

Oxford
Grammar
for Schools **2**



Student's DVD-Rom

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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

 0.0 0.0 (=track number)	Listening activity
	Speaking activity
	Game
	Extended writing activity
	Pronunciation activity
	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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1 Plurals

I can recognize and use regular and irregular plurals.

Regular plurals



two babies



lots of leaves



three buses

Plurals usually end in -s.

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

Spelling rules

For nouns ending **consonant + -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.

~~bus~~ dress boy hat kite life party
orange scarf story tomato

+ -s	+ -ies	+ -es	+ -ves
		buses	

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

~~box~~ city knife potato tree watch



▶ six boxes



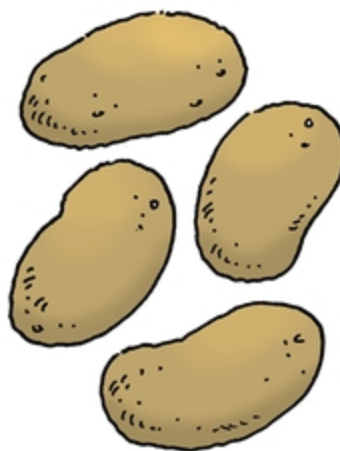
3 three _____



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.



/ɪz/ Look – boxes of oranges and sandwiches.

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

*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
/ɪz/	sandwich sandwiches	puppy puppies

*5 1.4 Put the words into the correct list. Then listen and check.

~~hats~~ boxes potatoes chips buses
bikes bananas horses girls

/s/	<i>hats, ...</i>
/z/	
/ɪz/	

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

two cats six _____
three _____ seven _____
four _____ eight _____
five _____ lots of _____



