isn't a good idea.
a to eat
beating
c $\square$ eat

4 Dad: Sssh. Please don't $\qquad$ -.

Jack: Sorry, Dad.
a $\square$ to shout b $\square$ shouting c $\square$ shout
5 Jack: Are you OK, Sam?
Sam: No, I want $\qquad$ home.
a
 to go
b $\square$ going
cgo . -

## Listening

3 R5.1 Listen and write the correct name. (-) Jack Ben John Tom Peter Jim

- $\qquad$ loves

1 $\qquad$ likes


2 $\qquad$ likes

## Reading and writing

1 Choose the best answer.

- Would you like $\qquad$ a DVD? Good idea!
a $\square$ watch
b $\square$ to watch
c $\square$ watching
1 What's your favourite sport?
$\overline{\mathbf{a}} \square$ Run
$\mathbf{b} \square$ To run
$\mathbf{c} \square$ Running

2 Has May got a brother?
Yes, she $\qquad$ -.
a $\square$ has.
b's.
c's got.

3 Are you twelve?
No, I $\qquad$ .
a $\square$ aren't
b $\qquad$ isn't.
c'm not.

4 Do you like $\qquad$ ?
No, I hate it!
a $\square$ swim
b to swim
c $\square$ swimming
5 That's a good film.
OK, $\qquad$ watch it.
a $\square$ I want
bI'd like
c $\square$ Let's

6 Good morning, Miss Taylor. Hello, Class six. Please $\qquad$ down.
a $\square$ to sit
b $\qquad$ sit
csitting

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

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

- Paul and Ted are in my class. Our teacher is Mr Wilson.
1 Peter $\qquad$ like to go to the cinema. Do you $\qquad$ to go too?
2 I haven't $\qquad$ my books. $\qquad$ John got his?
3 I don't $\qquad$ playing computer games. I enjoy $\qquad$ puzzles.
4 Let's $\qquad$ watch TV. Let's $\qquad$ a game.
5 Please $\qquad$ 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 four boys in Carl's family and ${ }^{1}$ $\qquad$ The boys all like ${ }^{2}$ Carl wants to ${ }^{3}$
$\qquad$
is Carl's ${ }^{4}$ $\qquad$ one day. Harriet 5 5 $\qquad$ She likes ${ }^{6}$ She doesn't 6 $\qquad$

## Listening

4 D6.1 Listen and tick $\sqrt{ }$ the correct box. (-) - Which girl is Sara?


1 Which boy is Tom?


2 What's his favourite sport?


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!
$\square$

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 like /loves doesn't like/hates wants to

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.

Stand on one leg!


## 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.

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, $-0,-s,-s h$ and $-x$ add -es.
he/she/it watches, goes, loses, washes, relaxes
Verbs ending consonant $+-y$ delete $\boldsymbol{y}$ and add -ies.
he/she/it studies, carries
Verbs ending vowel $+-y$ add $-s$.
he/she/it plays, buys

## Irregular verbs

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

[^1]*5 (11.3 Make sentences about Jack. Use the correct form of the verbs in the box. Listen and check.

drink eat getup go have put

- He gets up at 7.30.

1 He $\qquad$ a cup of chocolate.
2 He $\qquad$ some bread.

3 He $\qquad$ his homework in his bag.
4 He $\qquad$ to school by bus.
5 He $\qquad$ sandwiches for lunch.

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

- I getup at

1 I
2 I $\qquad$
3 I $\qquad$
4 I $\qquad$
5 I $\qquad$

## Negative

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

| Long form | Short form |
| :--- | :--- |
| I do not like | I don't like |
| You do not like | You don't like |
| He does not like | He doesn't like |
| She does not like | She doesn't like |
| It does not like | It doesn't like |
| We do not like | We don't like |
| You do not like | You don't like |
| They do not like | They don't like |

* 7 Put the words in order to make sentences.
- does / enjoy / not / cleaning his room / Peter Peter does not enjoy cleaning his room.
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,

I don't live in Manchester.
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.

## Questions and short answers

We form the present simple question 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.


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

5 $\qquad$ Tom like coffee?
No, he $\qquad$ 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.


## *13 , 11.7 Listen and match the words with the pictures. Then sing! (-))

1 Tony is a postman.
He works from six to three.
He walks and drives around the town
And brings my post to me.
(2) 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.

4 Oh Tony he works very hard. He drives for miles and miles. Oh Tony he works very hard. He drives for miles and miles.

5 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.


|  | $\because$ | $\because \because$ | $\because \because \because$ |
| :---: | :---: | :---: | :---: |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |
| 13 |  |  |  |

## 12

## Present continuous

I can recognize and use the present continuous tense.
Use of the present continuous


Past $\longleftarrow$ Now
$\rightarrow$ 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 am going | I'm going | I am not going | I'm not going |
| You are going | You're going | You are not going | You aren't going |
| He is going | He's going | He is not going | He isn't going |
| She is going | She's going | She is not going | She isn't going |
| It is going | It's going | It is not going | It isn't going |
| We are going | We're going | We are not going | We aren't going |
| You are 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'm drinking (drink)



1 We $\qquad$ fun. (have)


2 They (not sleep)


3 He
(not dance)


4 You $\qquad$ (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) He isn't drawing. He's writing.
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 3 12.1 Look at the picture and listen. Number the people in order.

(1) 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 not have not rain rain shine swim use write

```
000
    Hi!
    How are you? We're on holiday but l'm not
    having a very good time.The weather's bad -
    it '
    laptop. Mum and Dad 3
    3
    postcards. I want to go home!
    Bye for now
    Josh
```

000
Hi again

We ${ }^{4}$ $\qquad$ a great time now! The
weather's great - it 5 $\qquad$ The
sun ${ }^{6}$ $\qquad$ ! Lots of people
7 $\qquad$ in the sea. $1^{8}$ $\qquad$
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


## Questions and short answers

| Questions | Short answers |
| :--- | :--- |
| Am I going? | Yes, I am. / No, I'm not. |
| Are you going? | Yes, you are. / No, you aren't. |
| 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 are. / No, you aren't. |
| Are they going? | Yes, they are. / No, they aren't. |

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


Work in pairs. Ask and answer questions about Rick from exercise 10.
Rick / do / his homework?
Is Rick doing his homework?

1 he/play/a game?
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?
啚12 Use the prompts to make questions. Then write your answers.

- you / wear / jeans today?

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

2 you / listen / to music?

3 you / use / a pen?

4 your best friend / sit / next to you?

5 your teacher/smile?

6 your friends / study?
$\qquad$
$\qquad$
*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 sit wave not wave wear

```
000
```

Hi ,
Here are some pictures from our trip to London. I hope you like them!


In this picture, Jack and Robbie are sitting on a London bus. They ' at
Buckingham Palace. Jack ${ }^{2}$ to the
Queen, but she ${ }^{3}$ $\qquad$ to him!


I like this picture. I'm with my friend Emma.
We ${ }^{4}$ $\qquad$ lunch. $1^{5}$ $\qquad$
my new sunglasses.


We ${ }^{6}$ $\qquad$ on the London Eye.
Emma and I are happy, but Jack and Robbie 7
how are you? Are yous $\qquad$ a good
time? Write and tell me!

Complete the email below. Use the words in the box and your own ideas.
train wave eat an ice cream wear hat/T-shirt ride big wheel not enjoy have good time


Hi ,
Here are some pictures from our trip to
$\qquad$ I hope you like them!


In this picture, my friends


I like this picture. I'm with


We $\qquad$
I'm not

Well, how are you?
*15 12.6 Listen to ten questions and answer. Who can answer first?

No, I'm not!

GAME Play in teams with one caller. A player from each team goes to the caller who whispers a sentence to him/her (see page 136). The players draw a picture for their team to guess the sentence. When the team guesses correctly, they send another player to the caller.


## 13 <br> 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.
13.1 Circle the correct option. Listen and check.


1 Josh loves/ is loving sport. He 'plays /'s playing basketball and he ${ }^{2}$ plays / 's playing football. Right now he ${ }^{3}$ plays / 's playing football.


2 My dad's a teacher. He 4teaches / 's teaching Science. Today's Saturday. He ${ }^{5}$ doesn't teach / isn't teaching now - he ${ }^{6}$ reads / 's reading the newspaper.

$3 I^{7}$ like / 'm liking reading. $I^{8}$ read / 'm reading a lot of books. I ${ }^{9}$ don't read / 'm not reading at the moment. I ${ }^{10}$ 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)

Do you get up at seven every morning?
No, I don't. I get up at nine on Saturdays.
1 (do)
$\qquad$ you $\qquad$ maths now?
No, I $\qquad$ I $\qquad$ English at the moment.
2 (work)
$\qquad$ your dad $\qquad$ in an office every day? No, he $\qquad$ He $\qquad$
$\qquad$ at home today.

