# Oxford Grammar for Schools



Student's DVD-Rom

OXFORD



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# Introduction

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

Each unit begins with a 'Can do' statement, which says what students will be able to achieve on completion of the unit. At the end of each unit is a self-evaluation table. Students should be encouraged to rate their progress in each exercise, which helps them to take responsibility for their own learning and also increases motivation.

At the end of the book there are five pages of extra information for the information gap activities, a word list with spaces for students to write their own translations, and a list of key verbs for them to learn.

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

#### Student's DVD-ROM

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

#### Key to the symbols

<b>0.0</b> 0.0 (=track number)	Listening activity
	Speaking activity
GAME	Game
	Extended writing activity
<b>©</b>	Pronunciation activity
A 1 2	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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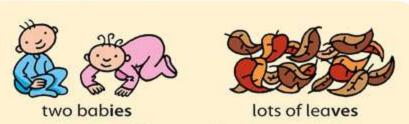
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# **Plurals**

I can recognize and use regular and irregular plurals.

# Regular plurals





three buse

Plurals usually end in -s.

bag – bags toy – toys teacher – teachers friend – friends bottle – bottles

#### Spelling rules

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

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

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

bus – buses class – classes

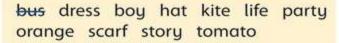
toothbrush – toothbrushes lunch – lunches

box - boxes potato - potatoes

For nouns ending f, we delete -f and add -ves.

leaf - leaves wife - wives

#### \*1 () 1.1 Write the plurals. Listen and check.

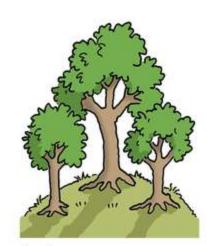


#### Write the correct plural form of the words in the box.

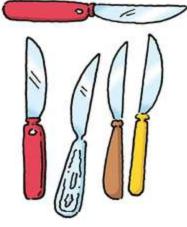
box city knife potato tree watch







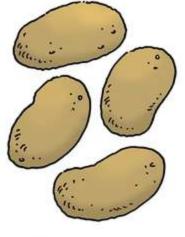
3 three\_



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



4 two\_



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

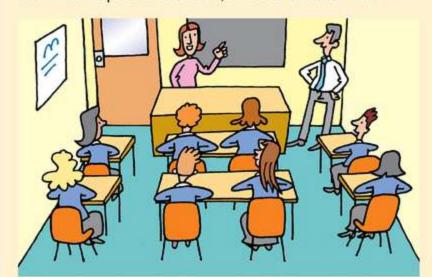


5 two\_\_\_\_\_

# Pronunciation



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



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



/IZ/ Look - boxes of oranges and sandwiches.

Most plurals end in the sounds: /s/, /z/ or /1z/.

\*3 1.2 Listen to the sentences and repeat.



## \*4 🛛 🗘 1.3 Listen and repeat.

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

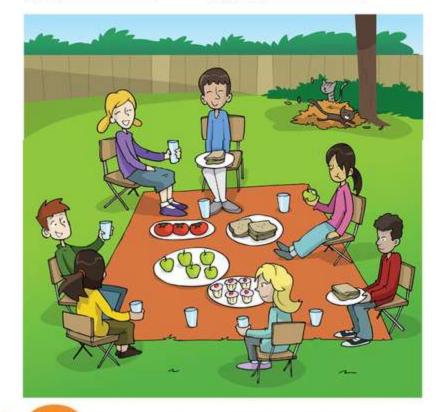
#### 

hats boxes potatoes chips buses bikes bananas horses girls

/s/	hats,
/z/	
/IZ/	

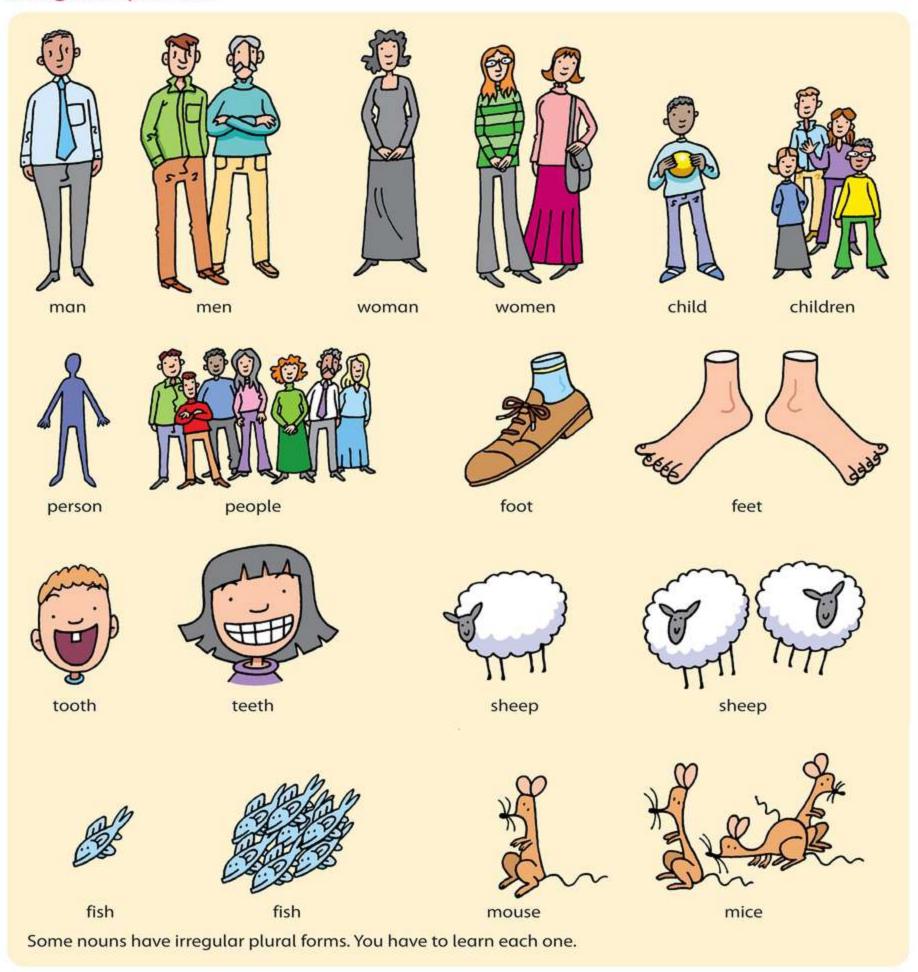
# Work in pairs. Find the things in the picture. Write the plural word.

two cats	six	
three	seven	
four	_ eight	
five	lots of	



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

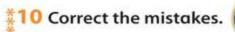
# Irregular plurals

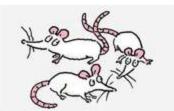


\*8 1.5 Listen, say the plurals and point to the correct pictures.



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





> two mice three mice



4 four child four children



1 one people



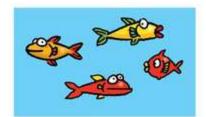
5 two feet



2 one women



6 lots of tooth



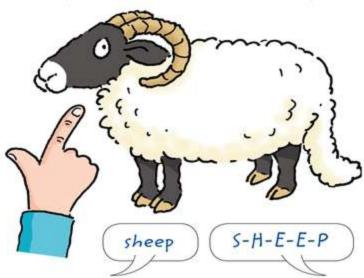
3 five fish



7 two sheep



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



12	0 1.6	Listen and draw what	you	hear
----	-------	----------------------	-----	------

1.0	Listen and	a araw wn	at you n	at you hear.	

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

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

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

Self-	evaluati	on Rate yo	our progress.
	9	99	999
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14			

# 2

# There is, there are

I can recognize and use there is and there are.

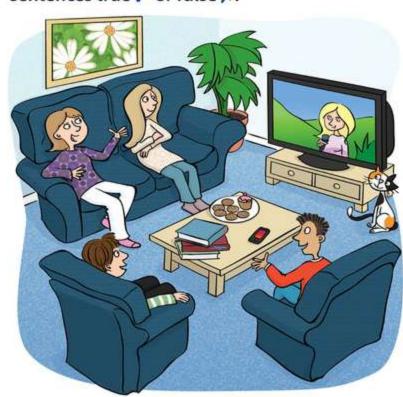
# Affirmative and negative



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

We often shorten there is to there's.

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



•	There's a TV.	1
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.	

Look at the picture again. Complete the sentences with There's, There isn't, There are or There aren't.

▶ The	ere's a picture.
1	three books.
2	two boys.
3	a phone.
4	four biscuits
5	a cake.
6	a computer.

\*3 ○ 2.1 Listen and tick ✓ the correct picture. Write sentences about your classroom with there is or there are. Use the words in the box. Tell the class. board desks door students teacher windows There's a teacher. ► There are ... students. Think about your town. Tick ✓ the true sentences. Cross X and correct the false sentences. Tell the class. ► There's one house. 🔀 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 cafés. Play in groups. Say what's in your bedroom and tru to remember what the other students say. Use the words in the box and your own ideas. bag blanket book bookcase bed chair desk picture table toy ... In my room, there's a bed. In my room, there's a bed and there are two chairs. In my room, there's a bed and there are two chairs ... and there's ...

#### Questions and short answers



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

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

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



- Yes, there is.

  1 \_\_\_\_\_\_

  2 \_\_\_\_\_

  3 \_\_\_\_\_

  4 \_\_\_\_\_

  5
- \*8 () 2.3 Listen and check your answers to exercise 7.



**\*9** 

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.

10 GAME

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

lots of: trees shops animals houses people cafés restaurants

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

There's a big tower. There's a river. There are lots of French people!

Yes, it is!

Is it Paris?

# Self-evaluation Rate your progress.

	<b>.</b>		99	
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# Countable and uncountable nouns

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.
- 5 There's some spaghetti.
- 2 There's an orange.
- 6 There's some milk.
- 3 There are some eggs.
- 7 There's some sugar.
- 4 There are some pears.
- \*2 Write the words in the correct lists.

pears milk table bananas sugar apple orange juice spaghetti bag

# money orange oil eggs children

#### Countable nouns

There's a / an ... There are some ... table pears

#### Uncountable nouns

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



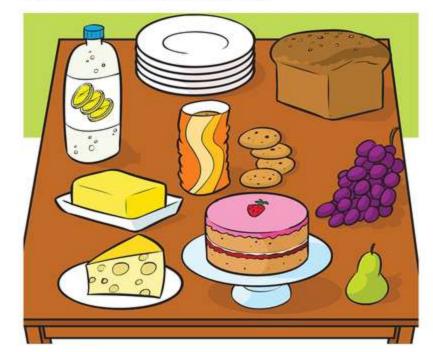
				check the me	
0.00	rite C (cou	ntable) or	U (u	incountable)	•
<b>4</b> 0 -	bananas	C	13	lemonade	
1	biscuits	_	14	meat	
2	bottles		15	pasta	
3	bread		16	plate	
4	butter		17	potatoes	
	cakes		18	sandwich	_
6	cheese		19	sauce	
	chocolate		20	soup	
8	coffee	_	21	sweets	
9	crisps		22	tea	-
10	flour		23	water	-
11	grapes	-	24	yoghurt	_
12	cream	-	25	egg	_
1	There's	are some care some constants	hild hild at.	ren.	
<ul><li>There is some potatoes.</li><li>There are some potatoes.</li><li>There's an house.</li></ul>					
,	☐ There's	a house.			
4		some crea are some c		m.	
5	=	some pas are some p		a.	
6 There's some coffee.  There are some coffee.					
7	=	a bottle. some bot	tle.		
8	<ul><li>8   There are some oranges.</li><li>There's some oranges.</li></ul>				

Make sentences with the words in the boxes.

### There's an orange.

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

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



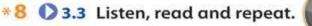
> There's a	table.
1	cheese.
2	butter.
3	grapes.
4	bread.
5	biscuits
6	cake.
7	pear.
8	plates.
9	bottle.

GAME) Work in pairs. Cover exercise 6. Try to remember what's on the table! Say There's a ..., There's some ... or There are some ...

# Some and any

Nego	ative	Ques	tions
Countable nouns	Uncountable nouns	Countable nouns	Uncountable nouns
There aren't <b>any apples.</b> There aren't <b>any bananas.</b> There aren't <b>any people</b> .	There isn't <b>any lemonade</b> . There isn't <b>any sugar</b> . There isn't <b>any money</b> .	Are there any oranges? Are there any biscuits? Are there any children?	Is there any ice cream?

uncountable nouns.



Emma Is there any lemonade?

Dad No, sorry, there isn't any lemonade.

There's some water.

Emma Are there any crisps?

Dad No, sorry, there aren't any crisps. Oh. Are there any sandwiches? Emma Yes, there are. There are some Dad

sandwiches and some apples.



Listen and read exercise 8 again. Tick \( \square \) the things in the basket.



\*10 Write some or any.



- ▶ There's some money on the table.
- 1 Is there \_\_\_\_\_ soup?
- 2 There aren't \_\_\_\_\_ sweets.
- 3 There are \_\_\_\_\_ little cakes.
- 4 Are there \_\_\_\_\_ eggs?
- 5 There isn't \_\_\_\_\_ meat.
- 6 Is there \_\_\_\_\_ pasta?
- 7 There are \_\_\_\_\_ bananas.
- 8 There's \_\_\_\_\_ sauce.

#### \*11 () 3.4 Complete the dialogues. Listen and check.



- ▶ Jane Are there any biscuits ? (biscuits?) Ben No, there aren't any biscuits. (biscuits x)
  - There <u>are some crisps</u> . (crisps ✓)
- 1 Jane Is ? (ice cream?) Ben No, \_\_\_\_\_\_\_ (ice cream x)
  - There \_\_\_\_\_\_\_. (yoghurt ✓)
- 2 Jane Are \_\_\_\_\_\_? (oranges ?)
  - Ben No, \_\_\_\_\_\_\_. (oranges x)
    - There \_\_\_\_\_\_\_. (bananas ✓)
- 3 Jane Is \_\_\_\_\_\_? (orange juice ?)
  - Ben No, \_\_\_\_\_\_\_. (orange juice x)
    - There \_\_\_\_\_\_\_. (tea 🗸)

Work in pairs. Write some dialogues like the ones in exercise 11, then act them.

- 1 sweets? chocolate / sweets X
- 2 potatoes? potatoes X pasta 🗸
- 3 cheese? cheese x milk /
- 4 pears? pears X grapes /



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.



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.

Are there any oranges? Yes, there are. Is there any water?

No, there isn't....

17		Complete the missing words. Write some or any. Then listen and check.	
	Jack	What's for lunch today? Are there <u>any</u> chips?	
	Dad	Yes, there 1	
	Jack	Great! And is there <sup>2</sup> pizza?	
	Dad	Sorry, no, there isn't 3pizza. There are 4burgers, and there 5some tomato sauce.	
	Jack	Are there 6sweets?	
	Dad	Yes, there <sup>7</sup> some sweets. There <sup>8</sup> some grapes, too, and there <sup>9</sup> some yoghurt.	
	Jack	No thanks. Burgers and chips and sweets,	,



please!

Look at the picture and complete the dialogue. Then act it in pairs.



70		
Tommy	Is there ar	ny soup?
Mum	Yes, 1	
Tommy	Great! And 2_	sandwiches?
Mum	No, 3	sandwiches.
	4	tomatoes, 5
	bread and 6_	cheese.
Tommy	7	yoghurt?
Mum	8	strawberry
	yoghurt. Ther	e <sup>9</sup> pears, too,
	and 10	bananas.
Tommy	Cool, thanks.	

# 3.7 Read and listen to the song.



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

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

There's some coffee...

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

There's some coffee ...

# Self-evaluation Rate your progress.

	•	<b></b>	999
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# Mini-revision Units 1-3

# Reading and writing

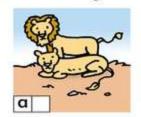
- 1 Choose the best answer.
  - ▶ Is there a swimming pool in your school, Tom?
    - a No, there isn't.
    - **b** No, it isn't.
    - c No, there aren't.
  - 1 Are there lots of students?
    - a Yes, they are.
    - **b** Yes, there are.
    - c Yes, there is.
  - 2 Are there any computers in your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

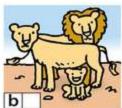
# Listening

2 R1.1 Listen and tick \( \square \) the best answer.



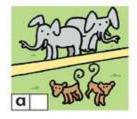
► How many lions are there?

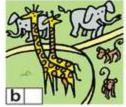


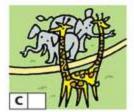




1 Which animals are there in the park today?

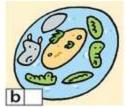


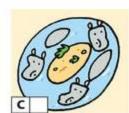




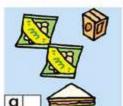
2 What can they see?



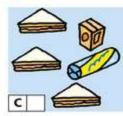




3 What have they got for the picnic?







4 What's in the shop?







# Speaking

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

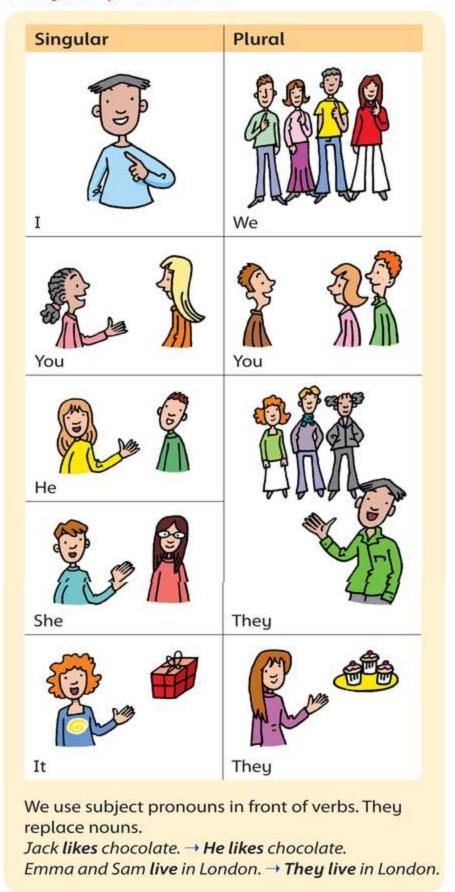
In picture 1, there are two lions.