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

Irregular plurals



man



men



woman



women



child



children



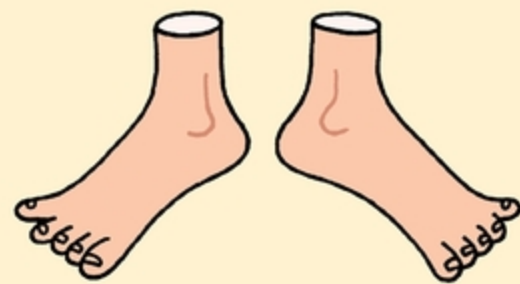
person



people



foot



feet



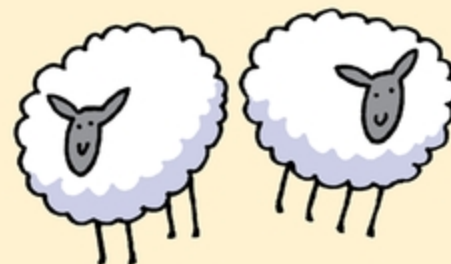
tooth



teeth



sheep



sheep



fish



fish



mouse



mice

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

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



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

****10** Correct the mistakes.



▶ two mice
three mice



4 four child
four children



1 one people



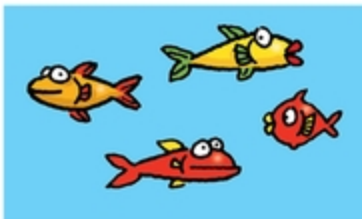
5 two feet



2 one women



6 lots of tooth

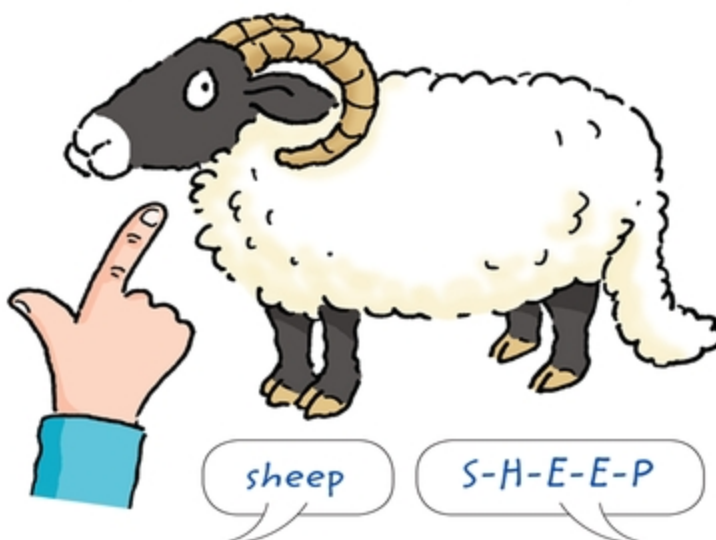


3 five fish

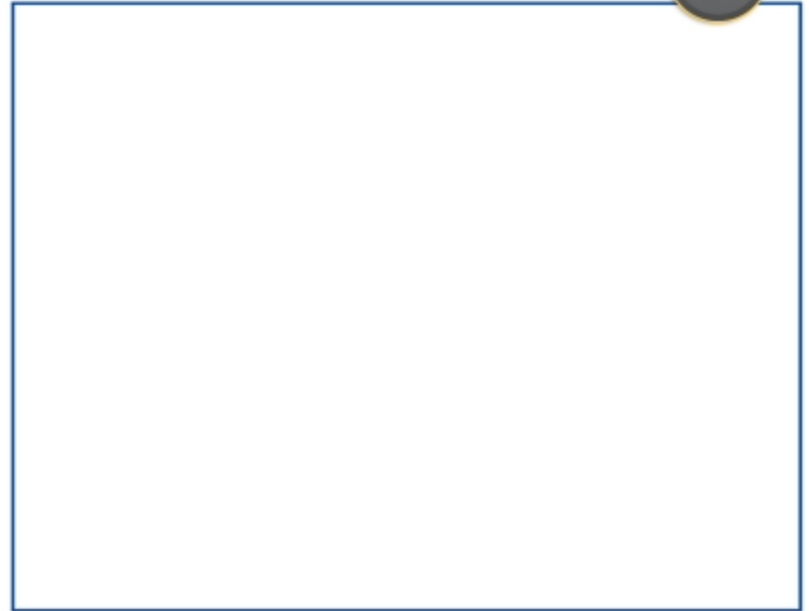


7 two sheep

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



****12** **1.6** Listen and draw what you hear.



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

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

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

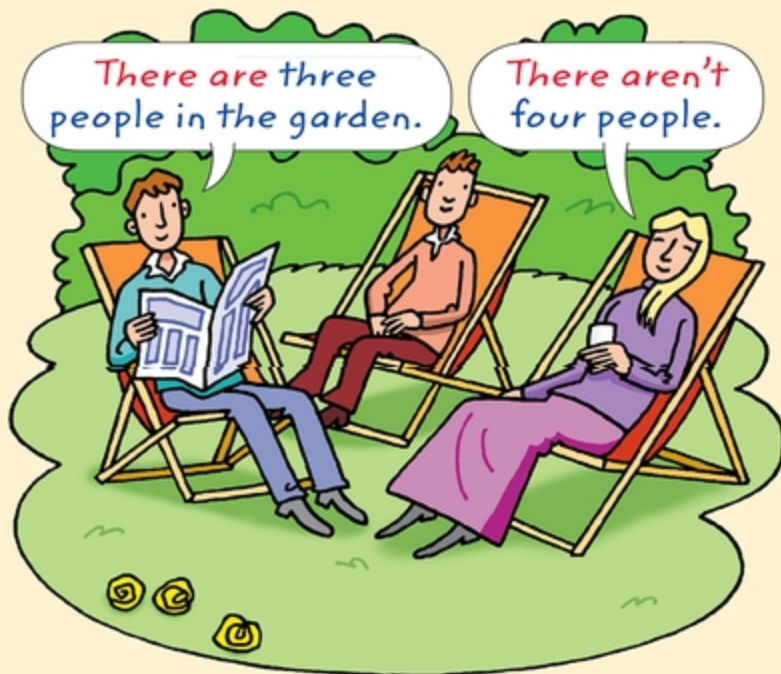
Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
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12			
13			
14			

2 There is, there are

I can recognize and use **there is** and **there are**.

Affirmative and negative



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

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

We often shorten **there is** to **there's**.

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



- ▶ There's a TV. ☒
- 1 There are three people. ☐
- 2 There's a cat. ☐
- 3 There are two chairs. ☐
- 4 There are two tables. ☐
- 5 There's a sofa. ☐
- 6 There's a sandwich. ☐

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

- ▶ There'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.



*4

Write sentences about your classroom with *there is* or *there are*. Use the words in the box. Tell the class.

board desks door students
teacher windows

► *There's a teacher.*

► *There are ... students.*

1

2

3

4

5

*5

Think about your town. Tick ✓ the true sentences. Cross ✗ 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. ☐

*6

GAME

Play in groups. Say what's in your bedroom and try to remember what the other students say. Use the words in the box and your own ideas.

bag bed blanket book bookcase
chair desk picture table toy ...