3 (wear)
$\qquad$ students at your school $\qquad$ uniform?
No, they $\qquad$ .We $\qquad$ our own clothes. I $\qquad$ my favourite shirt today!

4 (listen)
$\qquad$
$\qquad$ to music every day?
Yes, I $\qquad$ I $\qquad$ to my favourite band right now.
5 (play)
__your brother $\qquad$ badminton on Tuesdays?
Yes, he $\qquad$ He $\qquad$ now! 13.2 Listen and check your answers to exercise 3. Practise the dialogues in pairs.

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 $\qquad$ (read) a magazine.
2 He $\qquad$ (wear) jeans and a T-shirt.
3 He $\qquad$ (not wear) any shoes.
4 A cat $\qquad$ (sleep) on a chair.

5 Jack $\qquad$ (play) the guitar and he
$\qquad$ (read) a lot of books.
6 He $\qquad$ (like) football - and he (eat) lots of chocolate.
7 He $\qquad$ (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.


## Julie and Claire



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

Write sentences about Clive, Julie and Claire. Use the present simple and the present continuous.
Clive's a builder. He
$\qquad$

## Julie and Claire

$\qquad$

* 9 Complete the notes about you, then write sentences.

About me
I'm a student
I go to school.
©
©
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
gets up at 5
()
(2)

Now
$\qquad$
Mydad's a postman. He...
At the moment, he's...

眷11 Look at the photo and complete the text. Write the correct form of the verbs in the box.
not like run shout stand study take wear go not smile


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.


## Reading and writing

1 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 reads $\qquad$ a lot of books．
Today he＇s on holiday．He＇ $\qquad$ in the mountains．


Joe is a postman．Every day he ${ }^{2}$ round the town delivering letters． $\mathrm{He}^{3}$ $\qquad$ now．He ${ }^{4}$ $\qquad$ a boók．


Sid and Dan ${ }^{5}$ $\qquad$ in a school．Sid

6 French and Dan＇s subject
is maths．They ？ $\qquad$ now．
They＇re having lunch．

## Listening

2 R7．1 Listen and draw lines．（－） Sam＇s mum MrsBlake Tina Ricky David包耍品品


## 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．


## 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 weretired 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 | Short form |
| :--- | :--- | :--- |
| Long form | Long form | I wasn't |
| I was | I was not | You weren't |
| You were | You were not | He wasn't |
| He was | He was not | She wasn't |
| She was | She was not | It wasn't |
| It was | It was not | We weren't |
| We were | We were not | You weren't |
| You were | You 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.

## 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. |

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 $\qquad$
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 /waz/ sounds and (circlethe $/ \mathrm{wnz} /$ sounds.


Complete the questions with was and were.


3


No, Julie wasn't on the school bus this morning.

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?


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


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 <br> ice-cream. |
| There were some nice <br> sandwiches. | There weren't any <br> crisps. |
| Questions | Short answers |
| Was there any music? | Yes, there was. <br> No, there wasn't. |
| Were there any <br> games? | Yes, there were. <br> No, there weren't. |

*9 14.5 Listen to Tim talking about his holiday. Tick $\checkmark$ or cross $X$ the things in the box.swimming pool $\square$ $\square$ table tennis table computer room $\square$ $\square$ shops $\square$ TVbeach $\qquad$ the sea $\qquad$ mountainscafes $\square$ restaurant $\square$ museum

Work in pairs. Look at exercise 9 again. Ask and answer questions about Tim's holiday.

## Was there a swimming pool?

Yes, there was. Was there...

Complete Tim's homework. Use your notes from exercise 10 and your own ideas.


## 4 Past simple: regular and irregular verbs <br> 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.
$\overleftrightarrow{\text { past }}$ 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 + ed <br> watched <br> played <br> waited <br> looked | didn't (= did not) <br> + base form <br> didn't watch <br> didn't play <br> didn't wait <br> didn't look |
|  | stop - stopped <br> travel - travelled <br> BUT snow - snowed | didn't stop <br> didn't travel <br> didn't snow |
| verbs ending -e | dance - danced <br> like - liked | didn't dance <br> didn't like |
| verbs ending <br> consonant +-y | hurry - hurried <br> carry - carried | didn't hurry <br> didn't carry |

* 1 Complete the sentences with the past simple form of the verb in brackets.
- Jack and I played (play) badminton yesterday.

1 My sister $\qquad$ (cook) dinner last night.
2 I $\qquad$ (walk) to school this morning.
3 Josie $\qquad$ (carry) her mum's bags for her.
4 Jo and Sam $\qquad$ (help) the teacher yesterday afternoon.

5 We $\qquad$ (tidy) our rooms yesterday.
6 I $\qquad$ (like) the film last night.
7 My dad $\qquad$ (stop) the car and $\qquad$ (look) at the map.
8 We $\qquad$ (stay) with our grandparents last week.

Now make the sentences in exercise 1 negative.

- Jack and I didn't play badminton yesterday.

1 My sister $\qquad$ ـ.
2 I $\qquad$
3 Josie $\qquad$ .
4 Jo and Sam $\qquad$
5 We $\qquad$
6 I $\qquad$
7 My dad $\qquad$
8 We $\qquad$

* 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. .
$\qquad$ -

* 4 (-) 15.1 Listen and repeat. (-)
/t/ jumped, washed, looked, danced
/d/ played, studied, lived, listened
/ıd/ visited, wanted, needed, decided
㐘 5 (ㅇ) 15.2 Put the words into the correct lists. Then listen and check.
added arrived asked called cried laughed started waited walked

| /t/ |  |
| :--- | :--- |
| /d/ |  |
| /Id/ | added |

* 6 ()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

Many verbs have irregular past simple forms.

| 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 |

## *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.

*10〇15.5 Complete the sentences with the past simple form of the verb in brackets. Then listen and check.

My cousins came (come) to my house yesterday.
1 We $\qquad$ (have) a great time last weekend.
2 Joe $\qquad$ (see) an accident this morning.
3 They $\qquad$ (not go) to the cinema last night.
4 You $\qquad$ (do) a lot of homework last Saturday!
5 Mum $\qquad$ (make) some sandwiches for us.
6 I $\qquad$ (not have) breakfast this morning.
7 David $\qquad$ (take) a lot of photos last week.
8 I $\qquad$ (not get) your message yesterday.
9 My friends $\qquad$ (go) to London last Monday.
10 I $\qquad$ (say) 'hello' to Sam when he went by, but he $\qquad$ (not see) me.

11 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.

My cousins didn't come to my house at the weekend. ...