# Subject and object pronouns; possessive adjectives

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

# Subject pronouns

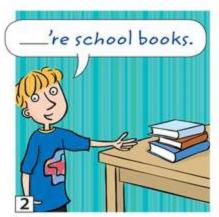




#### Complete the sentences with the words in the box.

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.
- 7 Mr Black is a Science teacher.
- 8 Science is an interesting subject.



Work in pairs. Make sentences about people and things in the classroom. Use the words in the box.

I you he she it we they

You're George.

She's Mrs Smith.



Work in pairs. Write sentences about some of the pictures in this unit. Read your sentences for the other students to guess the correct picture.

There are two boys in the picture. They are brothers.

Is it this picture here?

Yes, it is.

# Possessive adjectives



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

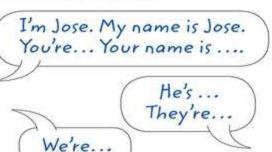
Subject pronoun	Possessive adjective		
I	my		
you	your		
he	his		
she	her		
it	its		
we	our		
they	their		

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

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



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

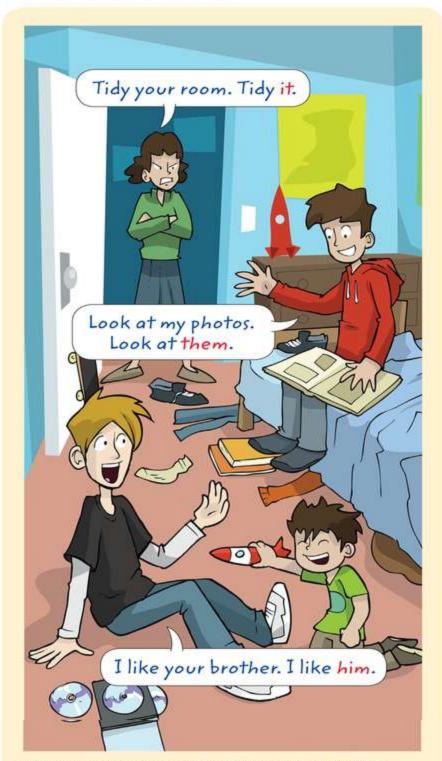


**\$8** Complete the sentences with the correct possessive adjectives.



l	It's his umbrella	
2	It's	
	It's	
4	It's	
5	It's	
5	It's	
,	Te/a	

# Object pronouns



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

Subject pronoun	Object pronoun
141	me
you	you
ne	him
she	her
t	it
we	us
they	them

#### 29 Circle the correct word.

- ▶ Hi!(I'm)/ me Tom. What's you /(your)name?
- 1 Please help me / my with me / my homework.
- 2 John and Kate are with they're / their mum. Can you see they / them?
- 3 We / Our teacher is Mr Black. He / Him teaches us / we every day.
- 4 Emma and David are friends. She / Her likes he / him and he / him likes she / her.
- 5 Hello. Can we / us help you / your?

<b>*10</b>	Complete the sentences with	th the correct object
	pronoun.	

- ▶ This message is for Rosie. It's for her . 1 Listen to the music. Listen to \_\_\_\_\_. 2 Please open your books. Open \_\_\_\_\_\_. 3 Look at Jack! Look at \_\_\_\_! 4 Come with John and me. Come with \_\_\_\_\_.
- 11 4.2 Complete the sentences with a personal pronoun or a possessive adjective. Listen and check.

5 I like you and Kim. I like \_\_\_\_\_.

- ▶ Jack's got a sister. <u>Her</u> name is Mary. She 's got green eyes. 1 I'm 14 next week. \_\_\_\_\_ birthday is on Tuesday.
- \_\_\_\_\_. \_\_\_\_'re good fun. 3 I've got some homework. \_\_\_\_\_'s difficult. Can you help \_\_\_\_\_?

2 I've got two cousins, Tom and Harry. I like

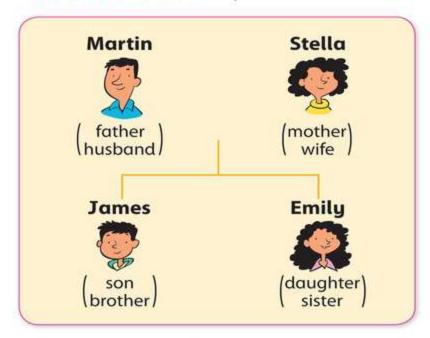
- 4 I've got two brothers. \_\_\_\_\_ parents are teachers.
- 5 Where's John? Can you see \_\_\_\_\_?



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



Martin Stella

Martin and Stella James

Martin and Stella Emily

James and Emily Martin

James and Emily Stella

Stella James

Emily Martin James Emily

\$13 Find the missing words in the wordsearch. Look → ↓ ›.

h	е	×	y	z	w	а	е
d	е	y	0	u	f	t	t
i	k	t	y	m	n	h	h
t	h	e	m	0	Ţ	e	e
k	i	р	q	r	u	į,	y
w	b	t	g	h	j	(1)	k
е	ı	m	s	h	е	n	×
m	y	р	t	z	n	u	s

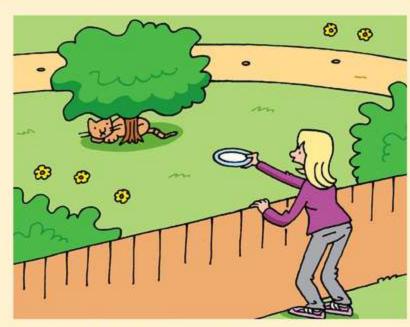
- Hello, what's your name?
- 1 I like Amy. \_\_\_\_\_'s my friend.
- 2 Ben and Joe are brothers. Ella is \_\_\_\_\_ sister.
- 3 I've got a pet rabbit. \_\_\_\_\_ name is Fluff.
- 4 Our homework is difficult. Please help \_\_\_\_\_\_.
- 5 Where are the children? Can you see \_\_\_\_?
- 6 Happy birthday!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

	•	
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

# Possessive forms

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

# 's and s' possessive forms



Ella's cat is in the neighbours' garden.

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

#### Singular nouns

The apostrophe is before the -s.

Jack's book is on the table.

My friend's name is Tom.

His sister's birthday is in May.

#### Plural nouns

The apostrophe is after the -s.

Joy is in the girls' football team.

The babies' names are Oscar and Grace.

The students' bags are in the classroom

#### Irregular plural nouns

The apostrophe is before the -s.

Here is the children's room.

Where are the men's toilets, please?

The women's shoes are on the next floor.

#### \$1 \$\int \text{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











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



- 5 They're \_\_\_\_\_\_ biscuits. 6 They're \_\_\_\_\_\_ shoes.
- 7 It's \_\_\_\_\_ car.





#### 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

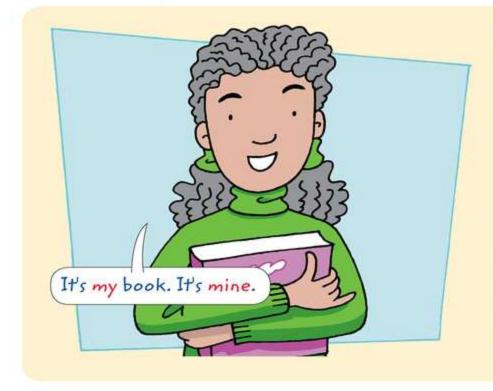
Anna's favourite TV show is 'The Simpsons'.

George's dad's name is Peter.

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

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

# Possessive pronouns



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.

- \*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. c\_\_
  - 1 It's my brother's watch. \_\_\_\_
  - 2 It's my mother's bag. \_\_\_\_
  - 3 It's your homework. \_\_\_\_
  - 4 It's our lunch. \_\_\_\_
  - 5 It's my room. \_\_\_\_

- \$6 Complete the sentences with the correct possessive pronoun.
  - ▶ It's Ben's phone. It's his .
  - 1 They're my books. They're \_\_\_\_\_.
  - 2 It's Marie's DVD. It's \_\_\_\_\_.
  - 3 It's our house. It's \_\_\_\_\_.
  - 4 They're your bags. They're \_\_\_\_\_.
  - 5 It's their car. It's \_\_\_\_\_.
  - 6 Give me the pen! It's \_\_\_\_\_.
  - 7 It's my parents' computer. It's \_\_\_\_\_.
  - 8 You can sit in that chair. It's \_\_\_\_\_.
  - 9 They are my sister's CDs. They're \_\_\_\_\_

		Section 1	
► (Mu)/ 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 🗸 or	wrong X?
*	Correct the mistakes.	

- ► Jacks X cat is black and white.

  Jack's cat is black and white.
  - Its ✓ 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 <u>friends'</u> birthday today. <u>She's</u> thirteen.

It's my	_world.
The world is 1_	
It's 2	world.
And I feel fine	•n
Sing it togethe	er.
Sing it with m	e.
This world is 3.	
It's for you an	d me.
It's 4	world too.
It's 5	and 6
7	world,
8	world.
It's all fine.	
Sing it togethe	er
9	world,
10	world.
11	_ and 12
13	, 14
15	
The world is fi	
Sing it togethe	er

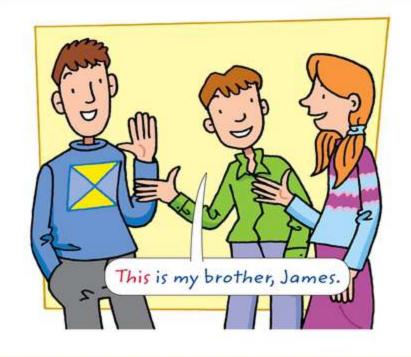
Self-evaluation Rate your progress.				
	<b>9</b>	99	999	
1				
2				
3				
4				
5				
6				
7				
8				
9				



# This, these, that, those

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

#### Singular: this



#### Plural: these

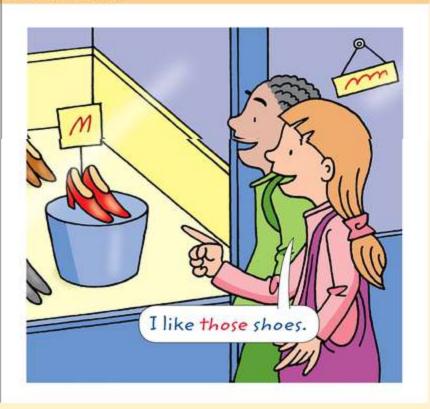


We use this and these to indicate people and things that are near us.

#### Singular: that

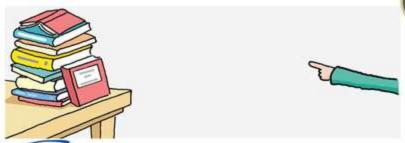


#### Plural: those



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

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



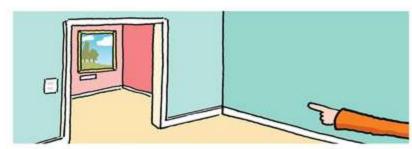
► Those These are my books.



1 This is / That's my mum.



2 These / Those cakes are great!



3 I like that / this picture.



4 That / This tea is cold.



5 Look at those / these photos.



Work in pairs. Point to things in 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

GAME

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

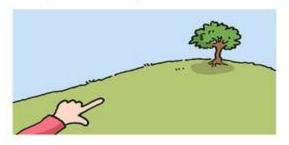
pen desk computer homework bags bag table chairs ruler phone pencils desks window door coats notebook pictures board pens coat

This is my bag.

Those are John's pencils.

That's a blue coat.

#### Complete the questions with this, that, these or those.







4 What are\_



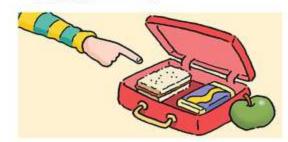
8 What's\_



1 What's\_



5 What are \_\_\_\_\_?



9 What's\_



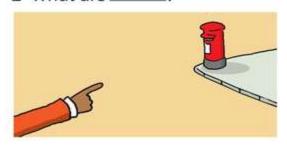
2 What are \_



6 What's\_



10 What are\_



3 What's \_\_\_\_\_?



7 What are \_\_



11 What are \_\_\_\_\_?



\$5 Complete the answers a-k with the correct form of be. Then match them with the questions from exercise 4.



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

- ► They 're bicycles. 11
- a It \_\_\_\_ a post box. \_\_\_
- **b** They \_\_\_\_\_ scissors. \_\_\_
- c They \_\_\_\_\_ trainers. \_\_\_
- **d** It \_\_\_\_\_ a tree. \_\_\_
- e They \_\_\_\_\_ fish. \_\_\_
- **f** They \_\_\_\_\_ jeans. \_\_\_
- g It \_\_\_\_\_ a mobile phone. \_\_\_
- h It \_\_\_\_\_ my lunch. \_\_\_
- i They \_\_\_\_\_ mugs. \_\_\_
- j It \_\_\_\_\_ an MP3 player. \_\_\_
- **k** It \_\_\_\_\_ a letter. \_\_\_

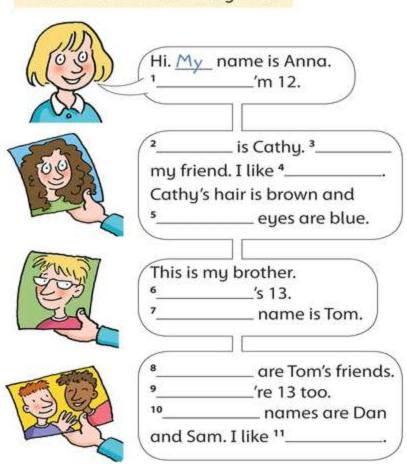
Self-evaluation Rate your progress.				
	9	99	999	
1				
2				
3				
4				
5				
6				

# Mini-revision Units 4-6

# Reading and writing

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

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



2 Choose the correct word to complete the sentences.

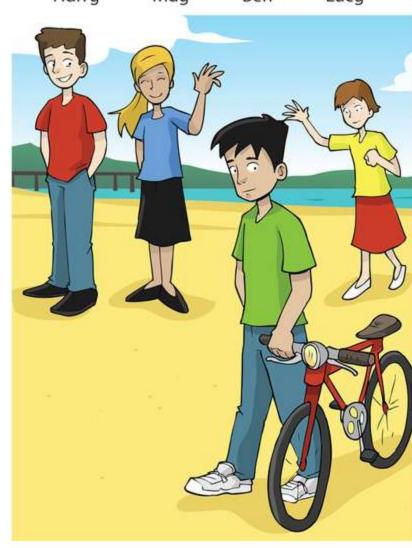
>	Harry is friend.
	a ☐ Joe b ☐ Joes c ✓ Joe's
1	Look! man is my teacher.  a
2	This is my favourite music. I lovea _ them b _ it c _ him
3	Look are my new shoes.  a
4	I like that dog name is Benji. a
5	Welcome to school!  a  us b ours c our

# Listening

3 R2.1 Listen and draw lines.

May Harry Ben





# 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

Harry's bike is red.

Herskirt is black.

# Revision 1 Units 1-6

# Reading and writing

c	hoose the best answer.	
•	Is this your book, Jane?	
	No, it's	
	a 🗸 Jill's	
	b 🔲 Jill	
	c 🗌 Jills	
1	Are these Ben's socks?	
	No, they're	
	a $\square$ me	
	<b>b</b> my	
	c mine	
2	Are there any pears?	
	Yes, and there are	_apples.
	a 🗌 any	
	<b>b</b> some	
	c 🗌 an	
3	Is there any milk?	
	No, sorry. There isn't	milk.
	a 🗌 some	
	<b>b</b> any	
	<b>c</b> 🗌 a	
4	Is she your teacher?	
	Yes, she teaches	science.
	a us	
	<b>b</b> we	
	c our	

2 Complete the sentences with the words in the box.

	are any mine my Is some That There Those
There's	s <u>some</u> bread and there's <u>a</u> bottle er.
1	boys over there are friends.
2	aren't biscuits.
3 There	lots of in the park.
4	_ pen is
5	there milk?

# Listening



# Speaking

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

	There are two children. <u>yes</u>
1	There's a girl
2	There are two boys.
3	There aren't any scarves.
4	There are some hats.
5	The girl's hair is long.

# Speaking

Picture c is different. There are 5 Work in pairs. Look and find the picture that is different. three apples in the other pictures. Say why. There's one apple in picture c. d C а 1 C 2 b 3 c d b C 5

c

Be

I can recognize and use the present tense of be.

# Affirmative and negative



Affirmative	9	Negative		
Long form	Short form	Long form	Short form	
Iam	I'm	I am not	I'm not	
You are	You're	You are not	You aren't	
He is	He's	He is not	He isn't	
She <b>is</b>	She's	She is not	She isn't	
It is	It's	It is not	It isn't	
We are	We're	We are not	We aren't	
You are	You're	You are not	You aren't	
They are	They're	They are not	They aren't	

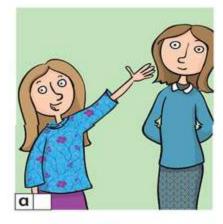
We usually use short forms when we speak. Long forms are more formal.

\*1 07.1 Complete the sentences with the correct short form of be. Listen and check.



- ▶ I'm a student.
- 2 We \_\_\_ friends.
- 4 She \_\_\_ my sister.
- 6 It \_\_\_ a cat.

- 1 They \_\_\_ teachers.
- 3 He \_\_\_ thirteen.
- 5 You \_\_\_ short.
- 7 You \_\_\_ in class nine.
- \*2 Match the sentences 1–7 in exercise 1 with the correct pictures a–h.

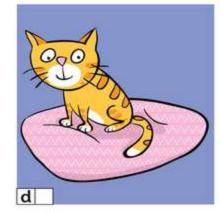
















*3	1 7.2 Complete the negative sentences with	6 Correct the information and write true
	the correct form of be. Listen and check.	sentences.
	▶ I'm not a teacher.	► London is a small city.
	1 They students.	It isn't a small city. It's a big city.
	2 We brothers.	1 We're in the UK.
	3 He twelve.	We
	4 She my mother.	2 It's 6 o'clock.
	5 You tall.	It
	6 It a rabbit.	3 People from the USA are British.
	7 You in class ten.	They
*4	Circle the correct form to make true	4 Your dad is French.  He
	sentences.	5 Bananas are orange.
	► London(is) isn't the capital of England.	They
	1 The weather is / isn't hot today.	6 China is a small country.
	2 My friends are / aren't intelligent.	It
	3 Tokyo is / isn't a city in China.	7
	4 We are / aren't American.	7 GAME Write three true things and one false
	5 Our school is / isn't very big.	thing about you. Read your sentences to the class. The person who guesses
<b>*5</b>	Write the opposite. Use the same form of the verb (long or short) as in the original sentence.	the false sentence wins a point. If he/she is wrong, you win a point.
	► You're in class seven.	
	You aren't in class seven.	My favourite TV show is
	▶ I am not a student.	My favourite TV show is  My favourite band is
	I am a student.	My dad is a (job)
	1 We're from London.	My grandmother is from (place
	2 They are not friends.	or country)
	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.	