In my room, there's a bed.

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

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

Is it Paris?

Yes, it is!

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
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3 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.
- 2 There's an orange.
- 3 There are some eggs.
- 4 There are some pears.
- 5 There's some spaghetti.
- 6 There's some milk.
- 7 There's some sugar.

*2 Write the words in the correct lists.

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

Countable nouns

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

Uncountable nouns

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



***3** **3.2** Listen, repeat and check the meaning.
Write C (countable) or U (uncountable).



- | | | |
|--------------------|-------------|-----|
| ▶ bananas <u>C</u> | 13 lemonade | ___ |
| 1 biscuits | 14 meat | ___ |
| 2 bottles | 15 pasta | ___ |
| 3 bread | 16 plate | ___ |
| 4 butter | 17 potatoes | ___ |
| 5 cakes | 18 sandwich | ___ |
| 6 cheese | 19 sauce | ___ |
| 7 chocolate | 20 soup | ___ |
| 8 coffee | 21 sweets | ___ |
| 9 crisps | 22 tea | ___ |
| 10 flour | 23 water | ___ |
| 11 grapes | 24 yoghurt | ___ |
| 12 cream | 25 egg | ___ |

***4** Tick ✓ the correct form.

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

***5** 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.
-------	-----------	-----------------	--

***6** 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.

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

Some and any

Negative		Questions	
Countable nouns	Uncountable nouns	Countable nouns	Uncountable nouns
There aren't any apples.	There isn't any lemonade.	Are there any oranges?	Is there any cheese?
There aren't any bananas.	There isn't any sugar.	Are there any biscuits?	Is there any ice cream?
There aren't any people.	There isn't any money.	Are there any children?	Is there any water?

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

*8 3.3 Listen, read and repeat.



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



*9 Listen and read exercise 8 again. Tick ✓ the things in the basket.

lemonade
 water
 crisps
 sandwiches
 apples

*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 are some crisps. (crisps ✓)
 1 **Jane** Is _____? (ice cream ?)
Ben No, _____. (ice cream X)
 There _____. (yoghurt ✓)
 2 **Jane** Are _____? (oranges ?)
Ben No, _____. (oranges X)
 There _____. (bananas ✓)
 3 **Jane** Is _____? (orange juice ?)
Ben No, _____. (orange juice X)
 There _____. (tea ✓)

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

- | | | |
|--------------|------------|-------------|
| 1 sweets ? | sweets X | chocolate ✓ |
| 2 potatoes ? | potatoes X | pasta ✓ |
| 3 cheese ? | cheese X | milk ✓ |
| 4 pears ? | pears X | grapes ✓ |

***13 GAME** Work in pairs. Find eight more differences.

Picture 1



In picture 1, there are some apples but there aren't any pears.

In picture 2,

Picture 2



***14 GAME** 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.



***16 GAME** Play in pairs. Choose one of the pictures in exercise 15. Your partner asks you yes/no questions. Guess which picture it is. Then change roles.

Are there any oranges?

Yes, there are. Is there any water?

No, there isn't. ...

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



Jack What's for lunch today? Are there any chips?

Dad Yes, there ¹ _____.

Jack Great! And is there ² _____ pizza?

Dad Sorry, no, there isn't ³ _____ pizza. There are ⁴ _____ burgers, and there ⁵ _____ some tomato sauce.

Jack Are there ⁶ _____ sweets?

Dad Yes, there ⁷ _____ some sweets. There ⁸ _____ some grapes, too, and there ⁹ _____ some yoghurt.

Jack No thanks. Burgers and chips and sweets, please!

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



Tommy Is there any 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. There ⁹ _____ pears, too, and ¹⁰ _____ bananas.

Tommy Cool, thanks.

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



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

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

There's some coffee...

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

There's some coffee...

Self-evaluation Rate your progress.



1			
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19			

Reading and writing

1 Choose the best answer.

► Is there a swimming pool in your school, Tom?

- a ☒ No, there isn't.
- b ☐ No, it isn't.
- c ☐ No, there aren't.

1 Are there lots of students?

- a ☐ Yes, they are.
- b ☐ Yes, there are.
- c ☐ Yes, there is.