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 give know put
``` write drink eat sing not have
- It was my birthday yesterday. My uncle gave me \(£ 20\).

1 Where's my book? I it on the table, but now it inn't there!

2 We were on holiday last week. I \(\qquad\) six postcards.

3 This dog hasn't got a home. We \(\qquad\) it in the street.

4 The test was easy. I
all the answers!
5 I didn't walk to school this morning. I \(\qquad\) 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 \(\qquad\) all my favourite songs.

8 The children were thirsty and they
\(\qquad\) lots of lemonade.

9 She \(\qquad\) 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 \(\qquad\) to Turkey.

\section*{Regular and irregular verbs: questions and short answers}

All verbs, regular and irregular (except be), form
questions and short answers in the same way:
did + noun/pronoun + base form.
\begin{tabular}{l|l}
\hline Questions & Short answers \\
\hline \begin{tabular}{l} 
Did I work...? \\
Did I have...?
\end{tabular} & Yes, I did. / No, I didn't. \\
\hline \begin{tabular}{l} 
Did you work...? \\
Did you have...?
\end{tabular} & Yes, you did. / No, you didn't \\
\hline \begin{tabular}{l} 
Did he work...? \\
Did he have...?
\end{tabular} & Yes, he did. / No, he didn't. \\
\hline \begin{tabular}{l} 
Did she work...? \\
Did she have...?
\end{tabular} & Yes, she did. / No, she didn't. \\
\hline \begin{tabular}{l} 
Did it work...? \\
Did it have...?
\end{tabular} & Yes, it did. / No, it didn't. \\
\hline \begin{tabular}{l} 
Did we work...? \\
Did we have...?
\end{tabular} & Yes, we did. / No, we didn't. \\
\hline \begin{tabular}{l} 
Did you work? \\
Did you have...\(?\)
\end{tabular} & Yes, you did. / No, you didn't. \\
\hline \begin{tabular}{l} 
Did they work? \\
Did they have...?
\end{tabular} & Yes, they did. / No, they didn't. \\
\hline
\end{tabular}
* 13 Match the questions 1-6 with the correct answers a-g.
- Did you enjoy the party? \(c\)

1 Did your parents come to the school concert? \(\qquad\)
2 Did Bob go to Spain last summer? \(\qquad\)
3 Did it rain yesterday? \(\qquad\)
4 Did Julie have her music lesson yesterday? \(\qquad\)
5 Did you and your brother take the dog to the park? \(\qquad\)
6 Did I get the wrong answer? \(\qquad\)
a Yes, they did. They enjoyed it very much.
b No, she didn't. She had it last Saturday.
e 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?


1 \(\qquad\) (do) three hours' homework last night?

2 \(\qquad\)
computer games last night?
3
out last night?
4
your bed this morning?
5 \(\qquad\) (listen)
to music this morning?
6 \(\qquad\) (walk)
to school today?
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.
Last Wednesday evening, Ted had (have) lots of homework. He ' \(\qquad\) (not want) to do it. He 2 \(\qquad\) (want) to go to a big football match.


Ted \({ }^{3}\) \(\qquad\) (not do) his homework. What 4 \(\qquad\) (do)? \(\mathrm{He}^{5}\) \(\qquad\) (go) to the football match!


The next day, Ted's teacher \({ }^{6}\) \(\qquad\) (ask), ‘ \(\qquad\) (enjoy) the football match last night, Ted?'


Ted \({ }^{8}\) \(\qquad\) (not understand). How did the teacher know? Then the teacher - \(\qquad\) (say), 'I \({ }^{10}\) \(\qquad\) (watch) TV last night. I " \(\qquad\) (see) you. You \({ }^{12}\) \(\qquad\) (be) on TV!' story in pairs.

Ted didn'twant to do his homework...

> ... He wanted to go to
> a football match...

Look at exercise 17 again and complete Ted's email.

\section*{000}

\section*{Hi!}

I had a terrible day today.
(It / start / yesterday - I / do / a bad thing)
It started yesterday -
(I/ not do / my homework. I/ go / to a football match, and I/ have / a great time)
(There / be / TV cameras, but I/ not see / them)
(My teacher, Mr Jones, / watch / the match last night. He / see / me on TV)
(This morning I said to him, 'I/ have / a headache last night and I not / do my homework.')
(He asked / 'you / get / your headache / at the match?')
(I / say / 'Sorry', of course but he / be / very angry. He/ not laugh)

Now I have a lot of extra work. Oh dear.
Ted

GAME Work in pairs or groups. Say a number and a letter from the table below. Another student makes a sentence in the past simple with the verb in that box.
A correct sentence \(=1\) point.
A correct and true sentence \(=2\) points!
\begin{tabular}{|c|c|c|c|c|c|}
\cline { 2 - 6 } \multicolumn{1}{c|}{} & \(\mathbf{1}\) & \(\mathbf{2}\) & \(\mathbf{3}\) & \(\mathbf{4}\) & \(\mathbf{5}\) \\
\hline A & go & watch & make & come & open \\
\hline B & phone & be & listen to & do & work \\
\hline C & wait & arrive & enjoy & say & take \\
\hline D & be & carry & want & get up & play \\
\hline E & have & kick & see & look for & get \\
\hline
\end{tabular}


\section*{Reading and writing}

1 Choose the best answer.
- Did you go to John's party, Ben?
a \(\square\) Yes, I went.
b \(\triangle\) Yes, I did.
c \(\square\) Yes, I go.

1 Was there any food?
a \(\qquad\) Yes, there is.
bYes, it was.
c \(\square\) Yes, there was.

2 Did you enjoy it?
aYes, it was great.
bYes, I like it.
c \(\square\) Yes, I do.

3 Did you see Tim and Danny there?
a \(\square\) No, I didn't see.
bNo, I didn't.
c \(\qquad\) No, they didn't.

4 Were your parents there?
aYes, they were.
bYes, there were.
cYes, they were my parents.

5 Did you play games?
a \(\square\) Yes, we all play games.
bYes, I like playing games.
c \(\square\) Yes, there were some funny games.

6 Did you stay until the end?
aYes, I stayed.
bYes, I did.
cYes, I was.

\section*{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.


\section*{Speaking}

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


\section*{Reading and writing}

1 Choose the best answer.
- Joe Do you like cheese?

Daisy Yes, I \(\qquad\) —.
a \(\square\) like
b \(\square \mathrm{am}\)
c do

1 Joe \(\qquad\) home now?
Daisy No, I'm not.
a Are you going
b \(\square\) Do you go
c Am I going
2 Joe What's your dad's job?
Daisy He \(\qquad\) -.
a teach
b \(\square\) 's teaching
c \(\square\) 's a teacher

3 Joe Does your brother go to school?
Daisy No, he \(\qquad\)
a isn't
b doesn't
cdon't

4 Joe Did you have a nice time yesterday? Daisy Yes, thanks, it \(\qquad\) great.
a \(\square\) is
b \(\square\) were
c \(\square\) was
5 Joe Did Sam do his homework last night?
Daisy No, he \(\qquad\)
a \(\square\) doesn't
b
didn't
c \(\square\) don't

2 Complete the story with the words below.
Last week, John went on holiday with his parents. They travelled by \({ }^{1}\) \(\qquad\) It was a long
2 \(\qquad\) They got on the train in London and went to sleep. The next morning, they woke up in \({ }^{3}\) \(\qquad\) ! John looked out of the 4 \(\qquad\) \(\mathrm{He}^{5}\) \(\qquad\) mountains and a
big \({ }^{6}\) \(\qquad\) Scotland was an exciting place!

journey

window


\section*{Listening}

3 R9.1 Listen and tick \(\sqrt{ }\) 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?


\section*{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.

\section*{16 Question words: Who ...? Whose ...? What ...? Which ...?}

\section*{I can recognize and use who, whose, what and which.}

\section*{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.
\begin{tabular}{l|l|l|l} 
Questions about people & who & \begin{tabular}{l} 
Who sits next to you in class? \\
Who are those people?
\end{tabular} & \begin{tabular}{l} 
Sam. \\
My friends.
\end{tabular} \\
\hline Questions about possession & whose & \begin{tabular}{l} 
Whose book is this? \\
Whose CDs are those?
\end{tabular} & \begin{tabular}{l} 
It's mine. \\
They're John's.
\end{tabular} \\
\hline Questions about things & what & \begin{tabular}{l} 
What are you doing? \\
What's that?
\end{tabular} & \begin{tabular}{l} 
I'm doing my homework. \\
It's an MP3 player.
\end{tabular} \\
\hline \begin{tabular}{l} 
Questions about choices \\
(people or things)
\end{tabular} & which & \begin{tabular}{l} 
Which boy is your brother? \\
(I can see several boys.) \\
Which jacket is yours? \\
(I can see several jackets.)
\end{tabular} & \begin{tabular}{l} 
That boy, over there. \\
The blue one.
\end{tabular} \\
\hline
\end{tabular}
(16.1 Listen and repeat. Then practise in pairs. Change the words in red.

1


2


3


4


Rupert Grint.

Match the questions \(1-6\) with the correct answers a-g.
-Who's your best friend? f
1 Whose shoes are these? \(\qquad\)
2 What's your phone number? \(\qquad\)
3 Which desk is Tom's? \(\qquad\)
4 What's your favourite colour? \(\qquad\)
5 Whose coat is on the floor? \(\qquad\)
6 There's a blue scarf and a yellow one which is yours? \(\qquad\)
a 579298
b This is his, here.
c Blue.
d They're Ben's.
e The blue one.
f Jodie.
g It's mine. Sorry.