# Questions and short answers

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

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

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

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

- ▶ Is it 7 o'clock? —
- 1 Are you 16, John?
- 2 Are Sam and Ben in your class?
- 3 Am I your partner?
- 4 Are you and Emma friends?
- 5 Is Rosa Spanish?
- 6 Is your brother tall?

- a No, I'm not.
- b Yes, we are.
- c No, she isn't.
- d Yes, he is.
- e No, it isn't.
- f Yes, they are.
- g Yes, you are.



# 9 () 7.3 Write the questions and short answers. Then listen and check.

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

\*10 Complete the sentences with the correct form



Mr Davis: Hello. I'm Mr Davis. <u>Are</u> you Joe?

<sup>2</sup>\_\_\_\_\_I in your class?

Mr Davis No, you 3\_\_\_\_\_. You're in class

ten.

Joe 4\_\_\_\_\_\_ it Mrs Simpson's class?

Mr Davis Yes, it 5\_\_\_\_\_\_.

Joe 6\_\_\_\_\_Toby in her class too?

Mr Davis No, he 7\_\_\_\_\_. He's in my class.

8\_\_\_\_\_\_ he your friend?

and Emma in class ten?

Mr Davis Yes, they 11\_\_\_\_\_\_.

Joe Good. They're my friends too.



7.4 Now listen, check and read in

pairs.



\$12 GAME

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

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

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

		Josh. I		
London, o	and I '	you	r new pen	friend.
12	twelve	e. 3	_ you twe	elve too?
There 4_	1	four people	in my fan	nily. My da
(his nam	e <b>5</b>	Peter),	my mum	(her name
6	_ Julie)	and my little	e sister, Je	essica.
She 7	ne	early seven.	Her birtho	day is in
May.				
	d my favo	cts <sup>8</sup> ourite sport		
My school in		in Lon o?	don. 11	yo
Please w	rite soon,			
Josh				
2	A			<b>R</b>



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

li, Josh!		
hank you for you	ır email	
Bye for now.		
Bye for now.		

Self-evaluation Rate your progress.					
	9	99	000		
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
14					

36

## Have got

I can recognize and use **have got**.

## Affirmative and negative





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



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













<b>*2</b>	Look at the pictures in exercise 1 again.
	Complete the sentences with the correct form
	of have got.

#### Picture a

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

#### Picture b

He \_\_\_\_\_\_ two brothers.
He \_\_\_\_\_\_ two sisters.

#### Picture c

She \_\_\_\_\_ an ice-cream.

She \_\_\_\_\_ a cake.

#### Picture d

You \_\_\_\_\_ a lot of homework.

You \_\_\_\_\_ a holiday.

#### Picture e

They \_\_\_\_\_ some sandwiches.

They \_\_\_\_\_ any biscuits.

#### Picture f

I \_\_\_\_\_ short hair.
I \_\_\_\_ long hair.

#### \*3 Circle the correct answer.

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

#### 4 Complete the sentences about you.

I've got	hair and	eyes
I	brother(s).	
I	sister(s).	
I	pet(s).	

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



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

	Sam	Sally and Mandy
hair	fair	
eyes		
family		
pets		

6 08.2 Complete the sentences. Listen again and check.



- ► Sam's <u>g + fair</u> hair and <u>blue</u> eyes.
- 1 He \_\_\_\_\_ two \_\_\_\_\_.
- 2 He \_\_\_\_\_ one \_\_\_\_.
- 3 He \_\_\_\_\_ three \_\_\_\_\_.

Sally and Mandy are sisters.

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

#### Questions and short answers

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

#### \*7 08.3 Match the questions 1–6 with the answers a-g. Listen and check.



▶ Have you got any money, Sam?



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

Complete the questions and answers. Then practise in pairs.

- ▶ <u>Have</u> you <u>got</u> a mobile phone? Yes, I have . 1 \_\_\_\_\_ your dad \_\_\_\_ a bike? No, he \_\_\_\_\_. 2 \_\_\_\_\_ you and your friends \_\_\_\_ lots of homework? Yes, we \_\_\_\_\_. 3 \_\_\_\_\_ Tom \_\_\_\_\_ long hair? No, he \_\_\_\_\_. 4 \_\_\_\_\_ your parents \_\_\_\_ a car? Yes, they \_\_\_\_\_. **5** \_\_\_\_\_ you \_\_\_\_ any pets? No, I \_\_\_\_\_. 6 \_\_\_\_\_ Maya \_\_\_\_ fair hair? Yes, she \_\_\_\_\_.
- \$9 08.4 Listen and complete the questionnaire.



#### Dockie

- 1 brothers or sisters? no
- 2 pets?
- 3 TV in your bedroom?
- 4 mobile phone?
- 5 favourite band?

Work in pairs. Ask and answer the

Have you got any brothers or sisters, Joe?

tell the class about your partner.

questions in the questionnaire. Then

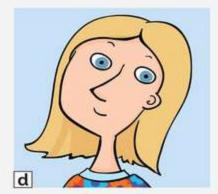
Yes, I have. I've got a brother. His name is Harry.

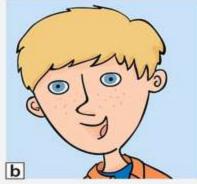
Joe's got a brother. His name is Harry.

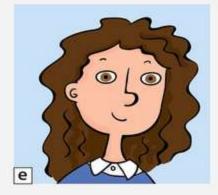
#### **#11** (c

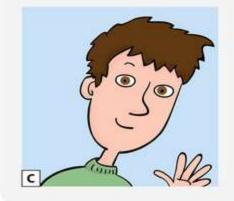
#### GAME) Work in pairs. Look at the pictures and read the text. Complete the table.

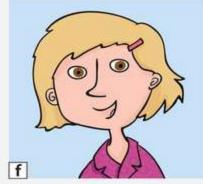












Jenny's got fair hair and blue eyes. She hasn't got any sisters. She's got a brother. They haven't got any pets.

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

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

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

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

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

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

\*12 GAME

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

Is your per	son a girl?
	No, it isn't.
Has he g	ot fair hair?
	Yes, he ha
	les, he ha

	-	9 9	999
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

## Mini-revision Units 7-8

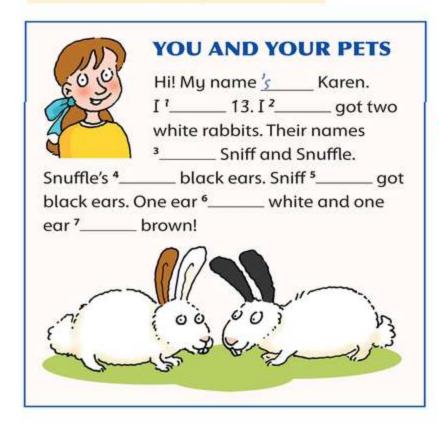
#### Reading and writing

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



- ► It's windy. 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.
- Complete the sentences with the verbs in the box.

'm 've is is are got hasn't 's



#### Listening

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







	laptop	phone	MP3 player
Simon	1		
Ben			
Jane			
Lucy			
Toby			

4 R4.2 Listen and write.



۰	LUCY'S PENFRIEND
٥	Name? Linda
و_	. 13
۰	Age?
و	Hair? Eyes?
_	Brothers and sisters?
_	

#### 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



# 9

## -ing form or to + base form

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

## -ing form







We use the -ing form like a noun.

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

#### Spelling rules

Most verbs add -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



\*1 🕘 🔾 9.1 Listen and repeat. Underline the -ing sounds.

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

\*2 Complete the sentences with the -ing form of the verb in brackets.



Clive hates <u>getting</u> (get) up.

1 I enjoy \_\_\_\_\_ (watch) DVDs.

2 \_\_\_\_\_ (ski) is difficult.

3 \_\_\_\_\_ (wash) the car is Tom's job.

4 My sister likes \_\_\_\_\_ (play) basketball.

5 We love \_\_\_\_\_ (listen) to music.

6 \_\_\_\_\_ (eat) lots of fruit is good for you.

#### the sentences with the words in the box. Listen, check and repeat.



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





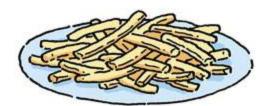
► Ted likes sleeping.





1 Jess





2 Rick\_





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.

Instant Messaging  My messages	
Hi! Would you like <u>†ø</u> my house tomorrow?	
Sure. Do you want <sup>1</sup> _ DVD?	(watch) a
No. I've got a new cor want <sup>2</sup> (try) it. \ <sup>3</sup> (play) it v	Would you like
Yes, I'd like 4	(play) it. But
I don't want <sup>5</sup>	(do) that all day
OK. Do you want <sup>6</sup> swimming too.	(go)

	AND AND ADDRESS OF THE AND ADDRESS OF THE AND ADDRESS OF THE ADDRE					
57	Write the correct	form	of the	verb	in	brackets
70 0	William Collect		OI CIIC	VCID		DIGCICES



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

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

I like reading.	I love shopping for clothes.

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

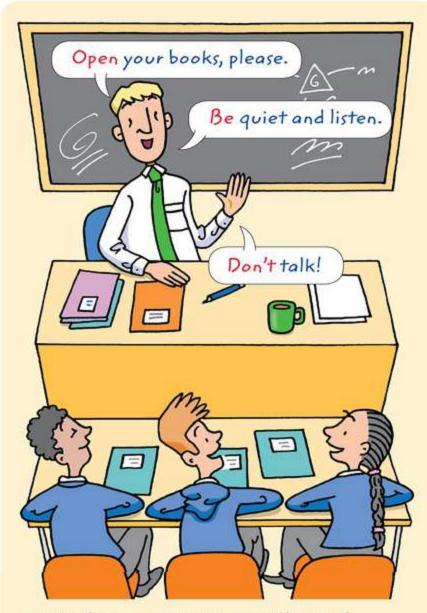
9 Work in pairs. Student A turn to page 135. Student B turn to page 138.

DESCRIPTION OF	Carlot and Carlot and Carlot	on Rate yo	
	<u> </u>	99	999
1			
2			
3			
4			
5			
6			
7			
0			

# The imperative; Let's

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

#### The imperative



We use the imperative to give orders and instructions.

We can add please to be polite.

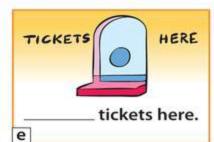
Affirmative	Negative
base form of verb	don't + base form
Help!	Don't worry.
Please sit down.	Please don't run.
Be quiet, please.	Don't touch, please.

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

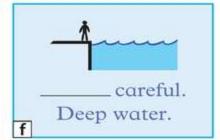
Complete the instructions on the signs a-h. Use verbs in the box.

be buy feed pick talk wash wear take

















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

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

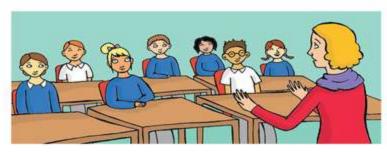
### 3 10.1 Listen and complete the instructions.



Hurry up!



1 Don't \_\_\_\_\_



2 \_\_\_\_\_



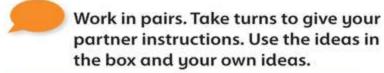
3 Don't \_\_\_\_\_



4 Don't \_\_\_\_\_

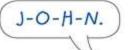


5 \_\_\_\_\_



Spell your name. Say the alphabet. Put your hands on your head. Jump up and down. Count from 20 to 0.

Spell your name.



Play in groups or as a class. Use the words in the box. Only do what Simon says!

jump smile stand on one leg sit down touch your ears/feet/nose/head stand up





#### Let's



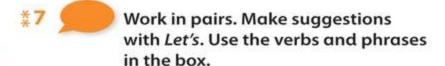
We use Let's + base form to make suggestions.

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.

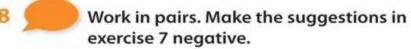
- Let's sit down. -
- 1 Let's not eat it.
- 2 Let's not ride on that.
- 3 Let's go swimming,
- 4 Let's help.





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

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



Let's not have lunch.

10.2 Listen to four conversations. Tick \( \square\$ the activities the people choose.

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

Self-evaluation Rate your progress.					
	9	<b>99</b>	000		
1					
2					
3					
4					
5					
6					
7					
8					
9					

## Mini-revision Units 9-10

#### Reading and writing

1 Complete the sentences about Katie, Bella and Rosu

Nosg.	Katie	Bella	Rosy
swim	***		
run		×	**
play basketball			
watch TV	**		×
read		**	
play computer games	×		
eat ice-cream			***

<b>▼▼▼</b> = love	♥♥ = like/enjoy	🗶 = hate
► Katie loves	swimming.	

- Bella would like to come to the library.
- 1 Rosy enjoys \_\_\_\_\_\_ 2 \_\_\_\_\_. wants to come to the swimming pool.
- 3 Bella hates \_\_\_\_\_ 4 Rosy loves \_\_\_\_\_

#### 2 Choose the best answer.

► Nick:	you like to have a drink now?
Paul:	Yes, please.

- a Do b 🗸 Would c 🗌 Are 1 Sally: I'm tired. \_\_\_\_\_ sit down!
- Mum: Good idea. I'm tired too.
  - a 🗌 I want b 🔲 I'd like c 🗌 Let's

2	Teacher:	It's hot in here. Please _	
	that wind	low.	

John: OK

				_
_ ор	c	opening	to open	a L
l	C	_ opening	_ to open	a L

- 3 Rick: Can I have chips again please, Mum? Mum: OK, but remember, \_\_\_\_\_ chips every day isn't a good idea.
  - a to eat b eating c eat
- 4 Dad: Sssh. Please don't \_\_\_\_\_.
  - Jack: Sorry, Dad.
  - a to shout b shouting c shout
- 5 Jack: Are you OK, Sam?

		3	
Sam:	No,	I want	home.

a logo b going c go

### Listening

3 R5.1 Listen and write the correct name.

Jack Ben John Tom Peter Jim



▶ Ben loves



1 \_\_\_\_\_ likes



2 \_\_\_\_\_ likes



3 \_\_\_\_\_\_ enjoys



4 \_\_\_\_\_\_ likes



5 \_\_\_\_\_ likes



### Speaking

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

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

I don't like cycling. What about you?

I enjoy it. I'd like to ..

## Revision 2 Units 7-10

## Reading and writing

1 Choose the best answer.

	noose the best answer.	are doing got has help is like not play want would
	Would you like a DVD? Good idea! a ☐ watch b ✓ to watch c ☐ watching  What's your favourite sport? a ☐ Run	<ul> <li>Paul and Ted <u>are</u> in my class. Our teacher <u>is</u> Mr Wilson.</li> <li>1 Peter like to go to the cinema. Do you to go too?</li> <li>2 I haven't my books John got his?</li> <li>3 I don't playing computer games. I enjoy puzzles.</li> </ul>
	b To run c Running	4 Let's watch TV. Let's a game.  5 Please me with my homework, it's difficult!
2	Has May got a brother? 3 Yes, she	Read about Carl. Complete the sentences with 1, 2 or 3 words.
	a ☐ has. b ☐ 's. c ☐ 's got.	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
	Are you twelve?  No, I  a	one day. Carl's sister doesn't like football. Her name is Harriet. She's nine. Her favourite sport is swimming.
	b  to swim c swimming	
	That's a good film.  OK, watch it.  a	
6	Good morning, Miss Taylor.  Hello, Class six. Please down.  a	There are <u>four</u> boys in Carl's family and ¹ Carl wants to ³ one day. Harriet is Carl's ⁴ She doesn't She likes 6

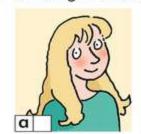
2 Complete the sentences. Choose a word from the box.

#### Listening

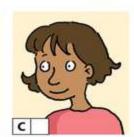
4 ○ R6.1 Listen and tick ✓ the correct box.



► Which girl is Sara?

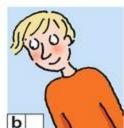






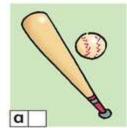
1 Which boy is Tom?



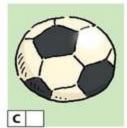




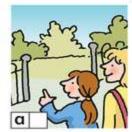
2 What's his favourite sport?







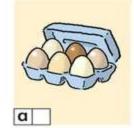
3 What does Lucy want to do?

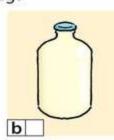






4 What's in the bag?



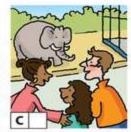




5 What does Emma want to do?







### 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.

He's got four brothers and a sister.

She likes swimming.

They've got brown hair.

6 Work in pairs. Draw some of your friends!



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

age tall/short long/short hair colour eyes/hair straight/curly hair 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.

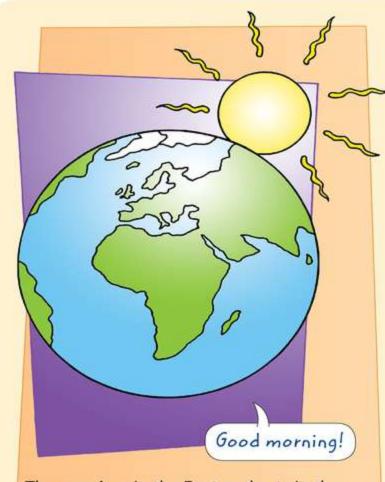
Stand on one leg!

Touch your nose!

## Present simple

I can recognize and use the present simple.

#### Uses of the present simple



The sun rises in the East and sets in the West. We get up at seven o'clock every day. We use the present simple to talk about:

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

#### Regular verbs

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

#### Spelling rules

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

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

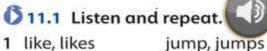
Verbs ending vowel +-y add -s. he/she/it plays, buys

#### Irregular verbs

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

#### \*1 () 11.1 Listen and repeat.

Listen and check.