2 Are there any computers in your classroom?

- a ☐ Yes, they're computers.
- b ☐ Yes, they're there.
- c ☐ Yes, there are.

3 Is there a dining room?

- a ☐ Yes, there's.
- b ☐ Yes, there is.
- c ☐ Yes, there are.

4 Is the food nice?

- a ☐ Yes, they are.
- b ☐ Yes, there are.
- c ☐ Yes, it is.

5 Is there any sugar in the cupboard?

- a ☐ No, it isn't.
- b ☐ No, there isn't.
- c ☐ No, there aren't.

6 Are your mum and dad at home?

- a ☐ No, he isn't.
- b ☐ No, she isn't.
- c ☐ No, they aren't.

Listening

2 R1.1 Listen and tick ✓ the best answer.



► How many lions are there?



a ☐

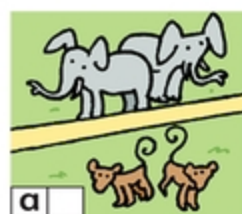


b ☐



c ☒

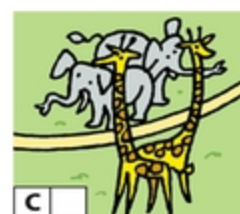
1 Which animals are there in the park today?



a ☐



b ☐



c ☐

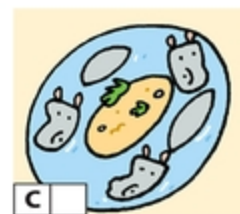
2 What can they see?



a ☐



b ☐

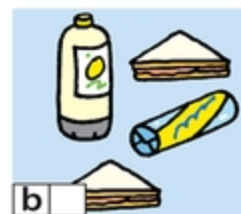


c ☐

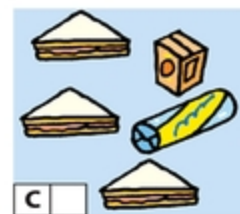
3 What have they got for the picnic?



a ☐



b ☐



c ☐

4 What's in the shop?



a ☐



b ☐



c ☐

Speaking

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

In picture 1, there are two lions.

4 Subject and object pronouns; possessive adjectives

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

Subject pronouns

Singular	Plural
 I	 We
 You	 You
 He	 They
 She	 They
 It	 They

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

Jack **likes** chocolate. → **He** likes chocolate.

Emma and Sam **live** in London. → **They** live in London.

*1 Circle the correct word.

We are / They are sisters.



You're / I'm in class eight.



She's / He's fourteen.



It's / He's a mobile phone!



You're / We're in the team!



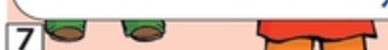
You're / They're cheese sandwiches.



You're / They're in year nine now.



She's / He's from Italy.



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

I You (x2) He She It ~~We~~ They You



***3** 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.

***4** 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.

***5** 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.

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

I'm Jose. My name is Jose.
You're... Your name is

He's...
They're...

We're...

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



- 1 It's his umbrella.
- 2 It's _____.
- 3 It's _____.
- 4 It's _____.
- 5 It's _____.
- 6 It's _____.
- 7 It's _____.

Object pronouns



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

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

**9 Circle the correct word.

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

**10 Complete the sentences with the correct object pronoun.

- This message is for Rosie. It's for 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 _____.
 - 5 I like you and Kim. I like _____.

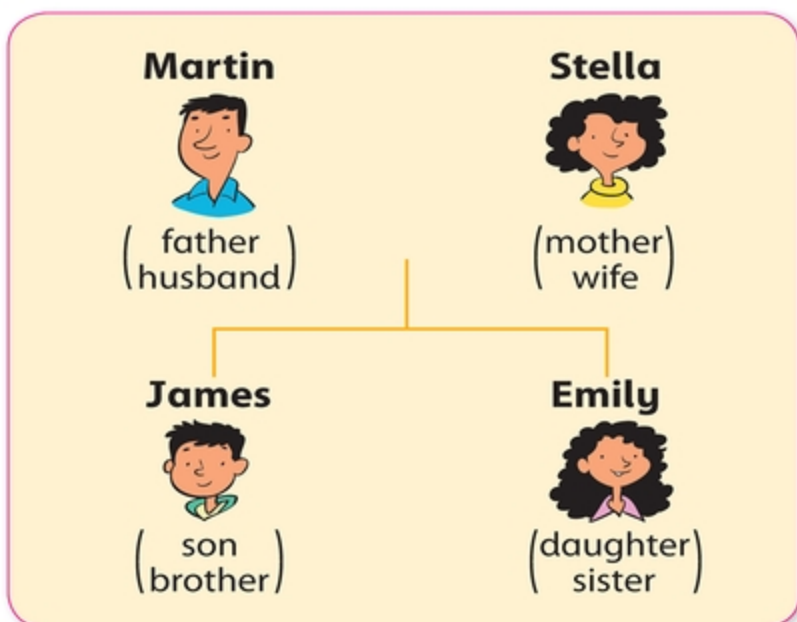
**11 4.2 Complete the sentences with a personal pronoun or a possessive adjective. Listen and check.