* 3 Circle the correct question word. Whose/ Who is this bag - yours or Nessa's?
1 What / Who is your teacher's name?
2 Which / What is your bag?
3 Who / Whose are these books?
4 Which / What is the answer to question 1?
5 Who / Whose sits next to you in class?
6 Which / What hand do you write with?
7 What / Who is that boy?
4 Write Who, Whose, What or Which.
-What's your surname?
1 Chocolate cake or lemon cake?
\(\qquad\) would you like?
2 \(\qquad\) teaches you maths?
3 \(\qquad\) do you do on Saturdays?
4 \(\qquad\) is the President of the USA?
5 \(\qquad\) home is Buckingham Palace?
6 \(\qquad\) is the capital of France?


Work in pairs. Ask and answer the questions in exercise 4. (Answers to questions 5 and 6 are on page 136.)


Write questions for the answers. Use the words in brackets and the question words in the box.
who who which what what whose these
- Whose bike is that? \(\qquad\) (bike)
It's Sarah's.
1 (girl)
She's my friend.
2
33 Castle Street.
3 \(\qquad\) (time)
It's five o'clock.
4
 (desk/yours)
The one next to the window.
5
Madonna.
6 \(\qquad\) (coat/you wearing)
My sister's.


3


Six o'clock.

5

16.3 Complete the missing words. Listen and check your answers. Then practise in pairs.
- Are you OK, Sam? What's the matter ? Nothing. I'm OK, thanks.
1 \(\qquad\) in London at the moment?
The sun's shining!
2 \(\qquad\) Jenny?
It's half past nine. Hurry up!

3 \(\qquad\) ? Is there a problem?
Well, yes - I'm hungry!
4 \(\qquad\)
Maya? She's very friendly. I like her.
5 \(\qquad\) watching a film?
Yes, let's do that!
6 \(\qquad\) ?
Terrible. It's cold and wet.

\section*{(AME Play in pairs. Student A turn to page 136} and student B turn to page 139. Take turns to ask questions and find the answers.


It's hot and sunny.

Work in pairs. Choose four questions from exercise 8 and write answers. Show your answers for your partner to guess the question.


\section*{4 Question words: Where ...? When ...? Why ...? How ...? \\ I can recognize and use where, when, why and how.}

Where, when, why, how



2 Why do you study English?

* 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
* 4 Complete the questions with where, when, why or how.
- Why are you wearing two jumpers? Because I'm cold!
1 \(\qquad\) are the summer holidays? In August.
2 \(\qquad\) does your mum go to work? She drives.
3 \(\qquad\) do your grandparents live? In London.
4 \(\qquad\) are you hurrying? Because I'm late.
5 \(\qquad\) do you get home from school?
At about five.
6 \(\qquad\) is your brother? He's in his room.
7 \(\qquad\) 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.

* 6 Write one word in each gap. - How old are you, Kate?
1 How do you \(\qquad\) your surname, Harry?
2 How \(\qquad\) is your brother?
3 How \(\qquad\) a drink?

4 How \(\qquad\) going to the cinema?
5 I'm fine. \(\qquad\) you?
* 7 17.3 Match the questions in exercise 6 with the correct answers a-f. Listen and check.
a He's six. \(\qquad\)
b Yes, please. Can I have a cup of tea? \(\qquad\)
c I'm fine, thanks. \(\qquad\)
d I'm 12. \(\qquad\)
e W-A-T-S-O-N \(\qquad\)
\(\qquad\)
* 8 Choose the correct answer.
- When does school start?
a \(\triangle\) At 8.30.
bIn Birmingham.
cYes, it does.

1 Why are they running?
aBecause they're late for school.
bYes, they are.
cThey're going home.

2 How about some music?
a \(\square\) I don't like it.
bYes, good idea.
c I like pop music.

3 How are you?
a \(\square\) Yes, I am.
b \(\square\) How do you do?
cFine, thanks.

4 When's your birthday?
a \(\square\) Tomorrow!
bNo, it isn't.
cNo, it's John's.

5 How do you go to school?
a \(\square\) Every day.
bI walk.
cIn London.

6 How is your brother?
a \(\square\) He's twelve.
b \(\square\) I'm fine, thanks.
c
He's fine.

Complete the questions, then ask and answer in pairs.
How are you?
1 \(\qquad\) do you spell your surname?
2 \(\qquad\) old are you?
3 \(\qquad\) do you live?
4 \(\qquad\) 's your birthday?
5 \(\qquad\) do you go to school?


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


\section*{11 17.4 Listen and check your answers to exercise 10.}
*12 \()^{\circ} 17.5\) 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?


\section*{- 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.
children desks eggs meat men money rice tea teachers water
\begin{tabular}{|l|l|}
\hline How much...? & How many...? \\
\hline & children \\
\hline
\end{tabular}

\section*{*2 Choose the correct word.}
- How much manychairs 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?
crisps 80p
milk \(£ 1.50\)
chocolate
sweets
\(20 p\) each
apple juice \(£ 1.00\)
bananas £1. 35 \(60 p\) each
\(£ 1.35\)
How much are the crisps? 80 p. How much is the lemonade?

漛 4 Complete the dialogues with much or many.


6


1


2


8


3

9


4

10


18.1 Listen and check your answers to exercise 4. Practise the dialogues in pairs.

86 Question words: How much, how many

- How much are the pencils? \(\qquad\)
1 How much is the lemonade? \(\qquad\)
2 How many biscuits are there? \(\qquad\)
3 How much orange juice is there? \(\qquad\)
4 How many pencils are there? \(\qquad\) \(-\)
5 How much milk is there? \(\qquad\)
6 How much are the biscuits? \(\qquad\)
7 How much is the orange juice? \(\qquad\)
8 How much water is there? \(\qquad\) .
a There isn't much.
b three
c \(£ 1.25\) each
d 12 cartons
e \(£ 1.00\)
f four
g 50p each
h \(£ 1.50\)
i none
\begin{tabular}{lr} 
pencils & \(£ 1.25\) each \\
notebooks & \(£ 2.00\) each \\
pencil cases & \(£ 5.00\) \\
rulers & \(£ 2.50\) \\
postcards & 75 p \\
bottle of lemonade \(£ 1.50\) \\
carton of orange juice \\
& \(£ 1.00\) \\
pot of tea & \(£ 2.00\) \\
biscuits & 50 p each \\
cakes & \(£ 2.25\) each
\end{tabular}

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?
* 8 Look at the picture and complete the questions. Write How much or How many.
- How many people are skating?
- How much bread is there?
1 \(\qquad\) girls are skating?
2 \(\qquad\) ice is there?

3 \(\qquad\) soup is there?
4 \(\qquad\) water is there?

5 \(\qquad\) children are in the picture?

6 \(\qquad\) are the burgers?
7 \(\qquad\) is the bread?

8 \(\qquad\) women are in the picture?Work in pairs. Take turns to ask and answer the questions in exercise 8.
How many people are skating?


\section*{(AAME 18.2 Cover the picture. Listen to} the questions and guess the answers. Write your answers down.

11 18.3 Look at the picture and listen again.
 Check your answers.

\(\qquad\)


Write more How much/How many questions about the picture. Use the ideas in the box or your own ideas.
... girls are skating? ... food is there?
... people are in the picture?
... ducks are there? ... snow is there?
... children are skating?
... is the bread? ... coffee is there?
Work in pairs. Ask and answer your questions from exercise 12.
\begin{tabular}{|c|c|c|c|}
\hline \multicolumn{2}{|l|}{Self-evaluation} & \multicolumn{2}{|l|}{Rate your progress.} \\
\hline & \(\because\) & \(\because\) & \(\because \because \because\) \\
\hline 1 & & & \\
\hline 2 & & & \\
\hline 3 & & & \\
\hline 4 & & & \\
\hline 5 & & & \\
\hline 6 & & & \\
\hline 7 & & & \\
\hline 8 & & & \\
\hline 9 & & & \\
\hline 10 & & & \\
\hline 11 & & & \\
\hline 12 & & & \\
\hline 13 & & & \\
\hline
\end{tabular}

\section*{Revision 4 Units 16-18}

\section*{Reading and writing}

1 Choose the best answer.
- What about a game of table tennis?
a \(\square\) Yes, OK. Good idea.
bYes, I do
cYes, there is.

1 How much money have you got?
a \(\square\) Yes, I've got some money.
bYes, I have.
c£2.50

2 How do you go to school?
aevery day
bby bus
cin London

3 What's the matter?
a \(\qquad\) Nothing, I'm fine.
bNo, there isn't.
cnone

4 What's the weather like?
aYes, it's a nice day.
b Yes, I do. It's hot.
cIt's sunny.

5 How much are the biscuits?
aThere are six.
b 50p each
\(c\) \(\square\) not many

6 How about an ice cream?
a \(\square\) That's \(£ 3\), please.
bYes, there are.
cYes, please.

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

How What Where Which Whose Why
- Hi! How are you?

I'm fine, thanks.
1 \(\qquad\) jacket is that?
It's Jenny's.
2 \(\qquad\) bag is yours?
The black one, there.
3 \(\qquad\) is your book?
It's on the teacher's table.
4 \(\qquad\) does John need the computer? Because he wants to write an email.
5 \(\qquad\) would you like for lunch?
Pasta, please.
3 R10.1 Listen and complete the sentences.
\(\because\) I talked to Joe Ashton. He lives in London.
c
c He's \({ }^{1}\) \(\qquad\) years old.
He's got \({ }^{2}\) \(\qquad\) brothers.
\(\qquad\)
His favourite subject is \({ }^{4}\) \(\qquad\)
His English teacher is \({ }^{5}\) _.
\(\qquad\)
\(\stackrel{0}{c}\)
```