2 finish, finishes catch, catches 3 hurry, hurries go, goes miss, misses 4 do, does 5 have, has sit, sits

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

/s/ likes /z/ /ız/ \_\_\_\_\_

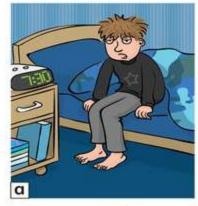
- \*3 Work in pairs. Student A turns to page 136. Student B turns to page 138. Complete the missing verb forms and compare with your partner.
- \*4 Circle the correct form.



- ▶ Ben and Clive play / plays badminton on Sundays.
- 1 I have / has a music lesson on Fridays.
- 2 David hate / hates shopping.
- 3 My mum understand / understands Spanish.
- 4 Plants need / needs water and sun light.
- 5 The Earth go / goes round the sun.
- 6 My dad goes / go to work by bus.
- 7 She study / studies history at school.

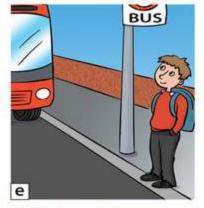
#### 5 11.3 Make sentences about Jack. Use the correct form of the verbs in the box. Listen and check.

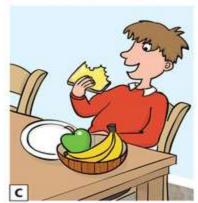














#### drink eat get up go have put

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

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

-	· I get up at	
1	I	
2	I	
3	I	
4	I	
5	I	

#### Negative

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

Long form	Short form
I <b>do not</b> like	I <b>don't</b> like
You <b>do not</b> like	You <b>don't</b> 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 <b>do not</b> like	You <b>don't</b> 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 <u>do</u> . I play at school.
- 1 \_\_\_\_\_ Rob walk to school? No, he \_\_\_\_\_. He goes by train.
- 2 \_\_\_\_\_ you want to have lunch now?
  - Yes, I \_\_\_\_\_. Good idea!
- 3 \_\_\_\_\_ the post office open on Sundays? No, it \_\_\_\_\_. Sorry.
- 4 \_\_\_\_\_ your parents like pop music?
- Yes, they \_\_\_\_\_. 5 \_\_\_\_\_Tom like coffee?

No, he \_\_\_\_\_. He hates it!

# **#10**

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?

👬 🚺 🗘 11.6 Look at the pictures. Listen and 🌉 🕥 answer the questions.

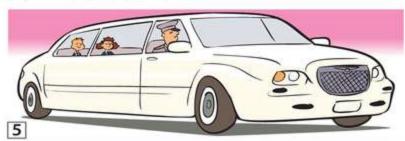














#### \$12 D 11.6 Listen again and check your answers to exercise 11. Then ask and answer in pairs.



#### \$13 \( \) \( \gamma \) 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.









e

Self-evaluation Rate your progress.

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9				
10				
11				
12				
13				

## Present continuous

I can recognize and use the present continuous tense.

### Use of the present continuous



Past ← - Now -→ Future

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

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



2 They\_ (not sleep)



You\_ (not study)



fun. (have)



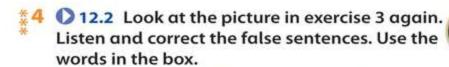
(not dance)



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 12.1 Look at the picture and listen. Number the people in order.





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

- - A woman is buying some fruit.
  - A baby is crying.
  - Some people are watching a football match.
  - A boy is running.
  - Some people are skiing.





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



Some boys are playing tennis.

7 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 rain rain shine swim use write

AND	? We're on holiday ery good time.The v	
it 11	.   2	Dad's
laptop. Mum	and Dad 3	
postcards. I	want to go home!	
Bye for now		
Josh		

_a great time now! T	he
5Th	е
_! Lots of people	
the sea. I *	
each.:-)	
	TheTheTheThe sea. I *

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

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

You're eating spaghetti.

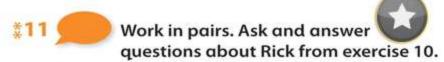
No, I'm not. I'm drinking soup.

#### Questions and short answers

Questions	Short answers
Am I going?	Yes, I am. / No, I'm not.
Are you going?	Yes, you 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.

Instant Messaging	
▼ My messages	
Sandy Hi. <u>Are you</u> your homework	
Rick No, I'm not . I'	m playing a game.
Sandy 1 to music too?	(you / listen)
Rick Yes, I 2 new album.	I've got a
Sandy 3 (your parents / v	work) today?
Rick No, they 4 They don't work	
Sandy 5 (your brother / p morning?	lay) football this
Rick No, he 6 There's no footb	oall today.
Sandy Oh. 7	(it / rain)?
Rick Yes, it * staying at home	



▶ Rick / do / his homework?

Is Rick doing his homework?

No, he isn't.

- 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?

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

	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?

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

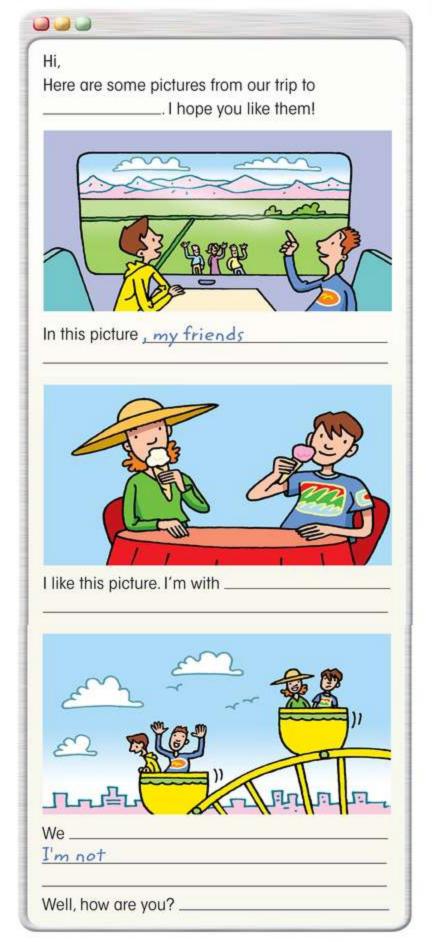
Hi, Here are some pictures from our trip to London. I hope you like them!
In this picture, Jack and Robbie <u>are sitting</u> on a London bus. They ' at Buckingham Palace. Jack '2 to the Queen, but she '3 to him!
I like this picture. I'm with my friend Emma.  We 4 lunch. I 5 my new sunglasses.
We ' on the London Eye. Emma and I are happy, but Jack and Robbie  ' it. They don't like flying! Well, how are you? Are you 's a good time? Write and tell me!

6 your friends / study?

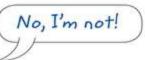


Complete the email below. Use the words in the box and your own ideas.

train wave eat an ice cream wear hat/T-shirt ride big wheel not enjoy have good time



\$15 () 12.6 Listen to ten questions and answer. Who can answer first?



#16 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.

A boy is No, a m	an is
A man is riding a bike?	Correct!
2)	

	0 0	9 0	
1			
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# 13

# Present simple and present continuous

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



#### Present simple

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

#### **Present continuous**

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



#### **Present simple**

Ella studies maths at university.

#### **Present continuous**

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

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

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

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



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



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

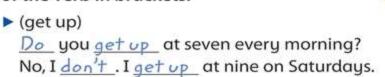


3 I 'like / 'm liking reading. I 'read / 'm reading a lot of books. I 'don't read / 'm not reading at the moment. I 'watch / 'm watching TV.

*2	Write sentences and questions. Use the present
	simple or present continuous form of the verb.

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

#### \$3 Complete the dialogues with the correct form. of the verb in brackets.



1	(do)	

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

2 (work)

į	your dad	$\_$ in an office every day?
No, he	He	at home today.

3 (wear)

stude	ents at you	r school	uniform?
No, they _	We	our owr	clothes.
I	mu favo	urite shirt t	odau!

4 (listen)

	jou	_ to music every day?
Yes, I_	I _	to my favourite band
right n	ow.	

5 (plau)

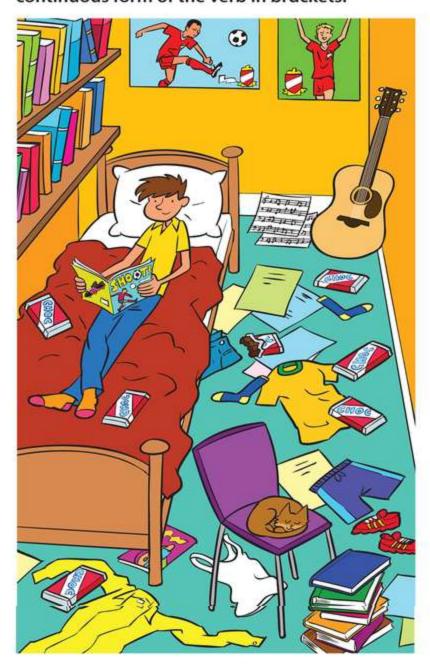
(63)		
you	ır brother	badminton on
Tuesdays	?	
Ves he	He	nowl



13.2 Listen and check your answers to exercise 3. Practise the dialogues in pairs.



5 Look at the pictures and complete the sentences. Write the present simple or present continuous form of the verb in brackets.



1	Jack is in his l	oedroom. He <u>'s lying</u> (lie) on his
	bed and he_	(read) a magazine
2	He	(wear) jeans and a T-shirt.
3	He	(not wear) any shoes.
4	A cat	(sleep) on a chair.
5	Jack	(play) the guitar and he
	§ <del>1</del>	_ (read) a lot of books.
6	He	(like) football – and he
	5 <del>1.</del>	(eat) lots of chocolate.
7	He	(not like) tiduing his room!

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

Clive's a builder. He builds houses. He ...

#### Clive



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

- spiders





NOW not work watch/TV drink tea eat pizza

#### Julie and Claire



shop assistants sell clothes work / five days a

- fashion, pop music
- ⊗ rain



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

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





Write sentences about Clive, Julie and

	Claire. Use the present sin present continuous.	nple and the
Clive	a builder. He	
Julie	and Claire	
Comp	lete the notes about you, t	hen write
About	me	
I'ma	student	
⊚		
®		
NOW		
(sit)		
(study	) =	
I'm a	student. I go to	
At the	e moment, I'm	
-		
Now w	vrite about a person in you	r family.
About		
postm	an	
	pat5	
100		

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

> not like run shout stand wear study take wear go not smile



This is a photo of my family. My sister

Jenny 's wearing \_\_ a long skirt

and a pink top. She's a student — she

'\_\_\_\_\_\_ to London university

and she '\_\_\_\_\_ History.

I ''\_\_\_\_\_ next to my brother

Harry. He '\_\_\_\_\_ a red

T-shirt and he ''\_\_\_\_ — he

''\_\_\_\_ being in photos.

My mum ''\_\_\_\_\_ 'Hurry up!' at

my dad — and he ''\_\_\_\_ into

the picture. My dad ''\_\_\_\_

terrible photos!

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

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

Sheep eat grass.

The sheep are standing in the field.



Self-	-evaluat	ion Rate yo	ur progress.
	9	99	999
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2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

## Mini-revision Units 11-13

#### Reading and writing

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

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



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



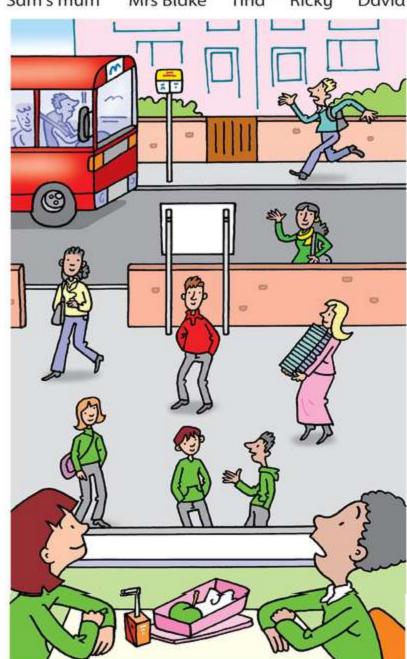
Joe is a postman. Every day he 2\_ round the town delivering letters. He 3\_ now. He 4 a book.



Sid and Dan 5\_\_\_\_\_ \_ in a school. Sid \_\_\_\_ French and Dan's subject is maths. They 7\_ They're having lunch.

### Listening

2 R7.1 Listen and draw lines. Mrs Blake Ricky Sam's mum Tina David



## 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.



They teach in a school.

## Past simple: **Be**

I can recognize and use was and were. I can recognize and use there was and there were.

### Was and were: affirmative and negative



Neil Armstrong was the first man on the moon.



It was cold this morning!

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

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

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

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

#### \*1 Circle the correct option

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

#### 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

## 23 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 h	ome/	yesterd	ay/	were
---	------	---------	------	------	---------	-----	------

No, they	
----------	--

2 Tom / this morning / on the bus / was

	600000	
No.	ne	

3 it/sunny/was/last Saturday

Vac	14	
Tes.	11	

4 in the team / were / last week / you

	-		
No	- 1		
INC)			

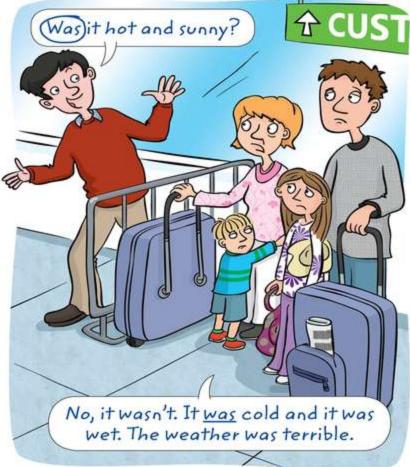
5 the shops / open / were / last Sunday

Yes,	theu	

6 they / at the party / were / last night

Yes, the	211	

#4 1 Listen. Underline the /wəz/ sounds and circle the /wbz/ sounds.



\$5 14.2 Listen and repeat.



1 (Was it a good film?

No, it wasn't. It was boring.

2 ( Was it a nice trip?

Yes, it was. It was great.



14.3 Look at exercise 5 again. Use the prompts to make dialogues and practise in pairs. Listen and check.



- 1 an easy exam? No / difficult
- 2 a long journey? Yes / terrible
- 3 a nice meal? Yes / fantastic
- 4 a beautiful place? No / ugly
- 5 a good book? Yes / interesting

Complete the questions with was and were.

Was it your birthday last week?

Yes, it was. It was my birthday last Wednesday.

at school yesterday?

No, Ted and Harry weren't at school yesterday.

at home last night?

Yes, I was.

3 on the school bus this morning?

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

at the party last Saturday?

Yes, he was. Jack was there.

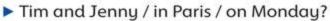
at Jack's party?

No, we weren't.

late for school yesterday?

Yes, I was.

14.4 Work in pairs. Use the prompts to ask and answer questions about the holiday photos. Listen and check your answers.



▶ sunny?

Were Tim and Jenny in Paris on Monday!

> Yes, they were. Was it sunny?

No, it wasn't.



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



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



3 Harry / at a campsite? with his family?



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



### There was and there were



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

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

*9	14.5 Listen to Tim talking about his holiday Tick ✓ or cross ✗ the things in the box.	J
	swimming pool table tennis table	
	computer room shops TV	

beach the sea mountains cafés restaurant museum

*10	
*10	

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.

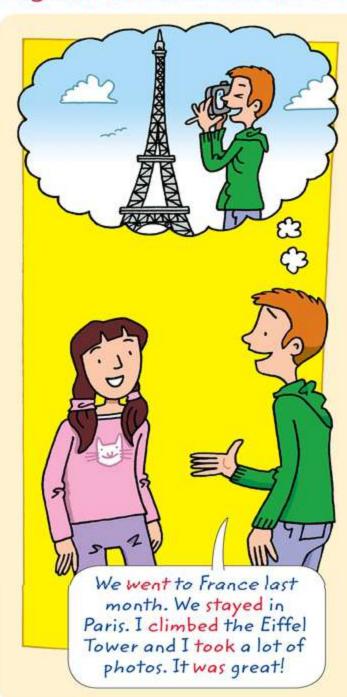
و م	MY SUMMER HOLIDAY
)	My summer holiday was fun. The hotel was big and there was
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و	
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و	<u>u</u>
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٥	
<u>پ</u>	*

<u>Self</u> -	evaluat	ion Rate yo	ur progress.
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# Past simple: regular and irregular verbs

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

## Regular verbs: affirmative and negative



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

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

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

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

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

<b>*2</b>	Now make the sentences in exercise 1	negative.

- ▶ Jack and I didn't play badminton yesterday.
- 1 My sister \_\_\_\_\_
- 2 I\_\_\_\_\_\_\_.
- 3 Josie \_\_\_\_\_
- 4 Jo and Sam \_\_\_\_\_
- 5 We \_\_\_\_\_
- 6 I\_\_\_\_\_\_
- 7 My dad \_\_\_\_\_
- 8 We \_\_\_\_\_\_.

## Complete the sentences. Write the past simple form of the verbs.

We / enjoy / the party, and we / not want / to go home.

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

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

#### \*4 🗐 🗘 15.1 Listen and repeat.



/d/ played, studied, lived, listened

/rd/ visited, wanted, needed, decided

# \$5 @ 15.2 Put the words into the correct lists. Then listen and check.



added arrived asked called cried laughed started waited walked

/t/		
/d/		
/ıd/	added	

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





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



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



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

## Irregular verbs: affirmative and negative

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

15.4 Look at the table. Listen and repet	*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.



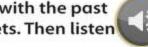
Work in pairs. Test each other on irregular verbs. Use the table in exercise 7.

have

had...take

took ... come

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



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

GAME

Play in groups or round the class. Player one makes a positive sentence in the past. Player two makes this sentence negative and makes a new positive sentence. Player three makes it negative and adds a new positive sentence, and so on.

I went to the cinema last Saturday.

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

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

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

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

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

It was my birthday yesterday.
My uncle gave me £20.

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

2	We v	vere on holiday	last week
	I	six p	ostcards.

3	This dog ha	sn't got a home.
	We	it in the street

4	The test was easy. I	_
	all the answers!	

5	I didn't wall	k to school this morning
	I	the bus.

6	She was very hungry. She	_
	five sandwiches and two biscuits!	

7	It was a fantastic concert. The band	
	played for three hours and	
	all my favourite songs.	

8	The children were thirsty and they
	lots of lemonade.

9	She	time to eat breakfast
	this morning, so she was very hungry	
	by lunch time.	

10	We didn't go	o to Spain on holiday th	ni
	uear We	to Turkeu	

# 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.

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

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

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



Complete the questions with you and the verb in brackets and write answers. Ask and answer in pairs.