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

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

he his she her they their

- Card: Martin – Stella
He is her husband. = 2 points



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

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

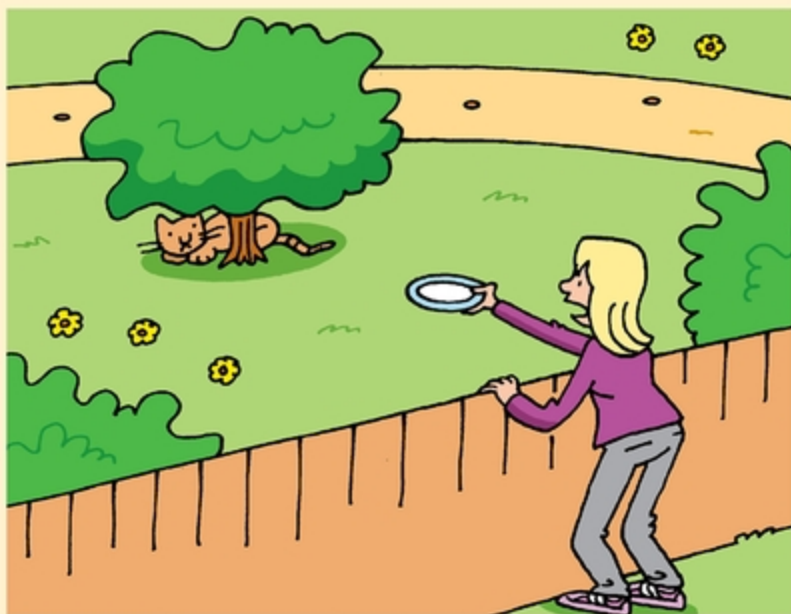
Self-evaluation Rate your progress.

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13			

5 Possessive forms

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

's and s' possessive forms



Ella's cat is in the neighbours' garden.

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

Singular nouns

The apostrophe is before the -s.

Jack's book is on the table.

My friend's name is Tom.

His sister's birthday is in May.

Plural nouns

The apostrophe is after the -s.

Joy is in the girls' football team.

The babies' names are Oscar and Grace.

The students' bags are in the classroom

Irregular plural nouns

The apostrophe is before the -s.

Here is the children's room.

Where are the men's toilets, please?

The women's shoes are on the next floor.

1 **5.1** Listen and draw the lines between the people 1–8 and the things a–h.

1 the girls

2 Harry

3 my friends

4 the children

5 Sam

6 Mrs Clark

7 my grandparents

8 teacher



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

► It's Harry's pen.

1 It's _____ book.

2 They're _____ bags.

3 It's _____ chocolate.

4 They're _____ socks.

5 They're _____ biscuits.

6 They're _____ shoes.

7 It's _____ car.

***3** Ask questions to find out the information below. Tell the class.

- 1 two students' favourite TV shows
- 2 one person's favourite food
- 3 a girl's birthday
- 4 a boy's favourite musician
- 5 a pet's name
- 6 three people's parents' names

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

George's dad's name is Peter.

***4 GAME** 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 ____.

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



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

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

8 Are the underlined words right ✓ 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 friends' birthday today. She's thirteen.

9 **5.3** Listen and complete the missing words. Then listen again and sing!



It's my world.

The world is ¹_____.

It's ²_____ world.

And I feel fine.

Sing it together.

Sing it with me.

This world is ³_____.

It's for you and me.

It's ⁴_____ world too.

It's ⁵_____ and ⁶_____.

⁷_____ world,

⁸_____ world.

It's all fine.

Sing it together...

⁹_____ world,

¹⁰_____ world.

¹¹_____ and ¹²_____.