                                    $
    ```
-

\section*{Listening}

4 (10.2 Listen and colour and write. (4)


\section*{Speaking}


Work in pairs. Interview your partner and complete the notes about him/her. Use the question words in the box.
how how many how old what when


Name?
Age?
Birthday? \(\qquad\)
6
Work in pairs. Look at exercise 4 again. Ask and answer questions about the picture. How many ...?, What colour ...? and How much ...?


\section*{\(\square\) Can, could}

\section*{Can and could: ability}

Past


Einstein could speak German and English.


He couldn't speak Japanese.

We use can/can't + base form to talk about ability in the present. We use could/couldn't to talk about ability in the past. The verb form stays the same for \(I\), you, he, she it, we, and they.
* 1 Complete the sentences with can, can't, could or couldn't to make true sentences.
- I

I can read.
1 Mozart \(\qquad\) read music.
2 Shakespeare \(\qquad\) send text messages.
3 I \(\qquad\) speak Chinese.
4 Michael Jackson \(\qquad\) sing and dance.
5 I \(\qquad\) count to ten in English.
* 2 19.1 Look at the information about Chris, Jane and Laura. Complete the missing words. Then listen and check.
- Chris can swim. He can't ski.
- Chris can swim. He can't ski.

1 Young Chris could \(\qquad\) . He \(\qquad\) play a musical instrument.
\(\qquad\)

2 Jane and Laura__ speak French and
2 Jane and Laura__ speak French and English. They can't \(\qquad\) Italian.
3 Young Jane and Laura \(\qquad\) write their names. They couldn't \(\qquad\) -.


\section*{Questions and short answers}
\begin{tabular}{l|l} 
Can you speak Spanish? & \begin{tabular}{l} 
Yes, I can. \\
No, I can't.
\end{tabular} \\
\hline Could you speak Spanish & \begin{tabular}{l} 
Yes, I could. \\
last year?
\end{tabular} \\
No, I couldn't.
\end{tabular}


3


4


5


6


Work in pairs. Ask and answer questions with can.
Can you juggle?
No, I can't. Can you?


4 say the alphabet in English?


5 play a musical instrument?

Work in pairs. Ask and answer questions about when your partner was five. Use could.



2 read?


3 dance?


4 sing?


5 use a computer?

\section*{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.

\footnotetext{
*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? \(\qquad\)
1 Could you help me with my homework, please? \(\qquad\)
2 Can I use your ruler? \(\qquad\) -
\(\qquad\)
3 Could I see your photos?
4 Can I have a sandwich, please? \(\qquad\)
5 Can you wait for me, please? \(\qquad\)
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.
} of the picture.

Work in pairs. Read the situations. Ask your partner for permission to do something, or make a request.


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.


\section*{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


You must listen to this - it's brilliant!


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.
\begin{tabular}{l|l} 
Affirmative & Negative \\
\begin{tabular}{l} 
Drivers must drive \\
on the left in the UK.
\end{tabular} & \begin{tabular}{l} 
Drivers mustn't drive on \\
the right in the UK.
\end{tabular} \\
\begin{tabular}{l} 
I must remember \\
Jack's birthday.
\end{tabular} & \begin{tabular}{l} 
I mustn't forget Jack's \\
birthday.
\end{tabular}
\end{tabular}

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 \(\qquad\) ride your bike on the grass.
2 You \(\qquad\) walk on the paths.
3 You \(\qquad\) use the bins.
4 You \(\qquad\) light fires.
5 You \(\qquad\) take photos.
* 2 Make true sentences. Complete the sentences with must or mustn't.
- You mustn't sleep in English lessons.

1 In the UK, drivers \(\qquad\) drive on the left.
2 We \(\qquad\) listen to our teachers.
3 You \(\qquad\) pay for things in shops.
4 You \(\qquad\) copy your friend's homework.
5 Drivers \(\qquad\) text and drive.
6 It's very cold. I \(\qquad\) find my scarf.


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.
\begin{tabular}{l|}
\hline Affirmative \\
\hline have/has to + base form \\
I/you/we/they have to go \\
to school. \\
\begin{tabular}{l} 
He/she/it has to go to \\
school.
\end{tabular} \\
\hline
\end{tabular}

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

\section*{*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

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


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?
* 6 GAME Play in pairs or groups. Choose a job. 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 popstar 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


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
I/you/we/they must/have to study today.

Past
I/you/we/they had to study last week.
* 7 20.2 Rewrite the sentences in the past tense. Listen and check.
- I must go home. I had to go home.
1 We have to hurry.

2 They have to stay at school.
She must clean her room.

4 Jack has to go out.

5 We must be careful.

6 My parents have to work.
\(\square\) Ben had a busy day yesterday. Look at the list and say what he had to do.

He had to take the dog for a walk.
take dog for walk
go to supermarket for mum
\(\longleftarrow\) do maths homework
\(\because\) clean room


Work in pairs. Tell your partner what you had to do yesterday. Use the ideas 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.

\section*{Shall I help you with your bags?}


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


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.


Work in pairs. Read the situations and decide what to say. Take turns to be \(A\) and \(B\).


\section*{Student A}

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.

\section*{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.


\section*{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 mustn't make a noise.

1 Sorry, I \(\qquad\) go out today. I \(\qquad\) to do my homework.
2 Hello. \(\qquad\) I take your coat for you?
3 I \(\qquad\) find my book yesterday. I \(\qquad\) to share Ted's.
4 Amy \(\qquad\) 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 \({ }^{2}\) can't / mustn't / couldn't find his car keys. He looked in lots of places but they weren't there. \(\mathrm{He}^{3}\) 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 \({ }^{4}\) can / shall / could see them! They're behind the sofa!'

How did they get there? I \({ }^{5}\) mustn't / can't / have to tell you, because I don't know but I think my baby brother knows the answer!

\section*{Listening}

3 (11.1 Jack and his mum are at the zoo. Listen and tick \(\sqrt{ }\) 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?


\section*{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.
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


\section*{Prepositions of place and time}

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

Prepositions of place

between the chair and the table
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 presentation. Point at the pictures. Your partner says where the cat is.

*2 21.1 Find a pen. Listen and put the pen in the correct place.

* 3


Work in pairs. Take turns to tell your partner where to put the pen.

*4 21.2 Look at the pictures. Listen and repeat. (1)


John is opposite Dave.
John is in front of Dave.


Sue, Jo and Pat are all near Emma.


Sue is next to Emma.
21.3 Look at the pictures and complete the sentences with prepositions. Then listen and check.
\(\qquad\) the desk
1
\(\qquad\)
3 \(\qquad\) bag

4 \(\qquad\) the door

5 \(\qquad\) the station
6 \(\qquad\) the station 7 _ the man
8 \(\qquad\) the tree
9 \(\qquad\) the house and the post office


\(\sum\)
Work in pairs or groups. Look at exercise 5 again. Take turns to say sentences and guess.
It's next to the post office.
The tree.
* 7 Circle the correct answer.
- John isn'tat 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.

GAME
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.


\section*{Prepositions of time}


We use on, at, and in to talk about times and dates.
Note:
on (Thursday) morning/afternoon/evening
in the morning, afternoon, evening
at night
at the weekend
*9 21.4 Match the phrases 1-5 with the time expressions a-f. Listen and check.
- Our party is on


1 The bus leaves at \(\overline{2}\) Do you make your bed in
3 The weather is great in
4 Where do you go at
5 Do we have science on
a the morning?
b lunch time?
c nine óclock.
d Tuesday?
e the third of July.
\(f\) the summer.

10 Write on, at or in.
- I'd like to go to Paris in the spring.

1 Lunch is \(\qquad\) 12.30.

2 Let's meet __ Thursday afternoon.
3 Harry does his homework \(\qquad\) night.
4 My brother was born 2010.

5 We swim in the sea \(\qquad\) the summer.
6 Last year we went skiing \(\qquad\) my birthday.

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.

I went to school after breakfast.
OR After breakfast, I went to school.
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


Make true sentences. Then tell the class.
After school yesterday, I went shopping.
1 After school yesterday, I \(\qquad\)
2 After this lesson, I \(\qquad\)
3 After breakfast this morning, I
4 After my homework, I \(\qquad\)
5 I go to bed after \(\qquad\) .

\section*{Reading and writing}

1 Choose the best answer.
- Our house is \(\qquad\) the park.
a \(\qquad\) near
b between
c \(\qquad\) at

1 The party starts \(\qquad\) six o'clock.
a
 in
b on
cat

2 Mum and Dad are \(\qquad\) the living room.
a
 in
b \(\qquad\) at
con

3 We have a holiday \(\qquad\) the summer.
a \(\qquad\) at
b \(\qquad\) in
c on

4 May's birthday is \(\qquad\) Tuesday.
aat
b in
con

5 School starts \(\qquad\) 8.30 .
a

b \(\qquad\) in
con

2 Complete the sentences with at, in or on.
- Her birthday is on \(\qquad\) Saturday.
1 \(\qquad\) the summer, I go swimming after school.
2 He has a guitar lesson \(\qquad\) lunch time.
3 My dad was born \(\qquad\) 1970.