▶ <u>Did you watch</u> (watch) TV last night?

1	Did	you watch
		last night?
1	11	



three hours' homework last night?

computer games last night?

out last night?

your bed this morning?

5 \_\_\_\_\_\_(listen) to music this morning?

6 \_\_\_\_\_(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



Did he catch the bus?

No, he didn't.

\$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 1\_\_\_\_\_ (not want) to do it. He \_\_\_\_ (want) to go to a big football match.



Ted 3\_\_\_\_\_ (not do) his homework. What \_\_\_\_\_ (do)? He <sup>5</sup>\_\_\_\_\_ (go) to the football match!



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



\_\_\_\_\_ (not understand). Ted \*\_\_\_ How did the teacher know? Then the teacher \_\_\_\_\_ (say), 'I ¹º\_\_\_\_\_ (watch) TV last night. I "\_\_\_\_\_ (see) you. You 12\_\_\_\_\_ (be) on TV!'

\*17



Cover exercise 17. Practise telling the story in pairs.

Ted didn't want to do his homework ...

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

**\*18** 



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

шн

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

19 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!

	1	2	3	4	5
Α	go	watch	make	come	open
В	phone	be	listen to	do	work
C	wait	arrive	enjoy	say	take
D	be	carry	want	get up	play
Е	have	kick	see	look for	get

3D

I wanted to stay in bed this morning. 5D

I played a computer game last night.

Self-	evaluati	on Rate yo	our progress.
	9	99	999
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# Mini-revision Units 14-15

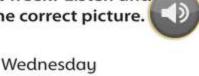
# Reading and writing

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

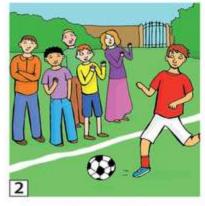
## Listening

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.

Tuesday







Monday







Thursday

Friday

Saturday

# Speaking

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

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

It was a nice day. He had a great time.

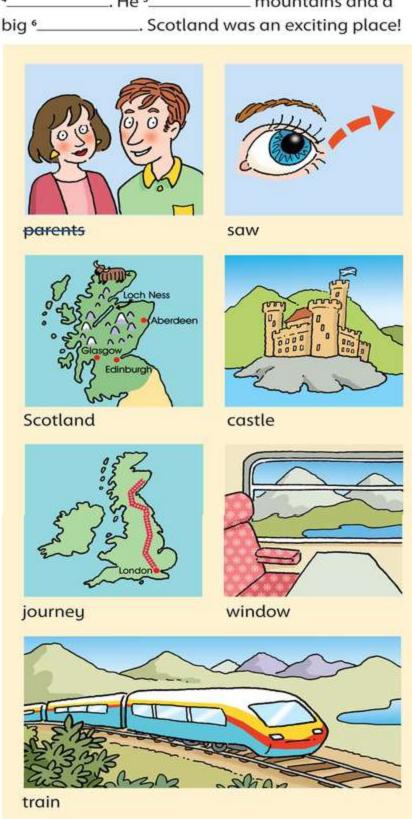
# Revision 3 Units 11-15

# Reading and writing

Choose the best answer.
<ul> <li>▶ Joe Do you like cheese?</li> <li>Daisy Yes, I</li> <li>a ☐ like</li> <li>b ☐ am</li> <li>c ✓ do</li> </ul>
1 Joe home now?  Daisy No, I'm not.  a    Are you going  b    Do you go  c    Am I going
<ul> <li>2 Joe What's your dad's job?</li> <li>Daisy He</li> <li>a  teach</li> <li>b  's teaching</li> <li>c 's a teacher</li> </ul>
Joe Does your brother go to school?  Daisy No, he  a
<ul> <li>4 Joe Did you have a nice time yesterday?</li> <li>Daisy Yes, thanks, it great.</li> <li>a is</li> <li>b were</li> <li>c was</li> </ul>
<ul> <li>Joe Did Sam do his homework last night?</li> <li>Daisy No, he</li> <li>a  doesn't</li> <li>b  didn't</li> <li>c  don't</li> </ul>

2	Camp	lata	tha.	ctoru	with	tho.	words	hal	~~~
	Comp	lete	me	story	WILLI	me	words	per	ow.

Last week,	John went	on holiday with his parents.
They travel	led by 1	
2	They g	ot on the train in London
and went to	o sleep. Th	e next morning, they
woke up in	3	! John looked out of the
4	He ⁵	mountains and a
big 6	Sco	tland was an exciting place!



# Listening

3 R9.1 Listen and tick \( \square \) the best answer.



► Where did Polly have her picnic?







1 What did they eat?







2 What does Polly do every Saturday?







3 Which is Polly's T-shirt?







4 What's Polly's brother doing?







5 Where is Polly's grandmother?

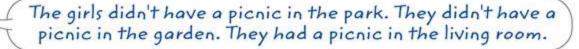






# Speaking

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



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

# Who, whose, what, which



There are two kinds of questions:

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

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

\*1 16.1 Listen and repeat. Then practise in pairs. Change the words in red.



2 Which class are you in? Class 3.

3 Whose class is this? It's Mrs Black's.

Who's your favourite actor? Rupert Grint.

- \*2 Match the questions 1-6 with the correct answers a-g.
  - ► Who's your best friend? f
  - 1 Whose shoes are these? \_\_\_\_
  - 2 What's your phone number? \_\_\_\_
  - 3 Which desk is Tom's? \_\_\_\_
  - 4 What's your favourite colour? \_\_\_\_
  - 5 Whose coat is on the floor? \_\_\_\_
  - 6 There's a blue scarf and a yellow one which is yours? \_\_\_\_
  - 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.

- 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?
- Write Who, Whose, What or Which.
  - What's your surname?
  - 1 Chocolate cake or lemon cake?

\_ would you like?

- 2 \_\_\_\_\_ teaches you maths?
- 3 \_\_\_\_\_ do you do on Saturdays?
- 4 \_\_\_\_\_ is the President of the USA?
- 5 \_\_\_\_\_ home is Buckingham Palace?
- 6 \_\_\_\_\_ 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.)

	hat's your surname!
1	1
	1)

My sister's.

	Clark	
	Clark.	
_	1 1	_

Write questions for the answers. Use the words in brackets and the question words

who v	who which	what	what	whose	whose
► Whos	e bike is th	nat?		(b	oike)
It's So	ırah's.				
1	Secure Learning			(g	jirl)
	my friend.				
2	stle Street.			(0	iddress)
3	stie stieet.			(t	ime)
It's fiv	e o'clock.				
4	N:		0	(des	k/yours)
	ne next to t	he wind		2	
5	nna		(	tavourit	e singer)
6	inia.		(co	at/you v	vearing)



\*7 16.2 Listen and repeat.



What's (John) like?

He's very nice.

What's the matter?

Nothing. I'm fine.

What's the time?

Six o'clock.

What about having lunch now?

Good idea.

16.3 Complete the missing words. Listen and check your answers. Then practise in pairs.

1	in London at the moment?
	The sun's shining!
2	, Jenny?
	It's half past nine. Hurry up!
;	? Is there a problem?
	Well, yes – I'm hungry!
+	?
	Maya? She's very friendly. I like her.
;	watching a film?
	Yes, let's do that!

Terrible. It's cold and wet.

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.

What's the weather like?

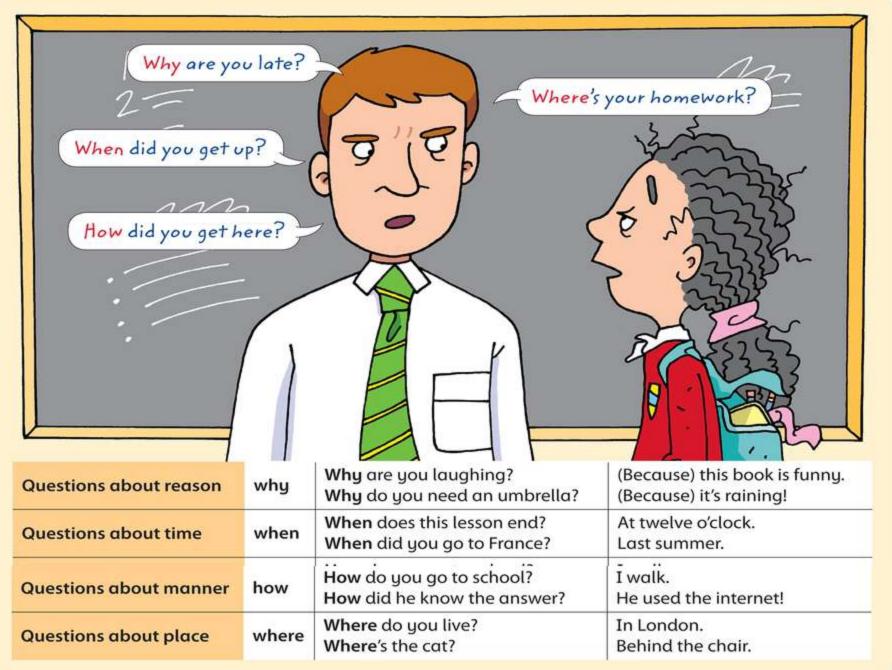
It's hot and sunny.

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

		.00	40.40.40
	-	99	999
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8			
9			

# Question words: Where ...? When ...? Why ...? How ...? I can recognize and use where, when, why and how.

# Where, when, why, how



- 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?



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

Where do you have lunch?

I have lunch in the canteen.

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

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

# Expressions with how



A lot of expressions begin with how.

How are you? I'm fine, thanks. I'm very well.

How old are you? I'm thirteen. I'm eleven years old.

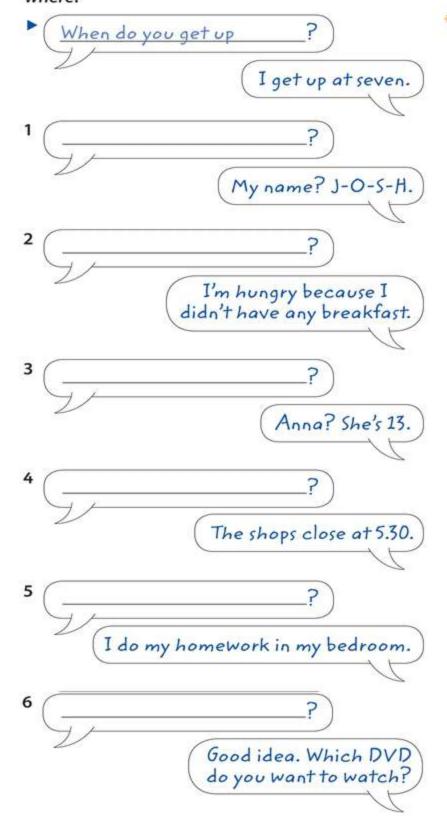
How do you spell your name? A-N-N-A B-R-O-W-N

How about playing a game of cards? Yes, good idea! No, thanks.

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



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



11 1 17.4 Listen and check your answers to exercise 10.



\*12 🎝 🥎 🔘 17.5 Read and listen. Then sing!



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

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

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

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

	- 100	- Table 1 May	ur progress.
	<b>.</b>		
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10			
1			

# 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.

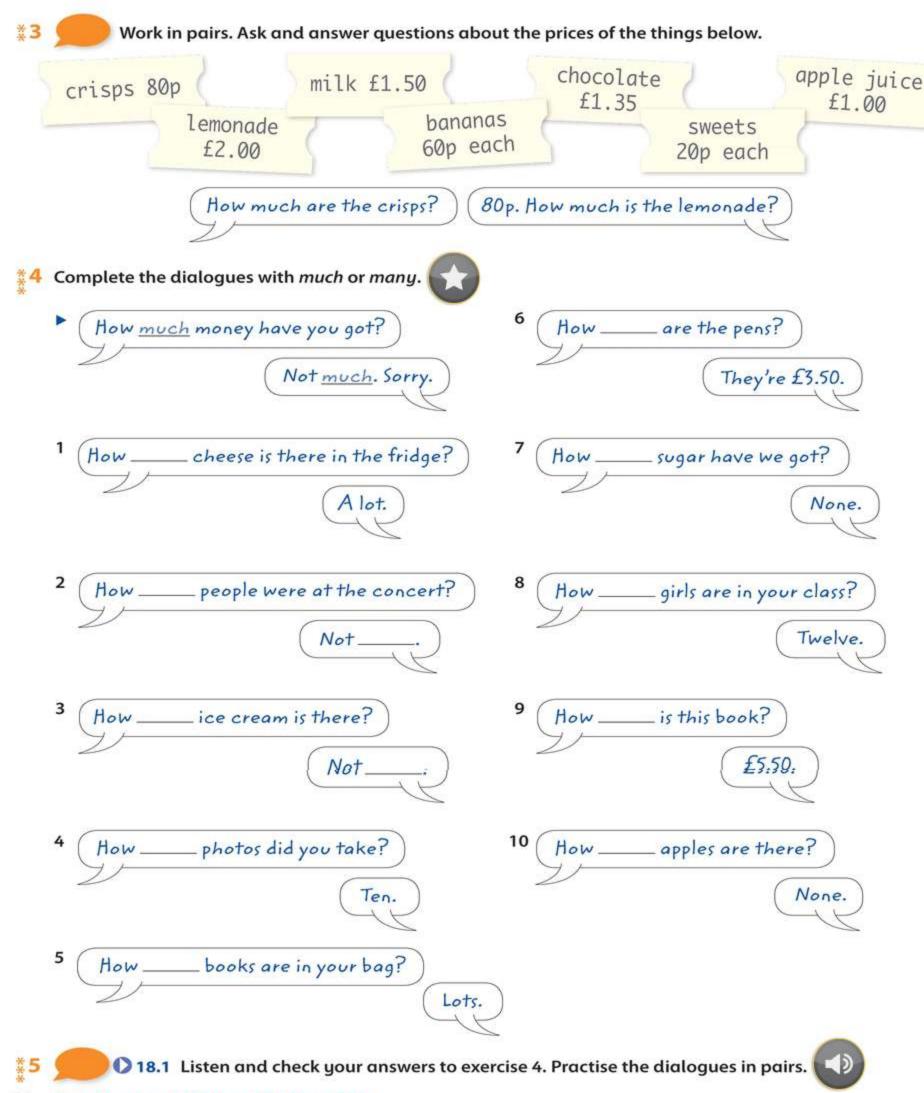


children desks eggs meat men money rice tea teachers water

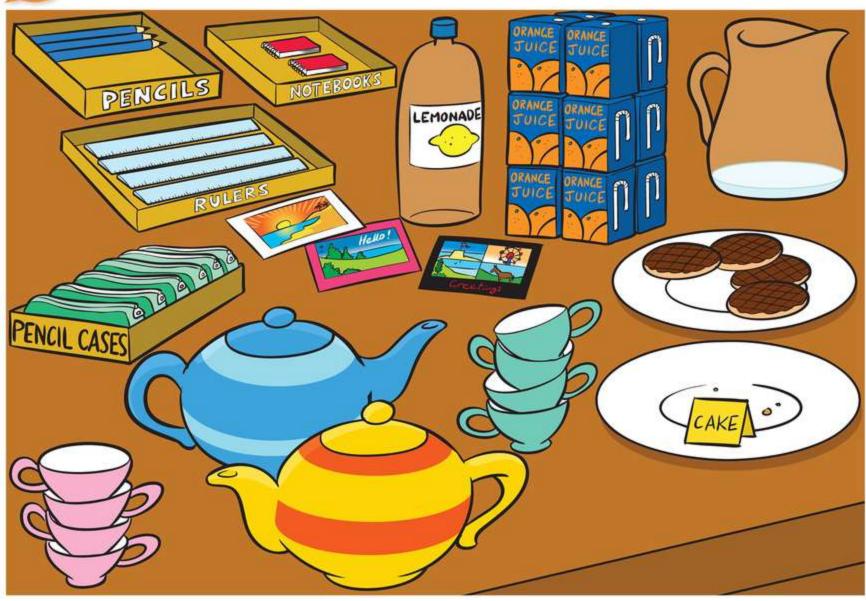
How much?	How many?
	children

### 2 Choose the correct word.

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







- ► How much are the pencils? \_c\_
- 1 How much is the lemonade? \_\_\_\_\_
- 2 How many biscuits are there? \_\_\_\_\_
- 3 How much orange juice is there? \_\_\_\_\_
- 4 How many pencils are there? \_\_\_\_
- 5 How much milk is there? \_\_\_\_\_
- 6 How much are the biscuits? \_\_
- 7 How much is the orange juice? \_\_\_\_
- 8 How much water is there? \_\_\_\_\_
- a There isn't much.
- b three
- c £1.25 each
- d 12 cartons
- e £1.00
- f four
- q 50p each
- h £1.50
- i none

pencils £1.25 each notebooks £2.00 each pencil cases £5.00 rulers £2.50 postcards 75p bottle of lemonade £1.50 carton of orange juice £1.00 pot of tea £2.00 biscuits 50p each

£2.25 each

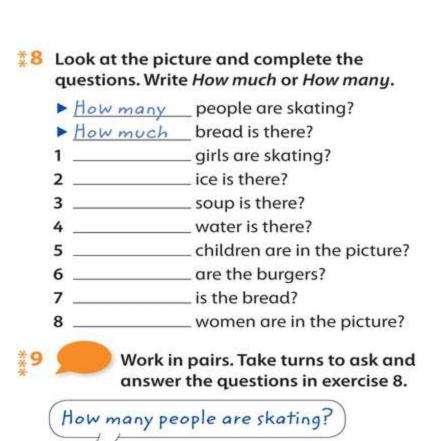
cakes

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?



10 GAME 18.2 Cover the picture. Listen to the questions and guess the answers.

Eleven. How much bread is there?

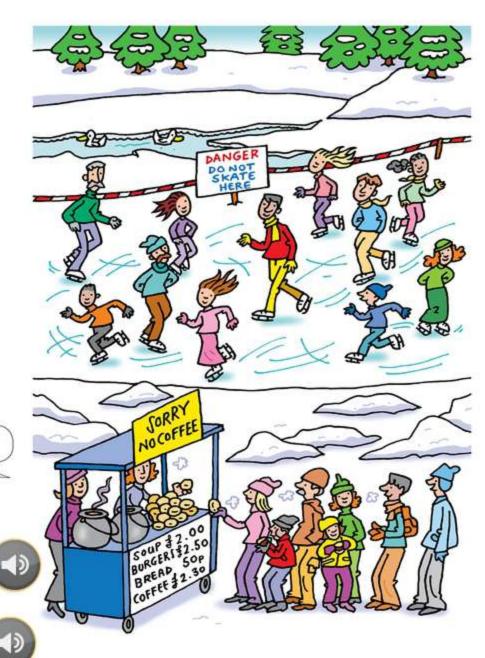
11 () 18.3 Look at the picture and listen again.
Check your answers.