¹³_____, ¹⁴_____,

¹⁵_____.

The world is fine.

Sing it together...

Self-evaluation Rate your progress.



1

2

3

4

5

6

7

8

9

6 This, these, that, those

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

Singular: **this**



Plural: **these**

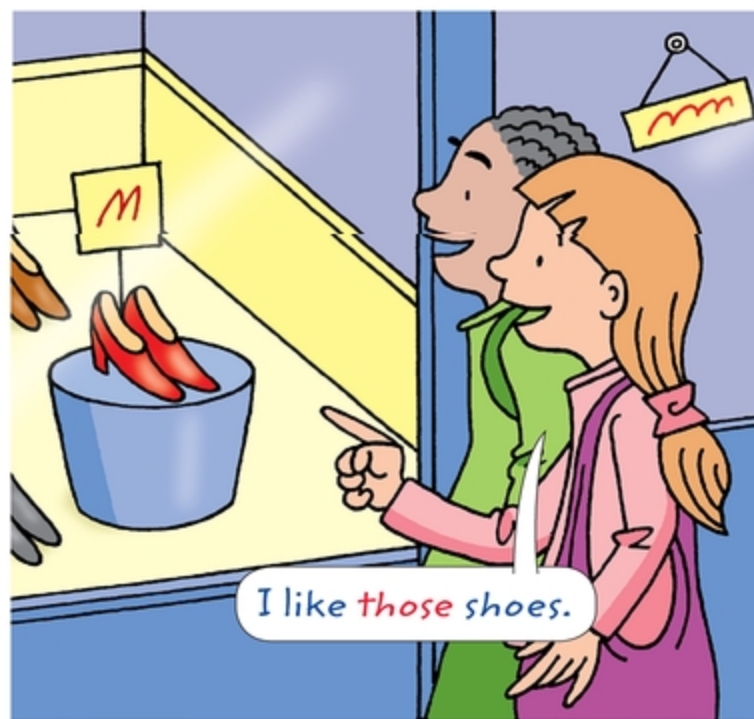


We use **this** and **these** to indicate people and things that are near us.

Singular: **that**

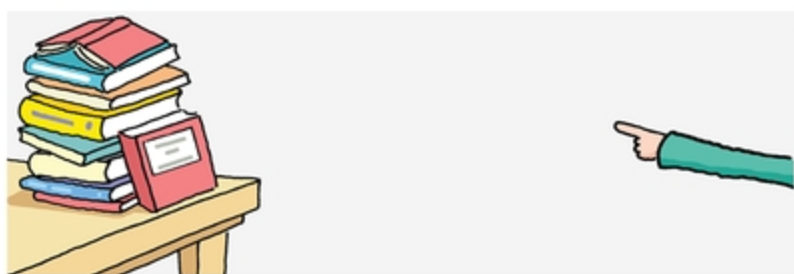


Plural: **those**



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

*1 **6.1** Choose the correct word, then listen and check.



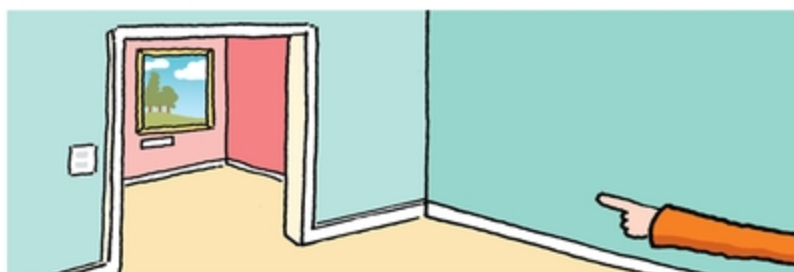
▶ **Those** / These are my books.



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.



That's my friend's bag.

*2

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

*3

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

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

This is my bag.

Those are John's pencils.

That's a blue coat.

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



► What's that?



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.

► 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. _____

****6**

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


Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
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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




Hi. My name is Anna.
1 _____'m 12.



2 _____ is Cathy. 3 _____
my friend. I like 4 _____.
Cathy's hair is brown and
5 _____ eyes are blue.



This is my brother.
6 _____'s 13.
7 _____ name is Tom.



8 _____ are Tom's friends.
9 _____'re 13 too.
10 _____ names are Dan
and Sam. I like 11 _____.