4 The film starts \(\qquad\) 7.30. Don't be late!

5 My baby brother usually goes to sleep \(\qquad\) _ the afternoon.
6 I go out with my friends \(\qquad\) the weekend.

\section*{Listening}

3 DR12.1 Listen and tick \(\sqrt{ }\) the best answer. (1) -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?


\section*{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...

\section*{22} 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 to me.

1 Show Frank your picture.
Show your picture
2 Take them a drink.
Take a \(\qquad\)
3 Write your friend a postcard.
Write
4 Teach a song to us.
Teach us
5 Lend a pen to Jane.
Lend \(\qquad\) .
6 Send a message to him. Send

Some verbs can have two objects. We can make sentences in two different ways.
\begin{tabular}{l|l|l} 
Verb & Person & Thing \\
\hline Give & John & the book. \\
\hline Can you lend & me & some money? \\
\hline Jack showed & his parents & his picture. \\
\hline Take & your mum & a cup of tea. \\
\hline He teaches & my brother & English. \\
\hline I'm writing & Sara & a message. \\
\multicolumn{4}{c}{ OR } & \\
\hline Verb & Thing & to + person \\
\hline Give & the book & to John. \\
\hline Can you lend & some money & to me? \\
\hline Jack showed & his picture & to his parents. \\
\hline Take & a cup of tea & to your mum. \\
\hline He teaches & English & to my brother. \\
\hline I'm writing & a message & to Sara.
\end{tabular}

The verb tell can have two objects but we can only make sentences in one way.
Tell me the time. \(\checkmark\) Fell the time to me. \(X\)
* 2 Tick \(\sqrt{ }\) if the sentence is correct or add to in the correct place.
- Sally showed me her new coat.
to
- 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?

3 Write each sentence in a different way.
Please could you lend me your rubber? Please could you lend your rubber to me?
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

Put the words in brackets in the correct place in the sentences.
- I want to give a present. (Sue)

I want to give Sue a present.
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)

Please tell me about the maths homework.

Not now. I'm too busy.
OK.
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)
* 8 - 22.2 Read and listen to the song. Underline all the verbs that take two objects. Then sing!

\section*{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.
\begin{tabular}{|c|c|c|c|}
\hline \multicolumn{4}{|l|}{Self-evaluation Rate your progress.} \\
\hline & \(\because\) & \(\because\) & \(\because \because\) \\
\hline 1 & & & \\
\hline 2 & & & \\
\hline 3 & & & \\
\hline 4 & & & \\
\hline 5 & & & \\
\hline 6 & & & \\
\hline 7 & & & \\
\hline 8 & & & \\
\hline
\end{tabular}

\section*{23 \\ Relative pronouns: who, which and where \\ I can recognize and use the relative pronouns who, which and where.}

\section*{Who, which and where}


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


A dictionary is a book which explains words.


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
\(\qquad\)

4 who / was / the person / Alexander Fleming / discovered penicillin
\(\qquad\)

5 a shop / where / A newsagent's / is / you can buy newspapers
\(\qquad\)

6 you can use / is an instrument / which / very small things / A microscope / to see
\(\qquad\)

7 lots of / A safari park / where / wild animals / is a place / you can see
\(\qquad\)

8 who / A dentist / people's teeth / a person / looks after / is

Complete the sentences with who, which or where.
- Look! There's the girl who was on TV.

1 Sam's got a phone___ speaks to him.
2 I know a place \(\qquad\) you can get fantastic cakes.
3 I've got a friend \(\qquad\) speaks three languages.
4 Where's the key \(\qquad\) opens the cupboard?
5 I need a quiet room \(\qquad\) I can study.
6 I've got three tops and I don't know one to wear!


Work with a partner. Ask and answer the questions. Use the phrases in the box to help you.
writer / wrote plays man/invented the radie 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?

\section*{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.

\section*{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.*
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)

\section*{* 6 \\ Work in pairs. Write four more quiz questions with relative clauses. \\ * 7 Work with another pair. Ask and answer your new quiz questions.}


\section*{Reading and writing}

1 Read and choose the correct words.


\section*{Listening}

2
(1) R13.1 Listen and draw lines. (P) Hattie


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 \({ }^{1}\) who / which / where they grow tea and coffee.
On Wednesday morning, Jess went to school. Her teacher said,'Please give \({ }^{2} \mathrm{me} /\) to \(\mathrm{me} / \mathrm{me}\) 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 \({ }^{3}\) at / to / for her teacher . 'I think I know the person \({ }^{4}\) 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 \({ }^{5} \mathrm{my} / \mathrm{me} /\) to me?'

\section*{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.


\section*{24 to + base form for purpose I can recognize and use the to + base form for purpose.}


I phoned May to ask about our homework.


We use to + base form to talk about purpose.

\section*{* 1 Match 1-6 with a-g. \\ - We go to school \\ }

1 I do exercise \(\qquad\)
2 I use my phone \(\qquad\)
3 My mum goes to the supermarket \(\qquad\)
4 You need a sweater \(\qquad\)
5 I must hurry \(\qquad\)

6 I use a dictionary \(\qquad\)
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 \(\qquad\)


3 Amy's going to the baker's


4 Dad gets a newspaper


5 Stuart uses a computer \(\qquad\)

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

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.


114 to + base form for purpose

\section*{Conjunctions: and, but, or and because}

\author{
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.
* 1 Tick \(\sqrt{ }\) the correct sentences. Cross \(X\) and correct the wrong sentences.
- John speaks English and French.
- I can sing and I can't dance. \(X\)

1 Is that girl's name Ella or Ellie? \(\square\)
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. \(\square\)
5 Do you drink black tea but white tea?
6 I know your brother but I don't know your sister. \(\square\)
7 I've got a lot of pens or pencils in my pencil case.

\(\nabla\)
\(\qquad\) \(\square\)
\(\square\)
\(\square\)

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 \(\qquad\)
1 Lucy's happy \(\qquad\)
2 We must hurry \(\qquad\)
3 I don't like this music \(\qquad\)
4 It's my favourite TV show \(\qquad\)
5 Matt can speak Spanish \(\qquad\)
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.
Complete the sentences with your own ideas. Tell the class.

1 I like weekends because \(\qquad\) .

2 My favourite singer/band is \(\qquad\) because \(\qquad\) .

3 I don't watch \(\qquad\) on TV because
*5 5 25.1 Complete the email message with and, or, but or because. Listen and check.

Oo
Hi Cathy
How are you? I'm writing because I know it's your birthday tomorrow. Sam \({ }^{1}\) \(\qquad\) I have got a present for you. It's only small \({ }^{2}\) it's
nice! Can we come to your house in the morning \({ }^{3}\) \(\qquad\) the afternoon?
I must go now \({ }^{4}\) \(\qquad\) mum is calling me. It's dinner time \({ }^{5}\) \(\qquad\) the food is on the table!
Please email \({ }^{6}\) \(\qquad\) text soon!

Love Jackie

\section*{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 ...


\section*{When 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 John saw his friends, he waved and shouted.
1 the rain stopped / they started playing football When \(\qquad\) \(-\)
2 we went to Italy / we had a lot of ice cream When \(\qquad\) -.
3 Sara was tired / she got off the train Sara \(\qquad\) -.
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 \(\qquad\)
2 She didn't like coffee \(\qquad\)
3 When we lived in France \(\qquad\)
4 When he started the piano \(\qquad\)
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.

3 Write two sentences with when for each picture. Use the words in brackets and the phrases in the box. get home + toeked 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)

When Toby got home, he looked in the fridge. Toby looked in the fridge when he got home.