Write your answers down.

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.



2	_	99	999
1			
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11			
12			
13			

# Revision 4 Units 16-18

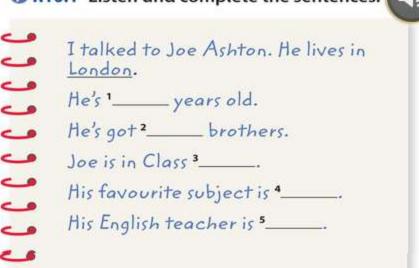
# Reading and writing

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

Complete the sentences. Choose a word from the box.

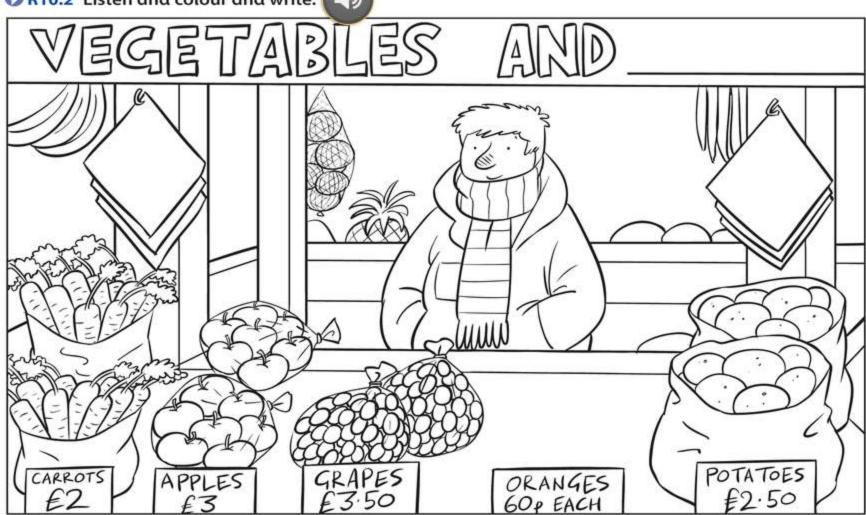
+	How	What	Where	Which	Whose	Why
•		<u>ow</u> ar ne, than				
		jacke enny's.	t is that?			
2			s yours? e, there.			
3			ur book? acher's to	ıble.		
4			John nee		and the second	
5		would a, please	d you like e.	e for lunc	h?	

3 R10.1 Listen and complete the sentences.



# Listening

4 R10.2 Listen and colour and write.



# Speaking



Work in pairs. Interview your partner and complete the notes about him/her. Use the question words in the box.

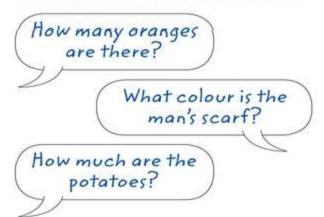
how how many how old what when

Name?	
Age?	7.
Birthday?	
Brothers/sisters?	
Favourite subject?	

What's your name? How do you spell it?



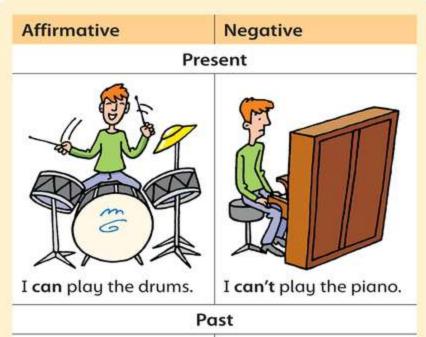
Work in pairs. Look at exercise 4 again. Ask and answer questions about the picture. How many ...?, What colour ...? and How much ...?

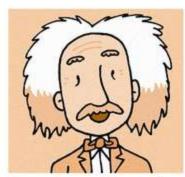


# Can, could

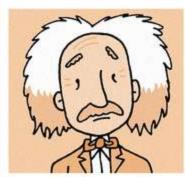
I can recognize and use can and could for ability, permission and requests.

# Can and could: ability





Einstein could speak German and English.



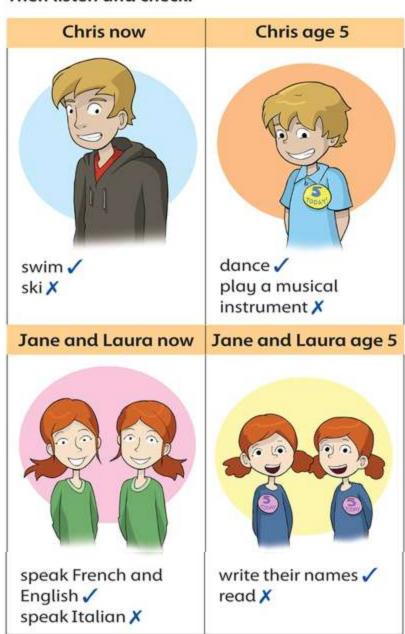
He couldn't speak Japanese.

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 can read.
  - 1 Mozart \_\_\_\_\_ read music.
  - 2 Shakespeare \_\_\_\_\_ send text messages.
  - 3 I \_\_\_\_\_ speak Chinese.
  - 4 Michael Jackson \_\_\_\_\_ sing and dance.
  - 5 I \_\_\_\_\_ 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 <u>can</u> swim. He can't <u>ski</u>.
- 1 Young Chris could \_\_\_\_\_. He \_\_\_\_ play a musical instrument.
- 2 Jane and Laura \_\_\_\_\_ speak French and English. They can't \_\_\_\_\_ Italian.
- 3 Young Jane and Laura \_\_\_\_\_ write their names. They couldn't \_\_\_\_

## Questions and short answers

Can you speak Spanish?

Yes, I can.
No, I can't.

Could you speak Spanish
last year?

Yes, I could.
No, I could.

\*3 Complete the questions and answers.



- Can Lee swim?
- Yes, he can.
- you ski last year?

No, I\_

2 \_\_\_\_your brother ride a bike?

No, he \_\_\_\_\_. He's only three!

you understand the lesson yesterday?

Yes, I\_

4 \_\_\_\_\_you do this crossword puzzle?

No, we can't. It's really difficult.

5 (Can you see the board, Tom?

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

English last year?

Yes, I\_\_\_\_\_

questions with can.

Can you juggle?

No, I can't. Can you?



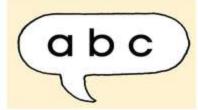


Work in pairs. Ask and answer



- 1 juggle?
- 2 dive?

3 stand on your head?





- 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*.

Could you swim?

No, I couldn't. Could you?







- 1 swim?
- 2 read?

3 dance?



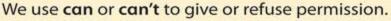


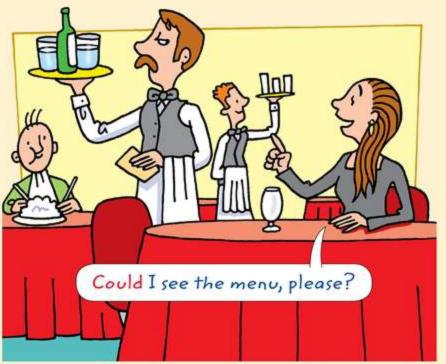
4 sing?

5 use a computer?

# Can and could: permissions and requests







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.



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

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



\* **7** 

19.3 Listen and say the number of the picture.



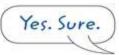




Work in pairs. Read the situations. Ask your partner for permission to do something, or make a request.

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

Can I open the window, please?



- You're at your friend's house.
   You'd like a drink of water.
- 2 You're in the cinema. You want the person in front to stop talking.
- 3 You're in a café. You'd like a glass of orange juice.
- 4 Your friend hasn't got a dictionary. Give permission to use yours.
- 5 You don't understand a maths problem. You'd like the teacher to explain it again.
- 6 Your friend's little sister wants to change the TV channel. Say 'no'!
- 7 You want some of your friend's chocolate.



Work in pairs. Write short dialogues for four of the situations from exercise 9. Mime your dialogues to the class. The other students have to guess the words.

















\*8

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

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

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

Can I share your book, please?

Sure. No problem.

Self-evaluation Rate your progress.			
	9	9 9	999
1			
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# Must, have to and shall

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

## Must. mustn't



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

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

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

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

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

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















- ▶ You mustn't pick the flowers.
- 1 You \_\_\_\_\_ ride your bike on the grass.
- 2 You \_\_\_\_\_ walk on the paths.
- 3 You \_\_\_\_\_ use the bins.
- 4 You \_\_\_\_\_ light fires.
- 5 You \_\_\_\_\_ take photos.
- \*2 Make true sentences. Complete the sentences with must or mustn't.
  - ► You <u>mustn't</u> sleep in English lessons.
  - 1 In the UK, drivers \_\_\_\_\_ drive on the left.
  - 2 We \_\_\_\_\_ listen to our teachers.
  - 3 You \_\_\_\_\_ pay for things in shops.
  - 4 You \_\_\_\_\_ copy your friend's homework.
  - 5 Drivers \_\_\_\_\_ text and drive.
  - 6 It's very cold. I \_\_\_\_\_ find my scarf.

## Have to



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

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

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

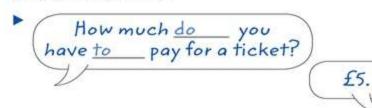
## \*3 Put the words in order to make sentences.

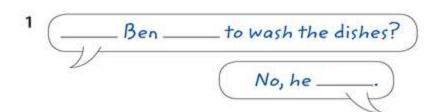


- ▶ to / I / clean my teeth / have / after breakfast

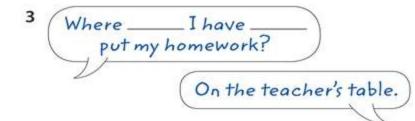
  I have to clean my teeth after breakfast.
- 1 finish our homework / have / this evening / to / we
- 2 to / has / go to his music lesson / this afternoon / Paul
- 3 to/have/go home now/you
- 4 has / Mandy / make lunch today / to
- 5 to / help their mum today / Tim and Ella / have

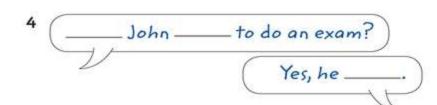
## Use have to and has to to make questions and short answers.

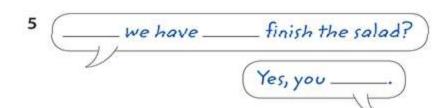


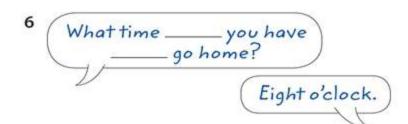


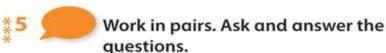












you / have to / get up / early at weekends?

Do you have to get up early at weekends?

No, I don't.

- 1 you / have to / work / this evening?
- 2 what time / our teacher / have to / get / to school?
- 3 I / have to / do / the next exercise / too?
- 4 what / you / have to / do / after this lesson?
- 5 we / have to / come / to school / tomorrow?
- 6 our teacher / have to / teach / all the classes / in the school?

Play in pairs or groups. Choose a job. (GAME) Ask and answer yes/no questions to try to guess your partner's job. Use the ideas in the boxes and your own

ideas.

policeman actor teacher shop assistant taxi driver pop star builder vet

wear a uniform get up early drive a car work at weekends work with your hands be good at music work with children work in the evenings wear special clothes



## Had to





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

Present	Past
I/you/we/they must/have to study today.	I/you/we/they <b>had to</b> 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.
  - 3 She must clean her room.
  - 4 Jack has to go out.
  - 5 We must be careful.
  - 6 My parents have to work.

8 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
- do maths homework
  - 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.

## Shall for offers



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

20.3 Listen and say the number of the picture.

















Practise the dialogues from exercise 10 in pairs. Use the words in the boxes and your own ideas.

help you with your homework feed the cat lay the table take your coat post this letter

Yes, please. Thank you. Thanks. Good idea. No, thanks. It's OK, thanks.

> Shall I lay the table!

Yes, please. Thanks.

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

I've got a headache. Shall I tell the teacher?

Yes, please. Thanks.

### 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.

### Student B

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

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

# Revision 5 Units 19-20

# Reading and writing

1 Complete the sentences. Choose from the box.

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

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

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

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

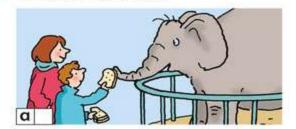
How did they get there? I \*mustn't / can't / have to tell you, because I don't know – but I think my baby brother knows the answer!

# Listening

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



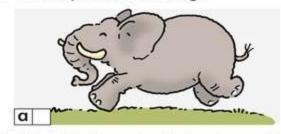
▶ What can Jack do?

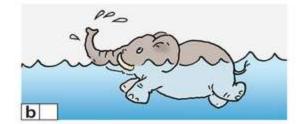


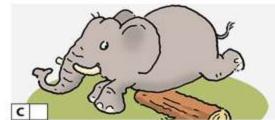




1 Which picture is wrong?







2 What do they decide to do now?







3 What does Jack want?

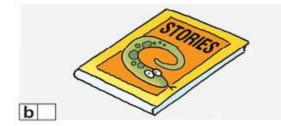


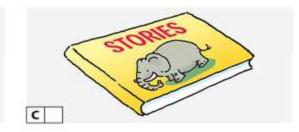




4 Which book does Jack choose?







# Speaking

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

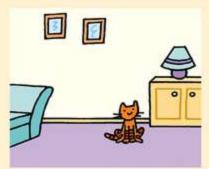
Rosie's dad gets up at six every day.



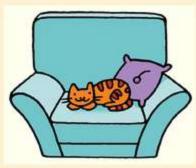
# Prepositions of place and time

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

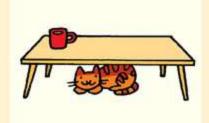
# Prepositions of place



in the living room



on the chair



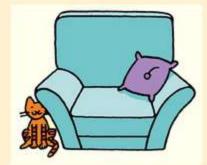
under the table



behind the chair



in front of the chair



next to the chair



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.

The cat is under the chair.

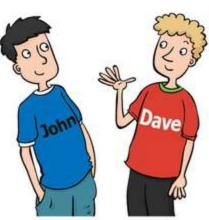
2 1.1 Find a pen. Listen and put the pen in the correct place.

Put the pen in a bag.

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

Put the pen on the desk.

\*4 D 21.2 Look at the pictures. Listen and repeat.



John is **opposite** Dave.



John is in front of Dave.



Sue, Jo and Pat are all near Emma.



Sue is **next to** Emma.

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



	01	the desk
1		the desk

2 \_\_\_\_\_ the bag

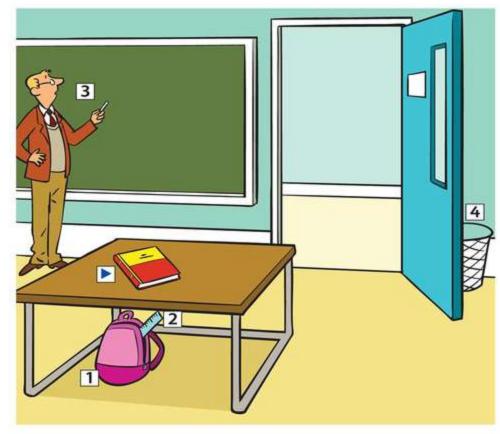
3 \_\_\_\_\_ the board

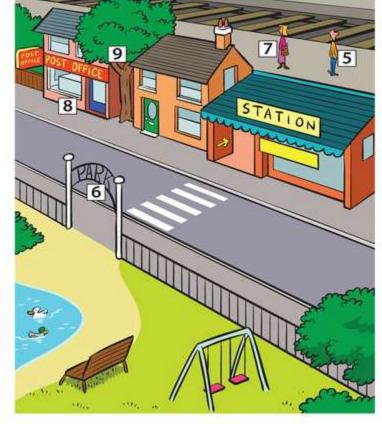
4 \_\_\_\_\_ the door

5	the station
6	the station
7	the man

8 \_\_\_\_\_ the tree

9 \_\_\_\_\_ the house and the post office





**\*6** 

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

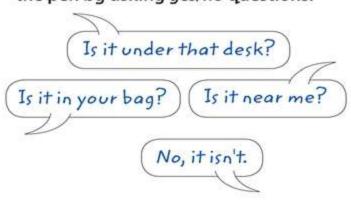
It's next to the post office.

The tree.

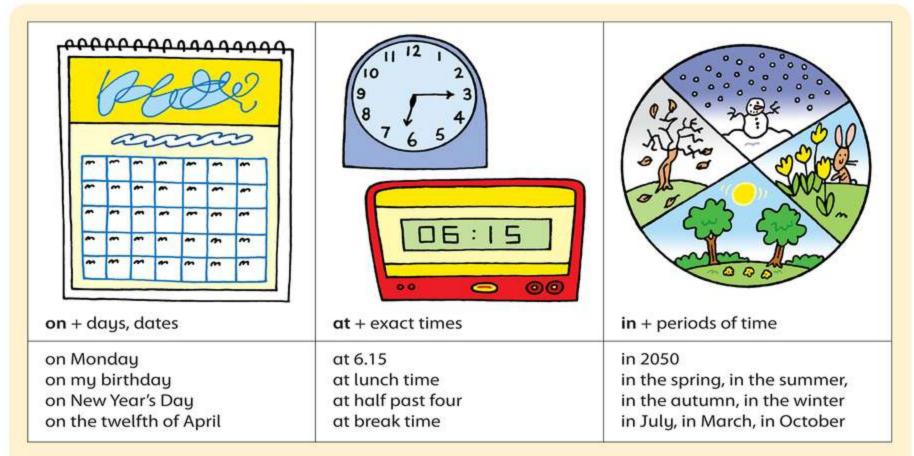


- ▶ John isn't(at) on school today.
- 1 My book is in / between my bag.
- 2 My house is opposite / on the bank.
- 3 Put your hat on / in your head!
- 4 The kitchen is under / at my bedroom.
- 5 Dan's standing in / at the bus stop.
- 6 There's £1 behind / in the sofa.
- 7 There's a little garden on /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

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



# 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
- 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 o' clock.
- d Tuesday?
- e the third of Julu.
- f the summer.