- 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 ☐ That b ☐ He c ☐ Those

2 This is my favourite music. I love _____.

a ☐ them b ☐ it c ☐ him

3 Look. _____ are my new shoes.

a ☐ This b ☐ That c ☐ These

4 I like that dog. _____ name is Benji.

a ☐ Its b ☐ It's c ☐ It

5 Welcome to _____ school!

a ☐ us b ☐ ours c ☐ our

Listening

- 3 R2.1 Listen and draw lines.



Harry

May

Ben

Lucy



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.

Her skirt is black.

Reading and writing

1 Choose the best answer.

► Is this your book, Jane?

No, it's _____.

- a ☒ Jill's
- b ☐ Jill
- c ☐ Jills

1 Are these Ben's socks?

No, they're _____.

- a ☐ me
- b ☐ my
- c ☐ mine

2 Are there any pears?

Yes, and there are _____ apples.

- a ☐ any
- b ☐ some
- c ☐ an

3 Is there any milk?

No, sorry. There isn't _____ milk.

- a ☐ some
- b ☐ any
- c ☐ a

4 Is she your teacher?

Yes, she teaches _____ science.

- a ☐ us
- b ☐ we
- c ☐ our

2 Complete the sentences with the words in the box.

any are any mine my Is
people ~~some~~ That There Those

► There's some bread and there's a bottle of water.

- 1 _____ boys over there are _____ friends.
- 2 _____ aren't _____ biscuits.
- 3 There _____ lots of _____ in the park.
- 4 _____ pen is _____.
- 5 _____ there _____ milk?

Listening

3 R3.1 Listen and colour and write.



Speaking

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

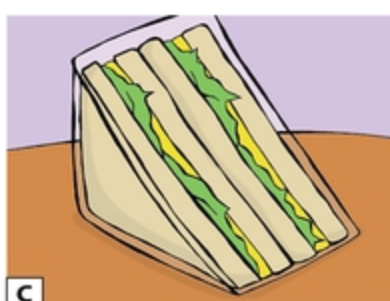
► There are two children. yes

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

Speaking

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

Picture c is different. There are three apples in the other pictures. There's one apple in picture c.



7 Be

I can recognize and use the present tense of be.

Affirmative and negative



Affirmative		Negative	
Long form	Short form	Long form	Short form
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She'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

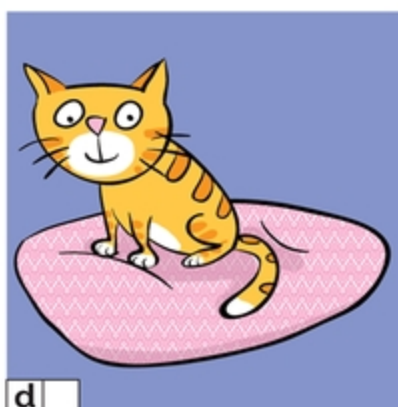
We usually use short forms when we speak. Long forms are more formal.

*1 **7.1** 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 7.2** Complete the negative sentences with the correct form of *be*. Listen and check.



▶ *I'm not* a teacher.

- 1 They _____ students.
- 2 We _____ brothers.
- 3 He _____ twelve.
- 4 She _____ my mother.
- 5 You _____ tall.
- 6 It _____ a rabbit.
- 7 You _____ in class ten.

***4** Circle the correct form to make true sentences.

▶ London is / isn't the capital of England.

- 1 The weather is / isn't hot today.
- 2 My friends are / aren't intelligent.
- 3 Tokyo is / isn't a city in China.
- 4 We are / aren't American.
- 5 Our school is / isn't very big.

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



▶ You're in class seven.

You aren't in class seven.

▶ I am not a student.

I am a student.

1 We're from London.

2 They are not friends.

3 She's thirteen.

4 You aren't in my class.

5 They're sisters.

6 I'm a teacher.

7 He is my friend.

8 We are not at school.

***6** Correct the information and write true sentences.

▶ London is a small city.

It isn't a small city. It's a big city.

1 We're in the UK.

We _____

2 It's 6 o'clock.

It _____

3 People from the USA are British.

They _____

4 Your dad is French.

He _____

5 Bananas are orange.

They _____

6 China is a small country.

It _____

***7**

GAME

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



My favourite TV show is ...

My favourite band is ...