3 (Anna)
\(\qquad\)


1 (Ben)
\(\qquad\)


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.
* 5 Look at the pictures in the story. Find the things in the box.
```

park wallet money

```
police station bike
```

```
```

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.

## 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 $\qquad$ post a letter.
2 I'm tired $\qquad$ I couldn't sleep last night.
3 Harry can't sing $\qquad$ dance.
4 I like swimming $\qquad$ I hate cycling.
5 It's Emma's birthday $\qquad$ she's having a party.

Choose the correct answer.

- Tom Why are you going to the shop?

Sam a $\square$ To buy some sweets.
b $\square$ Buy some sweets.
c $\square$ I buy some sweets.
1 Tom Do you like pizza?
Sam
a $\square$ Yes, and I don't like tomatoes.
b $\square$ Yes, because I don't like tomatoes.
cYes, but I don't like tomatoes.

2 Tom What do you want to do?
Sam a $\square$ Let's go to the park to go shopping.
bLet'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 $\square$ I do my homework when I get home.
bI get home when I do my homework.
cI do my homework and I get home.

4 Tom Why are you running?
Sam a $\square$ To be late.
b $\square$ Or I'm late.
cBecause I'm late.

5 Tom What would you like?
SamCrisps and orange juice.
b $\square$ Crisps because orange juice.
cCrisps but orange juice.

## Listening

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

## Speaking

4
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...

## Reading and writing

1 Complete the sentences. Choose from the box. or because to when which to

- We're going to the park to ride our bikes.

1 Is that the girl __ sits next to you in class?
2 I have a sandwich $\qquad$ I get home from school.
3 Would you like milk. $\qquad$ orange juice?
4 We're happy $\qquad$ it's the weekend.

## 5 I use dad's computer homework.

$\qquad$ do my

2 Choose the best answer.

- Can you $\qquad$ me the time, please? Sure. It's half past three.
asay
bsay to
ctell

1 Would you like to come to my party? I'd like to, $\qquad$ I can't.
a $\square$ but
b $\square$ and
c $\square$ or

2 Is this the classroom ___ you have maths lessons?
Yes, it is.
$a \square$ when
b who
$c$where

3 Do you know that girl? The one $\qquad$ 's waving? Yes, she's my friend Lucy.
a $\square$ which
bwhere
cwho

4 Can you lend $\qquad$ some money, please?
Sorry, I can't.
ato me
bme
c

5 Why are you going to the shop?
$\qquad$ some chocolate.
a $\square$ To buy
b $\square$ Buying
cBuy

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 happy!
'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 ${ }^{1}$ $\qquad$ he had to tidy his room. Jack couldn't see the carpet because there were 2 $\qquad$ on it.

Jack and Nick ${ }^{3}$ $\qquad$ the room. Then they showed ${ }^{4}$ $\qquad$ the room. She was very pleased ${ }^{5}$ $\qquad$ she saw it.

## Listening

4 R15.1 Listen and complete the sentences. (-)

## $\check{c}$ $\vdots$ $\vdots$ $\vdots$ $\vdots$

Mary likes swimming and basketball
Her favourite sport is $\qquad$ —.

She likes it because $\qquad$ —.

She goes swimming on $\qquad$ -.
She doesn'tlike $\qquad$ because

## Speaking

5 $\square$ Look at the picture story about Jack. Complete the story in pairs. Use the words under each picture and your own ideas.

go sweet shop old lady shopping

old lady drop pickup wallet help

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

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 -er | long-longer slow - slower |
| :---: | :---: | :---: |
| Short adjective ending in $y$ | delete - y add -ier | happy-happier funny-funnier |
| Long adjective | use more + adjective | beautiful - more beautiful exciting - more exciting |
| Short words ending vowel + consonant | double the consonant and add -er | big - bigger hot - hotter |
| Short adjectives ending-e | add -r | nice - nicer white - whiter |

There are a few irregular adjectives.
good-better bad-worse

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


* 2 Complete the sentences with the correct comparative adjective.
- Manchester is big, but London is bigger.

1 Mum was angry, but Dad was $\qquad$
2 This book is interesting, but that book is $\qquad$
3 It's wet today, but yesterday was $\qquad$
4 This film is bad, but the other one is $\qquad$
5 John's picture is good, but Jack's is $\qquad$ -.
6 My mum is short, but my aunt is $\qquad$
7 I was late this morning, but you were $\qquad$ !
*3 27.1 Complete the sentences. Use the comparative form of the adjective in brackets. Listen and check.

- The River Nile is longer than the River Thames. (long)
1 My sister is $\qquad$ me. (old)
2 Cars are $\qquad$ bicycles. (fast)
$30 / 10$ is $\qquad$ 1/10. (bad)
4 I think pasta is $\qquad$ rice. (nice)
5 Egypt is $\qquad$ Scotland. (hot)
6 I'm $\qquad$ I was yesterday. (happy)
7 The cinema is $\qquad$ the swimming pool. (expensive)


## Superlative adjectives



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

| Short adjective | add -est | the longest the slowest |
| :--- | :--- | :--- |
| Short adjective ending in $\boldsymbol{y}$ | delete -y and add -iest | the happiest the funniest |
| Long adjective | use most + adjective | the most beautiful the most exciting |
| Short words ending vowel + <br> consonant | double the consonant and <br> add -est | the biggest the hottest |

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

- biggest / in / Russia / is / the / world. / country / the Russia is the biggest country in the world.
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.

Look at the pictures. Complete the sentences with the superlative form of the adjectives in the box.


## - Adverbs

 I can recognize and use adverbs of manner and frequency.
## Adverbs of manner



Mr Jones is old. He walks slowly.


Sid is good at football. He plays well.

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 | loudly |  |
| slow | slowly | The train moved slowly. |

Spelling rules

| Adjective ending-y | delete -y <br> add -ily | happy - happily <br> easy - easily |
| :--- | :--- | :--- |
| Adjective ending-ful | add -ly | careful - carefully <br> beautiful - beautifully |
| Adjective ending-ble | delete -e <br> add -y | lomfortable - comfortably <br> terrible - terribly |

There are a few irregular adverbs.

| Adjective | Adverb |  |  |
| :--- | :--- | :--- | :---: |
| good | well | She's a good singer. She sings well. |  |
| fast | fast | The dog runs fast. |  |
| hard | hard | They work hard. |  |

* 1
$\square$ 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 beautifully. (beautiful)
1 Tom cycles very $\qquad$ (fast)
2 Please speak __. (loud)
3 I can't dance very $\qquad$ (good)
4 My dad cooks _ . (bad)
5 Do you work ___ at school? (hard)
6 John learns languages $\qquad$ (easy)

美 4 Look at the pictures and complete the sentences with adverbs. Use the words in the box.
earefut comfortable fast good happy hard


- She's carrying the eggs carefully.


1 They're playing


2 He's studying


3 They're doing


## 4 He's running



5 She's sitting

華 5 28.1 Listen. Complete the sentences with an adverb. Use the words in the box. (4) bad fast loud polite quiet slow

- He's speaking quietly.

1 He's singing $\qquad$ -

2 She's speaking $\qquad$ 3 He's speaking
4 She's speaking
5 They're speaking

## Adverbs of frequency

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

Adverbs of frequency describe how frequently something happens.

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

| Sentences with most verbs |
| :--- | \left\lvert\, | $\mathbf{1}$ adverb | $\mathbf{2}$ main verb |  |
| :--- | :---: | :---: |
|  | always <br> usually <br> Iften <br> sometimes <br> never | do | | my |
| :--- |
| homework on |
| Saturdays. |\right.

## Sentences with be

|  | $\mathbf{1}$ be | $\mathbf{2}$ adverb |  |
| :--- | :--- | :--- | :--- |
| You | are | always <br> usually <br> often <br> sometimes <br> never | hungry. |

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

* 7 Complete the sentences with an appropriate adverb.
- John plays football six times a week. He usually plays football.
1 Kate goes swimming four or five times a week. She $\qquad$ goes swimming.
2 Ben runs in the morning seven days a week. He $\qquad$ runs in the morning.
3 My dad doesn't play sport. He $\qquad$ plays sport.
4 I play badminton one or two days every month.
I $\qquad$ play badminton.
* 8 Write adverbs to make true sentences.

1 I $\qquad$ play tennis.
2 I $\qquad$ swim in the sea.
3 I $\qquad$ ride a horse.
4 I $\qquad$ ride a bicycle.
5 I
 play football.
6 I $\qquad$ run in the park.
(1) 28.2 Listen to the interview and complete the table. Then make sentences. (4)

Jessie sometimes cleans her room.

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

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

How often do you ...

- clean your room?
- go to the park?
- speak English?
- eat chocolate?
eat chocolate? $\quad$ go to the cinema?


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.
*12
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.

| $\uparrow$ | always |
| :--- | :--- |
|  | very often / usually |
|  | often |
|  | sometimes |
|  | almost never |
|  | never $\checkmark$ |

How often do you speak Japanese at home?

How often do you watch films in English?


## Reading and writing

1 Complete the sentences. Choose from the box. faster hard good most taller well

- Can you run faster than me?

1 My sister is $\qquad$ than you.
2 Which is the $\qquad$ beautiful picture?
3 My parents are pleased because I did
$\qquad$ in the exams.
4 Are you a $\qquad$ dancer?
5 We are all working $\qquad$
2 Choose the best answer.

- Does Tom like football?

No, he doesn't, and he $\qquad$ plays it.
a $\qquad$ always
b $\qquad$ usually
c $\square$ never

1 How often do you ride your bike?
$a \quad \square$ Yes, I do.
bYes, often.
c $\square$ Every day. I always go to school by bike.
2 Does it often rain in England?
a $\qquad$ Yes, it rains a lot.
bYes, it's raining.
cYes, it rains.

3 What's the weather like in March?
aIt's cold but it usually snows.
bIt's cold but it isn't snowing.
cIt's cold but it doesn't usually snow.

4 How often do your parents go to the cinema?
a $\square$ Never. They don't enjoy watching films.
bThey go.
c $\square$ They aren't going a lot.
5 Do you eat chips a lot?
aNo, I never eat them.
bNo, I'm not eating them.
cNo, 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 ' $\mathbf{a} /$ 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.
${ }_{4}^{4}$ Highest / The higher / The highest mountain in the UK is in Scotland. Its name is Ben Nevis and it's 1344 m high. That's about $7500 \mathrm{~m}{ }^{5}$ 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.

## (1)

Charlie Tom Paul Nick Jane Susan

| 1 oldest <br> 2 <br> 3 | Jane |
| :--- | :--- |
| 4 |  |
| 5 | $\square$ |
| 6 |  |

## Speaking

$\square$ Work in pairs. Look at the two pictures. How are they different?

Picture A
The shop assistant in Picture $B$ is older than the shop assistant in Picture $A$.


Picture B


## 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 ${ }^{1}$ near / at / to the sea in the Antarctic. They have black and white feathers and wings, ${ }^{2}$ or / but / and they can't fly! They use ${ }^{3}$ they / there / their wings to swim under water. They swim very ${ }^{4}$ good / better / well and they find most of their food in the sea. They ${ }^{5}$ 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. İ was six. I'm seventeen now!'


Robert lives near the sea . Last
week, there was a ${ }^{1}$ $\qquad$ on the beach. When Robert looked in it, he saw a 2 $\qquad$ with a telephone number.

He phoned the number, and Barbara Jones 3 $\qquad$ She was the person who
4 When did she write it?
When she ${ }^{5}$ $\qquad$

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

$$
\begin{aligned}
& \text { happy know lunch next to } \\
& \text { people school town }
\end{aligned}
$$

Jack started a new school last week. His family had to move to a new to wn because his dad had a new job.

On his first day, Jack wasn't very 1 $\qquad$ He didn't have any friends and he didn't ${ }^{2}$ $\qquad$ any of the teachers.

At lunch time, he went to the dining room to have his ${ }^{3}$ $\qquad$ He sat down in a place where there weren't any ${ }^{4}$ $\qquad$
He thought about his old school and his old friends.

Then a boy sat down ${ }^{5}$ $\qquad$ 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 6 $\qquad$

4 Tick $\sqrt{ }$ the best name for the story. A new home for Jack. Jack meets an old friend. Jack's first day.

5 Choose the best answer.

- Hi! How are you?
a $\qquad$ Hi! I'm Sue.
bI'm fine, thanks.
c $\square$ S-U-E

1 How did you go to Paris?
a $\square$ We went by train.
bIt was great, thanks.
cLast summer.

2 Can I have a drink?
a $\square$ Yes, please.
bYes, sure.
cYes, you have.
3 How often do you go swimming?
aNo, I don't go swimming a lot.
bYes, I go swimming.
c $\square$ I sometimes go swimming on Saturdays.

4 Is it raining?
a $\square$ Yes, it does.
b Yes, it is.
cYes, it rains.

5 What's your favourite sport?
a $\square$ run
b $\square$ running
cto run

## Listening

6 (R17.1 Listen and complete the notes.


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...


2


3


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


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?


134 Revision 9

## 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

*9 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.


## Crossword 1


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

AcrossI'd like $\qquad$ that film.
4 $\qquad$都 $\qquad$

6 $\qquad$
$\qquad$
Down
1 $\qquad$

## Crossword 2



## Unit 11, student A

## Present simple

*3Complete the missing verb forms. Then check your answers with student B.
$\rightarrow$ I go - she goes
1 you give - he $\qquad$
2 we $\qquad$ - it has

3 they study - he
4 I $\qquad$ - she writes

5 you wash - it $\qquad$
6 we $\qquad$ - he tries

7 they watch - she $\qquad$
8 I $\qquad$ - he flies

9 I do - she $\qquad$

## 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,


## Unit 16

Question words: who, whose, what, which

## 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

* 9 GAME 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 óclock.

## Unit 23

Relative pronouns: who, which, where


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 |
|  | more beautiful |
| late | thinner |
|  | more boring |
| busy | worse |
|  | hungrier |
| sad |  |
|  |  |
| good |  |

## Unit 28, student A

Adverbs

* 1

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

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

## Unit 1, student B

## Regular and irregular plurals

漛 14 GAME Listen to student $A$ and draw the pictures. Then describe the pictures below for student A to draw.


## Unit 9, student B

## -ing form or to + base form

## *9 GAME Look at the two crosswords.

1 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 $\mathbf{a}$-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?

What's two across?

Crossword 1


Crossword 2

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

## Across

2 $\qquad$
$\qquad$
5 $\qquad$
6 $\qquad$
7 $\qquad$ I like $\qquad$ cakes.
Down
1 $\qquad$
$\qquad$
2
3
4 $\qquad$

## Unit 11, student B

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

- I go - she goes

1 you $\qquad$ - he gives

2 we have - it $\qquad$
3 they $\qquad$ - he studies

4 I write - she $\qquad$
5 you $\qquad$ - it washes

6 we try - he $\qquad$
7 they $\qquad$ - she watches

8 I fly - he $\qquad$
9 I $\qquad$ - she does

## Unit 16, student B

Question words: who, whose, what, which
*9 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

1 What's the capital of France?