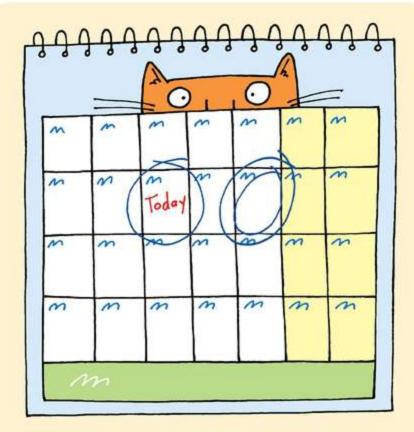
# \$10 Write on, at or in.

- ▶ I'd like to go to Paris <u>in</u> the spring.
- 1 Lunch is \_\_\_\_ 12.30.
- 2 Let's meet \_\_\_ Thursday afternoon.
- 3 Harry does his homework \_\_\_\_ night.
- 4 My brother was born \_\_\_\_ 2010.
- 5 We swim in the sea \_\_\_\_ the summer.
- 6 Last year we went skiing \_\_\_ my birthday.

Complete the sentences with days,
dates or times. Then tell your partner.

	원 15명 전환 : 이번 2015년 전환 전 2015년 전 15명 전 2015년 전 15명
1	My birthday is on
	I was born in
3	I don't go to school on
4	I have lunch at
5	It doesn't snow in
6	I clean my teeth in
7	I started school in
8	Lessons start at

## 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 oʻclock.
  - 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.

	/rite 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
14	Make true sentences. Then tell the class
	After school yesterday, I went shopping.
1	After school yesterday, I
	After this lesson, I
~	AIGI 1113 1633011, I

3 After breakfast this morning, I \_\_\_\_\_

4 After my homework, I \_\_\_\_\_\_.

5 I go to bed after \_\_\_\_\_

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# Revision 6 Unit 21

# Reading and writing

E	u	and writing
1	c	hoose the best answer.
	•	Our house is the park.  a
	1	The party starts six oʻclock.  a
	2	Mum and Dad are the living room.  a
	3	We have a holiday the summer.  a
	4	May's birthday is Tuesday.  a
	5	School starts 8.30.  a
2	C	omplete the sentences with at, in or on.
	-	Her birthday is on Saturday.
	1	the summer, I go swimming after school.
	2	He has a guitar lesson lunch time.
	3	My dad was born 1970.
	4	The film starts 7.30. Don't be late!
	5	Mu babu brother usually goes to sleep

6 I go out with my friends \_\_\_\_ the weekend.

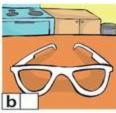
# Listening

3 ○ R12.1 Listen and tick ✓ the best answer.



▶ Where are the glasses?







1 Where do they meet?



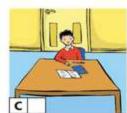




2 Which boy is Tom's cousin?







3 What does Joe do on Saturday afternoons?







4 Which cake does Sally choose?







# Speaking

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

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

the afternoon.

# 22

# Indirect objects

I can recognize and use verbs with indirect objects.



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

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

OR

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

The verb **tell** can have two objects but we can only make sentences in one way.

Tell me the time. 
Tell the time to me.

*1	O 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 \_\_\_\_\_

3 Write your friend a postcard.

- .

Write \_\_

4 Teach a song to us.
Teach us \_\_\_\_\_

5 Lend a pen to Jane.

Lend \_\_\_\_\_

6 Send a message to him.
Send \_\_\_\_\_\_

Tick \( \sqrt{} \) if the sentence is correct or add to in the correct place.

- ▶ Sally showed me her new coat. ✓
- ► Can you lend your dictionary/me?
- 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?

•	Please could you lend me your rubber?
82	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

1 me / please tell / your name 2 the way home / can you tell / us 3 we always tell / our news / Mum 4 the teacher / the answer / please tell 5 a secret / I want to tell / you 6 about / the new / tell them / teacher 7 me / is he / the truth / telling

8 tell us / the maths test / can they / about

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

OK.

Not now. I'm too busy.

- 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)

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

show tell give lend teach take

Show me your homework!

Give me your pen.

Tell me the time.

Show the class your bag.

Tell us your favourite colour.



\*8 199

22.2 Read and listen to the song. Underline all the verbs that take two objects. Then sing!



Bye! See you soon! Have a good time!

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

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

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

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# Relative pronouns: who, which and where

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

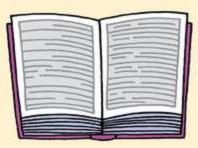
#### Who, which and where



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



The people who live next to us are very nice.



A dictionary is a book which explains words.



Kangaroos are animals which live in Australia.

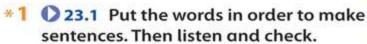


This is the house where I was born.



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.





the man / is / who / Tim Berners-Lee / invented the internet

Tim Berners-Lee is the man who invented the internet.

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

# 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 \_\_\_\_\_ you can get fantastic cakes.
- 3 I've got a friend \_\_\_\_\_ speaks three languages.
- 4 Where's the key \_\_\_\_\_ opens the cupboard?
- 5 I need a quiet room \_\_\_\_\_ I can study.
- 6 I've got three tops and I don't know \_\_\_\_\_\_ one to wear!



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



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

Who was Marconi?

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

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

#### 34 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.



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 flu.\*
- 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)



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



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

This is an animal which has lots of teeth and is dangerous.

No. Is it a shark?

Is it a crocodile?

Yes!

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# Mini-revision Units 22-23

#### Reading and writing

Read and choose the correct words.



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

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

Jess looked in her bag and took out a homework book. She was very surprised because it wasn't hers! Jess showed the book 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 my / me / to me?'

## Listening

2 R13.1 Listen and draw lines.

Toby



Suzie

Hattie



Rob

# Speaking

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



She's the girl who's carrying three boxes. She's got long, black hair.

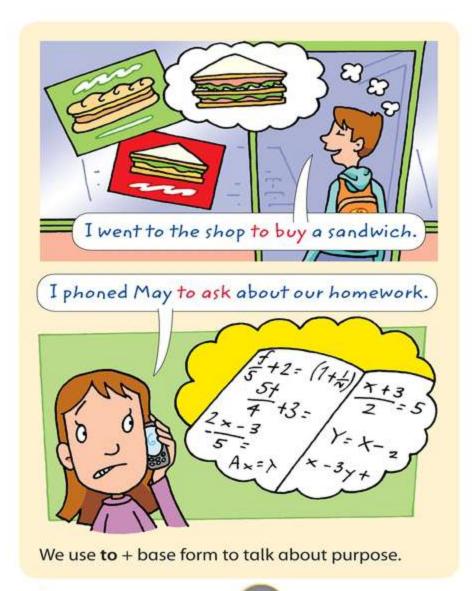
Work in pairs. Look at exercise 1 again. Then cover it, and take turns to tell the story.

> Jess and her brother did their homework in the kitchen.

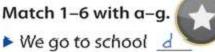


# to + base form for purpose

I can recognize and use the to + base form for purpose.



#### \*1 Match 1-6 with a-g.



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

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

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



▶ Noah went to the park to play football.



1 Ella stayed at home



2 I'm putting on my shoes



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



4 Dad gets a newspaper\_



5 Stuart uses a computer.

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



market bread money seeds corn flour

Johnny went to market to sell some bread, to sell some bread,

to sell some bread.

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

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

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

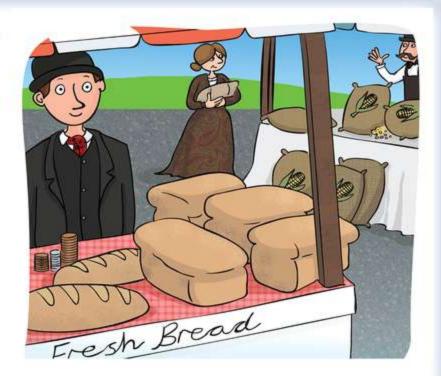
He needed the money to buy more seeds, to buy some more seeds to sow.

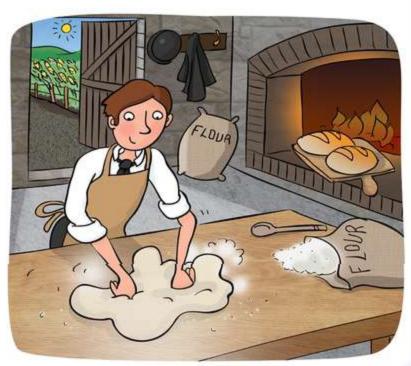
He used the seeds to grow some corn, to grow some corn, to grow some corn. He used the seeds to grow some corn, to grow lots of corn on his farm.

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

Johnny went to market to sell some bread, to sell some bread, to sell some bread.

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





Self-	evaluation	Rate yo	ur progress.
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# Conjunctions: and, but, or and because

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

## And, but, or



Conjunctions are 'joining' words. They join two pieces of information together.

And joins words, phrases or sentences with similar ideas, e.g. I went to London and saw Buckingham Palace.

But introduces a different idea, e.g. I like tea but I think coffee is horrible.

7 I've got a lot of pens or pencils in my pencil case.

Or joins different possibilities, e.g. You can have orange juice or apple juice.

	Fick ✓ the correct sentences. Cross X and correct he wrong sentences.	Complete the sentences with your own ideas. Tell your partner.
	John speaks English and French. ✓ I can sing <del>and</del> I can't dance. ✗	My favourite subject is <u>English</u> but I don't really like <u>science</u> .
1	Is that girl's name Ella or Ellie?	1 My favourite subject is but I don't
2	Mr Blake teaches us science but geography.	really like  2 I'd like to study or next
3	I love swimming in swimming pools and I hate swimming in the sea.	year.  3 I had and for breakfast
4	Tom plays the piano and he doesn't play the guitar. $\Box$	
5	Do you drink black tea but white tea? 🗌	4 I like watching on TV and I like
6	I know your brother but I don't know your sister.	, too.

5 I can \_\_\_\_\_ but I can't \_

#### Because



We use **because** to give reasons.

They went home **because** they were tired.

I enjoyed the film **because** it was interesting.

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



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

<b>*4</b>	Complete the sentences with your own
	ideas. Tell the class.
1 T	like weekends bessuse

	Tike weekends because				
2	My favourite singer/band is				
	because				
3	I don't watch	on TV because			

Hi Cathy	
How are you? I'm wri birthday tomorrow. So a present for you. It's nice! Can we come to	ting because I know it's your am 1 I have got only small 2 it's your house in the morning ernoon?
I must go now 4 dinner time 5 Please email 6 Love Jackie	mum is calling me. It's the food is on the table! text soon!

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 ...

Tom didn't go to school and he didn't do his homework.

Tom didn't go to school but he went shopping.

Tom didn't go to school or football practice.

Tom didn't go to school because he had a headache.

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# **26**

# When clauses

I can recognize and use when to join clauses.



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

- \*1 Use the prompts to write sentences. Add when or a comma.
  - ► John saw his friends / he waved and shouted

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

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

#### 3 Write two sentences with when for each picture. Use the words in brackets and the phrases in the box.

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



► (Toby)

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



3 (Anna)



1 (Ben)



4 (my friends)



2 (the children)



5 (the film)



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

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

Last Saturday, he went to the park.











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

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

sat down saw took asked for came gave surprised opened

\$8 Use the information in exercises 5 and 6 to write the complete story.

	asn't happy. I	
) <del>.</del>		
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Self-evaluation Rate your progress.					
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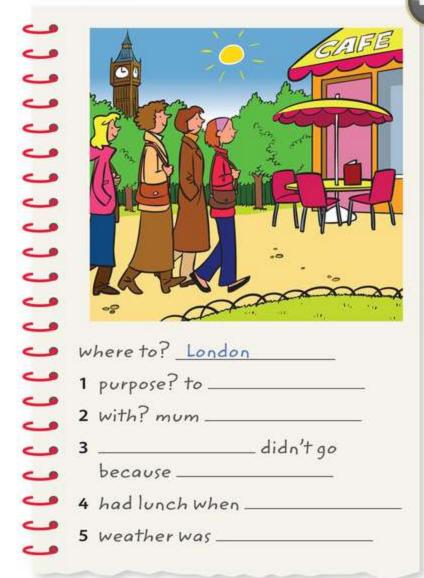
# Mini-revision Units 24-26

## Reading and writing

1	C	omple	ete the sentences. Choose from the box.
	(	and	because but or to <del>when</del>
	1 2 3	Mum I'm ti Harri	ave dinner <u>when</u> dad gets home.  went out post a letter.  red I couldn't sleep last night.  y can't sing dance.  swimming I hate cycling.
		It's E	mma's birthday she's having
2	CI	a pai	the correct answer.
	•		<ul> <li>Why are you going to the shop?</li> <li>a  To buy some sweets.</li> <li>b  Buy some sweets.</li> <li>c  I buy some sweets.</li> </ul>
	1	Tom Sam	Do you like pizza?  a
	2	Tom Sam	<ul> <li>What do you want to do?</li> <li>a  Let's go to the park to go shopping.</li> <li>b  Let's go to the park or go shopping.</li> <li>c  Let's go to the park but go shopping.</li> </ul>
	3	Tom Sam	What time do you do your homework?  a
	4	Tom Sam	Why are you running?  a
	5	Tom	What would you like?
		Sam	<ul> <li>a</li></ul>

#### Listening

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



# Speaking

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

Jenny went to London to ...

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

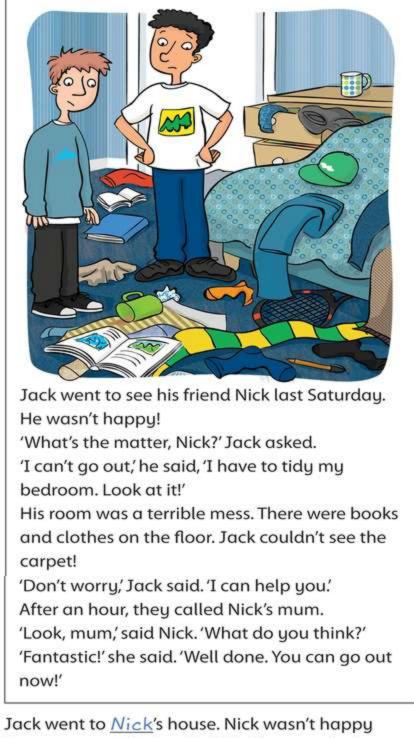
Last summer I went to ... with ...

# Revision 7 Units 22-26

# Reading and writing

1	C	om	plete the	sent	ences.	Choose	from	the box.
	3	or	because	to	when	which	to	
		Is	e're going that the gi class?					
	2	Ιh	nave a san om school.		ch		I	get home
	3		ould you li ice?	ke r	nilk			orange
	4	W	e're happy	_		it	's the	weekend.
	5		ise dad's co omework.	omp	outer			_ do my
2	c	ho	ose the be	st a	nswer.			
	•	Co	ın you	_	me the	time, p	lease	?
		Su	ıre. It's halt	pa	st three			
		а	say	b	say	y to	c 🗸	d tell
	1		ould you li l like to,			1010 000	party	?
		a	☐ but	b	an an	d c		or
	2	m	this the clo aths lessor		oom	yc	u hav	⁄e
			when		b 🗌 v	vho	c	where
	3		you knov e one			g? Yes, s	she's r	ny friend
			cy. which		b 🗌 v	where	c	☐ who
	4		in you lend orry, I can't		so	me mo	ney, p	olease?
			to me		b 🗌 r	ne	c 🗌	-
	5		hy are you some	= = 27/	300		?	
		а	☐ To buy	į	b 🗌	Buying	1	c 🗌 Buy

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



# Listening

4 R15.1 Listen and complete the sentences.

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Mary likes swimming and basketball

Her favourite sport is \_\_\_\_\_\_.

She likes it because \_\_\_\_\_\_.

She goes swimming on \_\_\_\_\_\_.

She doesn't like \_\_\_\_\_\_ because

# Speaking

5

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

Last Saturday, Jack ...



go sweet shop old lady shopping



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



old lady drop pick up wallet help



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 - <b>y</b> add - <b>ier</b>	happy – happier funny – funnier
Long adjective	use <b>more</b> + adjective	beautiful – <b>more</b> beautiful exciting – <b>more</b> exciting
Short words ending vowel + consonant	double the consonant and add -er	big – big <b>ger</b> hot – hot <b>ter</b>
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.

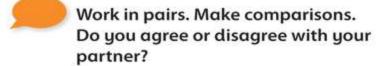
Is 'quicker' the comparative of 'quick'?



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

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

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

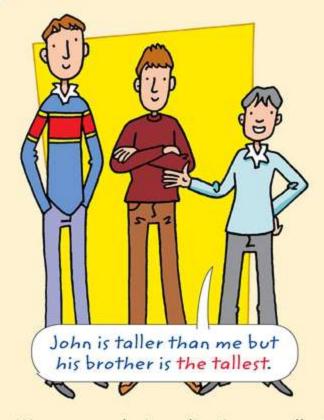


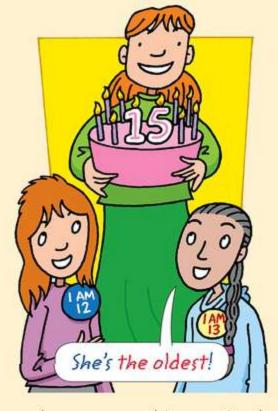
- basketball and baseball (exciting/boring)
- 1 hot weather and cold weather (good/bad)
- 2 English and our language (difficult/easy)
- 3 zoos and museums (interesting/boring)
- 4 computer games and books (good/bad)

Basketball is more exciting than baseball.

No, it's more boring!

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

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

- \*5 27.2 Put the words in order to make sentences. Listen and check your answers.
  - biggest / in / Russia / is / the / world. / country / the

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.
- \$6 Look at the pictures. Complete the sentences
  with the superlative form of the adjectives in
  the box.

intelligent fat <del>heavy</del> long old short <del>tall</del> thin young



Sam Stan Dan Ella Bella Della

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



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

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

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

Tigers are the most dangerous animals.

Mice are smaller than tigers and elephants.

Bicycles are the cheapest form of transport but they are also slower than cars and planes.

#8 GAME

GAME) Play in groups or as a class.

#### Find the person who ...

- > is the strongest
- > has the longest hair
- > has the curliest hair
- > has the heaviest bag
- > has the shortest name
- > is the tallest
- ➤ is the youngest
- can draw the best picture of a cat

# Self-evaluation Rate your progress. 1 2 3 4 5 6 7 8

# 28

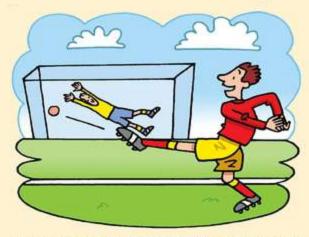
# **Adverbs**

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

#### Spelling rules

Adjective ending -y	delete -y add -ily	happy – happ <b>ily</b> easy – eas <b>ily</b>
Adjective ending -ful	add -ly	careful – careful <b>ly</b> beautiful – beautiful <b>ly</b>
Adjective ending -ble	delete - <b>e</b> add - <b>y</b>	comfortable – comfortably 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 <b>fast</b> .
hard	hard	They work hard.



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

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

GAME

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

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

You're dancing beautifully.



\$4 Look at the pictures and complete the sentences with adverbs. Use the words in the box.

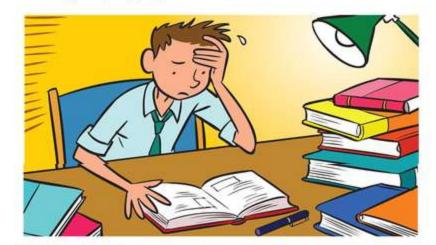
careful comfortable fast good happy hard



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



1 They're playing \_



2 He's studying \_\_



3 They're doing \_



4 He's running.



5 She's sitting \_\_

28.1 Listen. Complete the sentences with an adverb. Use the words in the box.



- bad fast loud polite quiet slow
- ▶ He's speaking <u>quietly</u>.
  3 He's speaking \_\_\_\_\_\_.
- 1 He's singing \_\_\_\_\_\_. 4 She's speaking \_\_\_\_\_\_.
- 2 She's speaking \_\_\_\_\_\_. 5 They're speaking \_\_\_\_\_\_.

# Adverbs of frequency

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

Adverbs of frequency describe how frequently something happens.

We often use them with the present simple.

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

Carl often wears jeans. Carl wears jeans a lot.

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

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

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

	1 be	2 adverb	
You	are	always usually often sometimes never	hungry.

#### \*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

# Complete the sentences with an appropriate adverb.

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

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

1 I	play tennis.
2 I	swim in the sea.
3 I	ride a horse.
4 I	ride a bicycle.
5 I	play football.

run in the park.

#### \*9

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



Jessie sometimes cleans her room.

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



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

How often do you ...

clean your room?

eat chocolate?

- speak English?
- go to the park?
- have a shower?

go to the cinema?

How often do you clean your room?

I never clean my room.



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

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

I listen to music a lot.

I don't drink tea a lot.



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



I sometimes eat pizza. I never cook dinner. I watch TV a lot. **\*13** 



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.

1	always
	very often / usually
	often
	sometimes
	almost never
	never 🗸

How often do you speak Japanese at home?

Never.

How often do you watch films in English?

# Self-evaluation Rate your progress.

	<b>2</b>	<b>99</b>	999
1			
2			
3			
4			
5			
6			
6 7			
8			
9			
10			
11			
12			
13			

# Revision 8 Units 27-28

## Reading and writing

1	C	omple	te the	senten	ces. Ch	oose fi	rom th	e box.
	3	faster	hard	good	most	taller	well	
			ou run					
			ster is _					100
			n is the					ure?
	3	11/11/07/11/05/11/05	arents (				I did	
	4		ou a					
			e all w					
				1,50				
2			the be					
			Tom lik					
			e doesr		he		plai	ys it.
			always					
			usually	J				
		c 📋	never					
	1	How	often d	o you r	ide you	ur bike:	?	
		a 🗌	Yes, I d	0.				
			Yes, oft					
		c 🗌	Every o	lay. I a	lways	go to so	chool b	y bike.
	2	Does	it often	rain in	Engla	nd?		
			Yes, it r					
			Yes, it's		g.			
		c 📋	Yes, it r	ains.				
	3	What	's the w	eather	like in	March	?	
		a 🗌	It's cold	d but it	usuall	y snow	s.	
			It's colo			-		
		c 🗌	It's colo	d but it	doesn'	t usual	ly snov	٧.
	4	How	often d	o your	parent	s go to	the cin	iema?
		a 🗌	Never.	They d	on't en	joy wa	tching	films.
		b 🗌	They g	0.				
		c 🗌	They a	ren't go	oing a l	ot.		
	5	Do yo	u eat c	hips a	lot?			
		a 🗌	No, I ne	ever ea	t them	•0		
		b 🗌	No, I'm	not ea	ting th	em.		
		c 🗌	No, I of	ten eat	them.	6)		

#### 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 ¹a / the / some most exciting cities in the world.

About 8 million people live there. London is ² big / bigger / biggest than Paris,

Warsaw and Madrid, but it's a lot smaller
³ the / than / that Tokyo.

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



# Listening

4 R16.1 Listen to Charlie talking about his brothers and sisters.
Write the names in the correct place.

		_	_	
	1	0		h
5.	氤		ົ	
	ч		Ed.	y
		•		•

	Charlie	Tom	Paul	Nick	Jane	Susan
1	oldest		Jane		_	
3						

5 \_\_\_\_\_

# Speaking

6 youngest

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







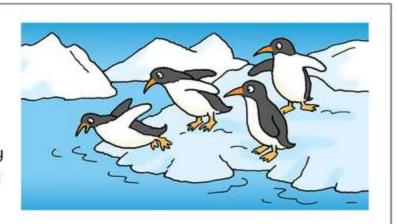
# Revision 9 All units

#### Reading and writing

1 Choose the correct words.

#### Penguins

Penguins are birds who which/where can walk, dive and swim. Most of them live 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. 'I was six. I'm seventeen now!'



Robert lives ne	ar the sea	Last
week, there wo	ıs a ¹	on
the beach. Who	en Robert looked	l in it, he saw a
2	with a tele	phone number.
He phoned the	number, and Ba	rbara Jones
3	She was t	he person who
4		she write it?
When she 5	!	

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

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

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

wasn't very
idn't have any friends and
any of the teachers.
nt to the dining room to
He sat down in a
eren't any 4
old school and his old
5 him.
m. What's your name?'
om liked Jack. Now
Jack is happy at
֡֡֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜֜

4 Tick 

√ the best name for the story.

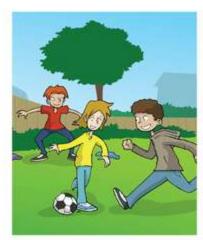
A new home for Jack.		
Jack meets an old friend.		
Jack's first day.		

5	C	hoose the best answer.
	-	Hi! How are you?
		a Hi! I'm Sue.
		b / I'm fine, thanks.
		c S-U-E
	1	How did you go to Paris?
		<ul><li>a  We went by train.</li><li>b It was great, thanks.</li></ul>
		c \summer.
	2	Can I have a drink?
	_	a Yes, please.
		<b>b</b> Yes, sure.
		c Yes, you have.
	3	How often do you go swimming?
		a 🔲 No, I don't go swimming a lot.
		b Yes, I go swimming.
		c   I sometimes go swimming on Saturdays.
	4	Is it raining?
		a Yes, it does. b Yes, it is.
		c Yes, it rains.
	5	What's your favourite sport?
		a run
		b running
		c _ to run
		The second secon
İS	te	ning
6	C	R17.1 Listen and complete the notes.
1 (1)	ے	name Kelly Smith
	ے	•
	ے	<u>age</u>
	_	address
	_	
	_	Tavourile subject
	_	
- 1	ے	
la Es		likes
7.		doesn't like

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







Monday Tuesday

Wednesday Thursday Friday

Saturday Sunday





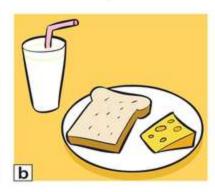


# Speaking

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

Picture b is different because ...

















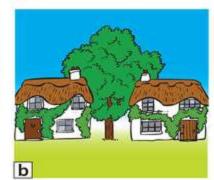
















9 Work in pairs. Look at exercise 7 again. Take turns to say what George did last week.

On Monday he stayed at home and ...

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

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

Where do penguins live?

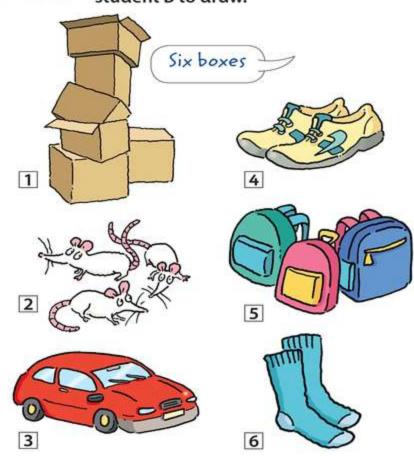
They live in ...

# Extra information

#### Unit 1, student A

#### Regular and irregular plurals

\$14 GAME Describe the pictures below for student B to draw.



Then listen to student B and draw the pictures.

#### Unit 9, student A

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

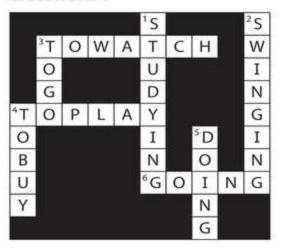
GAME Look at the two crosswords.

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



What's two across?

#### Crossword 1



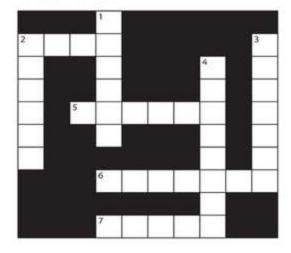
- a I don't like \_\_\_\_\_ my homework!
- b \_\_\_\_\_ English is fun.
- c I love \_\_\_\_\_ in the sea.
- d I want \_\_\_\_\_ a new phone.
- e I'd like\_\_\_\_that film.
- f Jack enjoys \_\_\_\_\_ to school.
- g James doesn't want \_\_\_\_\_\_ volleyball.
- h We want \_\_\_\_\_ to London.

#### Across

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

#### Down

- Crossword 2



#### Unit 11, student A

#### Present simple



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

▶ I go – she goes 1 you give - he \_\_ 2 we \_\_\_\_\_ - it has 3 they study - he \_\_\_\_\_ 4 I \_\_\_\_\_ - she writes **5** you wash – it \_\_\_\_\_ 6 we \_\_\_\_\_ - he tries 7 they watch – she \_\_\_\_\_ 8 I \_\_\_\_\_ - he flies 9 I do – she \_\_\_\_\_

#### Unit 12, caller

#### Present continuous

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

A man is riding a bike.

A girl is dancing.

Two men are climbing a mountain.

A cat is drinking milk.

A baby is crying.

Three people are running.

A boy is kicking a football.

Some fish are swimming in the sea.

Some people are watching a tennis match.

A woman is watching TV.

A man is riding a bike.



#### 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



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?



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

#### **Answers**

1 Cheese, please.

What kind of sandwich would you like?

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

#### Unit 23

## Relative pronouns: who, which, where



Answers to exercise 5.

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

# Unit 27, student A

#### Comparative and superlative adjectives



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

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

# Unit 28, student A

#### Adverbs





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

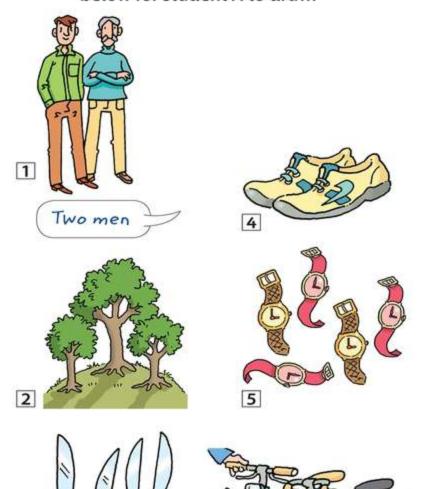
adjective	adverb	
bad	badly	
happy		
quick		
	correctly	
comfortable		
	easily	
fast		
	well	
hard		
	beautifully	
careful		

# Unit 1, student B

#### Regular and irregular plurals

3

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

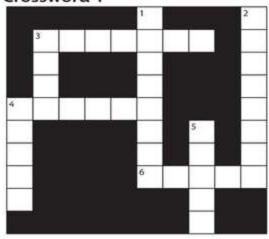
9 GAME Look at the two crosswords.

- 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 α-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



α	Do you like	sport?
b	Do you want_	a puzzle?
c	I don't want _	dinner.
d	I enjoy	_TV.
e	I like making	_cakes.
f	I'd like	_ a famous person.
g	Kate loves	in the choir.
h	We'd like	a holiday.
2 5		
7	e Ilike	_cakes.
D	own	
3	<del>-</del> 3 <del>-</del> 3	
4		

## Unit 11, student B

#### Present simple

3 Co

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

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

#### Unit 16, student B

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



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

#### Questions

1 What's the capital of France?



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

#### **Answers**

1 It's hot and sunny.

#### What's the weather like today?

- 2 I'm fourteen years old.
- 3 I'd like the chocolate cake, please.
- 4 London.
- 5 No, thank you. I don't like football.
- 6 It's my sister's.
- 7 Yes, good idea!

#### Unit 27, student B

#### Comparative and superlative adjectives



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

adjective	comparative form
quick	quicker
loud	
	more surprised
ugly	
	later
beautiful	
	busier
thin	
boring	
	sadder
bad	
hungry	
	better

#### Unit 28, student B

#### Adverbs

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

adjective	adverb	
bad	badly	
	happily	
	quickly	
correct		
	comfortably	
easy		
	fast	
good		
	hard	
beautiful		
	carefully	

# Word list

Unit				
15	black	2	cloud	17
17	blanket	2	coat	6
15	blue	5	coffee	11
7	book	1	cold (adj)	6
16	bookcase	2	come	4
4	boring	14	computer	2
13	bottle	1	concert	15
2	box	1	cook (v)	15
4	boy	1	correct (adj)	1
5	bread	3	country	1
10	bring	11	crisp	3
11	brother	4	crocodile	23
2	brown	2	cry (v)	23
12	build	13		1
12	builder	13		8
3	bus	1		3
3	but	3	97. See 1	9
23	butter	3		4
1	buy	9		4
2		11		2
1		13	different	20
12	cake	2	difficult	4
28	call (v)	6	dinner	8
1	500000000000000000000000000000000000	2	discover	23
1	car	2	dog	11
7	careful	28	door	2
7	carefully	28	draw	1
6	carry	15	dress	1
12	10 10 10 10 10 10 10 10 10 10 10 10 10 1	1	drink (v)	11
23	catch (v)	11	drive (v)	9
17	chair	2	duck	18
14	cheese	3	DVD	5
2	child/children	1	early	9
2	China	7	easy	14
17	chips	1	eat	9
12	chocolate	3	egg	3
27	cinema	2		27
5	city	2		7
2	class	4	English	7
4	classroom	4		9
20	clean (v)	9		14
17		9	C	4
4		17		10
		14.4.		27
	15	15	15	15

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	1
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	<u> </u>	look at	2
foot/feet	1	÷	hot	7	<u> </u>	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	<u></u>	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

new	4	rain (n)	10	sock 5
newspaper	13	read	2	sofa 2
night	11	red	5	some 1
not	5	restaurant	14	sometimes 28
notebook	6	rice	18	son 4
nothing	16	ride	10	
now	4		5	·
number	3		2	
of	1		2	
off	26	100 00000000000000000000000000000000000	6	stand 10
often	2		22	start 13
old	17		6	
			9	
on	1			
open :	4		20	·
opposite	7		1	subject 4
orange	3	9	13	
out	2		1	
page	1		1	
parent	4		2	
park	10		4	sweet 15
party	1	scissors	6	swim 9
pasta	3	second	22	swimming pool 2
pear	3	seed	24	table 2
pen friend	7	sentence	4	talk 8
person/peopl	e 1	shall	20	tall 7
pet	4	share	19	tea 3
phone (n)	2	she	4	teacher 1
picnic	12	sheep	1	television 1
picture	1	shelf	23	terrible 13
pink	13		12	
pizza	3		5	
place (n)	2		9	thank you 7
plant	11			thanks 3
play	9		9	
point (v)	1		13	
postman	11		5	theirs 5
potato	1		3	them 3
present (n)	4		4	
	1		10	
puppy				
put	1			
question	6		13	thin 27
quick	27		9	thing 7
quickly	2		27	
quiet	10		28	
quietly	28		6	
rabbit	4		8	
radio	12	snow (v)	15	tick 2

ticket	20 _		white	2
tidy	4		who	5
tired	10		whose	16
today	3 -		with	1
together	5 _		woman/won	
toilet	10 _		work	1
tomato	1		world	5
too	3		worse	27
tooth/teeth	1		worst	27
town	2 _		would	9
toy	1		would like	9
train	2	-	write	1
trainers	6 -	-		5
tree	1		wrong	2
T-shirt	- 10 m	17	yes	
	2 -		yesterday	14
Tuesday	4 -		you	-
umbrella	17 _		young	19
under	17 _		your	5
understand	6 _		zoo	10
unhealthy	27 _	10		
uniform	13 _			
up	9 _			
us	4 -			
usually	1 -	79		
van	11 _	<u></u>		
very	7 _	<u></u>		
visit	9 _			
wait	13 _			
walk	11 _			
wallet	26	17		
want	9 _	-		
wash	9 _	-		
watch	1 _			
water	3 _			
wave	12 _			
we	1 _			
weather	7 _			
Wednesday	13 _			
week	13 _			
weekend	15 _			
well	7 _			
wet	10 _			
what	1 _			
wheel	12 _			
when	7 _			
where	4 _			
which	3 _			

# Irregular verb list

Base form	Past simple		
be	was		
become	became		
begin	began		
break	broke		
bring	brought		
build	built		
buy	bought		
can	could		
catch	caught		
come	came		
cost	cost		
do	did		
drink	drank		
drive	drove		
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		

Base form	Past simple
sleep	slept
speak	spoke
spend	spent
stand	stood
swim	swam
teach	taught
take	took
tell	told
think	thought
understand	understood
wake	woke
wear	wore
win	won
write	wrote