```
Paris
```

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 |
|  | later |
| ugly |  |
|  | busier |
| beautiful |  |
|  | sadder |
| thin |  |
| boring | better |
| bad |  |
| hungry |  |
|  |  |

## Unit 28, student B

## Adverbs

1 Complete the table, then check your answers with student A.

| adjective | adverb |
| :--- | :--- |
| bad | badlu |
|  | happily |
|  | quickly |
| correct | comfortably |
|  | fast |
| easy | hard |
|  |  |
| good | carefully |
| beautiful |  |
|  |  |

## 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 | 4 |
| ask | 1 | buy | 9 | day | 4 |
| at | 2 | by | 11 | desk | 2 |
| baby | 1 | café | 13 | different | 20 |
| bad | 12 | cake | 2 | difficult | 4 |
| 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 | 7 | easy | 14 |
| behind | 17 | chips | 1 | eat | 9 |
| best | 12 | chocolate | 3 | egg | 3 |
| better | 27 | cinema | 2 | elephant | 27 |
| between | 5 | city | 2 | email | 7 |
| big | 2 | class | 4 | English | 7 |
| bike | 4 | classroom | 4 | enjoy | 9 |
| bin ( n ) | 20 | clean (v) | 9 | evening | 14 |
| bird | 17 | climb | 9 | every | 4 |
| birthday | 4 | close (v) | 17 | exam | 10 |
| biscuit | 1 | clothes | 9 | expensive | 27 |


| 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 | 13 | hello | 4 | let's | 3 |
| film | 14 | help | 2 | letter | 6 |
| find | 1 | her | 4 | library | , |
| fine | 5 | here | 4 | life | 1 |
| fire | 20 | him | 4 | listen | 1 |
| first | 6 | his | 4 | live (v) | 4 |
| fish | 6 | holiday | 8 | living room | 21 |
| flowers | 10 | home | 17 | long | 7 |
| fly (v) | 17 | homework | 4 | look (v) | 1 |
| food | 5 | horse | 12 | look at | 2 |
| foot/feet | 1 | hot | 7 | look for | 15 |
| football | 5 | house | 2 | lots | 1 |
| for | 1 | how | 2 | love (v) | 2 |
| French | 2 | how many | 2 | lucky | 14 |
| fridge | 18 | how much | 18 | lunch | 1 |
| friend | 1 | how often | 28 | make | 1 |
| friendly | 16 | how old | 17 | man/men | 1 |
| from | 1 | hungry | 10 | many | 15 |
| 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 |
| go shopping | 9 | it | 1 | miss (v) | 11 |
| good | 4 | Italy | 4 | mobile phone | 4 |
| grandma | 15 | its | 4 | money | 3 |
| grandparents | 5 | jacket | 16 | MP3 player | 6 |
| grass | 13 | jeans | 6 | morning | 11 |
| great | 3 | juice | 3 | mother | 4 |
| green | 4 | jump | 10 | mouse/mice | 1 |
| guitar | 9 | keys | 23 | move | 13 |
| hair | 8 | kick | 15 | music | 4 |
| hamster | 7 | kitchen | 15 | must | 20 |
| happy | 4 | kitten | 15 | my | 2 |
| hard | 9 | know | 3 | name | 4 |
| hat | 1 | last (adj) | 14 | near | 6 |
| hate (v) | 9 | laugh | 15 | never | 28 |




## Irregular verb list

| Base form be | Past simple was | Base form sleep | Past simple 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 |  |  |
| sing | sang |  |  |
| sit | sat |  |  |


[^0]:    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 ...

[^1]:    * $\overline{3}$ 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 Cliveplay/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.