My dad is a ... (job)

My grandmother is from ... (place or country)

Questions and short answers

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

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

Yes, I **am**. (NOT ~~Yes, I'm.~~)

Yes, you **are**. (NOT ~~Yes, you're.~~)

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

- Is it 7 o'clock? a No, I'm not.
 1 Are you 16, John? b Yes, we are.
 2 Are Sam and Ben in your class? c No, she isn't.
 3 Am I your partner? d Yes, he is.
 4 Are you and Emma friends? e No, it isn't.
 5 Is Rosa Spanish? f Yes, they are.
 6 Is your brother tall? 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? ✗

 2 your friends / students? ✓

 3 Mr Harris / your teacher? ✓

 4 your parents / doctors? ✗

 5 I / in this class? ✗

 6 it / lunch time? ✓

*10 Complete the sentences with the correct form of **be**.



Mr Davis: Hello. I'm Mr Davis. Are you Joe?

Joe: Yes, I ¹_____. Hello, Mr Davis.
²_____ 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?

Joe: Yes, he ⁹_____. ¹⁰_____ Jack and Emma in class ten?

Mr Davis: Yes, they ¹¹_____.

Joe: Good. They're my friends too.

*11 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.

Hi! My name s Josh. I m from London, and I ¹ your new pen friend. I ² twelve. ³ you twelve too? There ⁴ four people in my family. My dad (his name ⁵ Peter), my mum (her name ⁶ Julie) and my little sister, Jessica. She ⁷ nearly seven. Her birthday is in May. My favourite subjects ⁸ English and maths and my favourite sport ⁹ basketball. My school ¹⁰ in London. ¹¹ your school in a city too? Please write soon, Josh



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

Hi, Josh!

Thank you for your email. _____

Bye for now.

Self-evaluation Rate your progress.

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8 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 has got	She's got	She has not got	She hasn't got
It has got	It's got	It has not got	It hasn't got
We have got	We've got	We have not got	We haven't got
You have got	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 8.1 Listen and point to the correct picture. Then practise in pairs.



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

Picture a

They 've got new bikes.
They haven't got roller skates.

Picture b

He _____ 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).



- *5** **8.2** Listen and complete the information. Use the words in the box.

brothers cat curly ~~fair~~ green rabbits
sisters straight

	Sam	Sally and Mandy
		
hair	<u>fair</u>	
eyes		
family		
pets		

- *6** **8.2** Complete the sentences. Listen again and check.

► Sam's got fair hair and blue eyes.

- 1 He _____ two _____.
- 2 He _____ one _____.
- 3 He _____ three _____.

Sally and Mandy are sisters.

- 1 They _____ hair.
- 2 They _____ eyes.
- 3 They _____ any _____.
- 4 They _____ a _____.

Questions and short answers

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

***7** **8.3** Match the questions 1–6 with the answers a–g. Listen and check.

Have you got any money, Sam?

b

- Has Lucy got a brother?

- Have you and your friends got a football?

- Have your grandparents got a big house?

- Have I got blue eyes?

- Has your dad got a motorbike?

- Has the cat got its dinner?

- No, they haven't.
- No, I haven't. Sorry.
- Yes, we have. Thanks.
- No, he hasn't.
- Yes, it has. It's happy.
- No, you haven't. They're green.
- No, she hasn't.

***8**

Complete the questions and answers. Then practise in pairs.

Have you got 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**

8.4 Listen and complete the questionnaire.

Jackie

- brothers or sisters? no
- pets? _____
- TV in your bedroom? _____
- mobile phone? _____
- favourite band? _____

***10**

Work in pairs. Ask and answer the questions in the questionnaire. Then tell the class about your partner.

Have you got any brothers or sisters, Joe?

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

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

***11 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 person a girl?

No, it isn't.

Has he got fair hair?

Yes, he has.

Self-evaluation Rate your progress.

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

Reading and writing

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



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

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

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



YOU AND YOUR PETS

Hi! My name ¹ 's Karen.
I ² 'm 13. I ³ 've got two white rabbits. Their names ⁴ are Sniff and Snuffle.

Snuffle's ⁵ got black ears. Sniff ⁶ hasn't got black ears. One ear ⁷ is white and one ear ⁸ is brown!



Listening

- 3 R4.1 What have they got? Listen and tick ✓.



	laptop	phone	MP3 player
Simon	✓		
Ben			
Jane			
Lucy			
Toby			

- 4 R4.2 Listen and write.

LUCY'S PENFRIEND

Name? Linda

Boy or girl? _____

Age? _____

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

It's windy.

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**

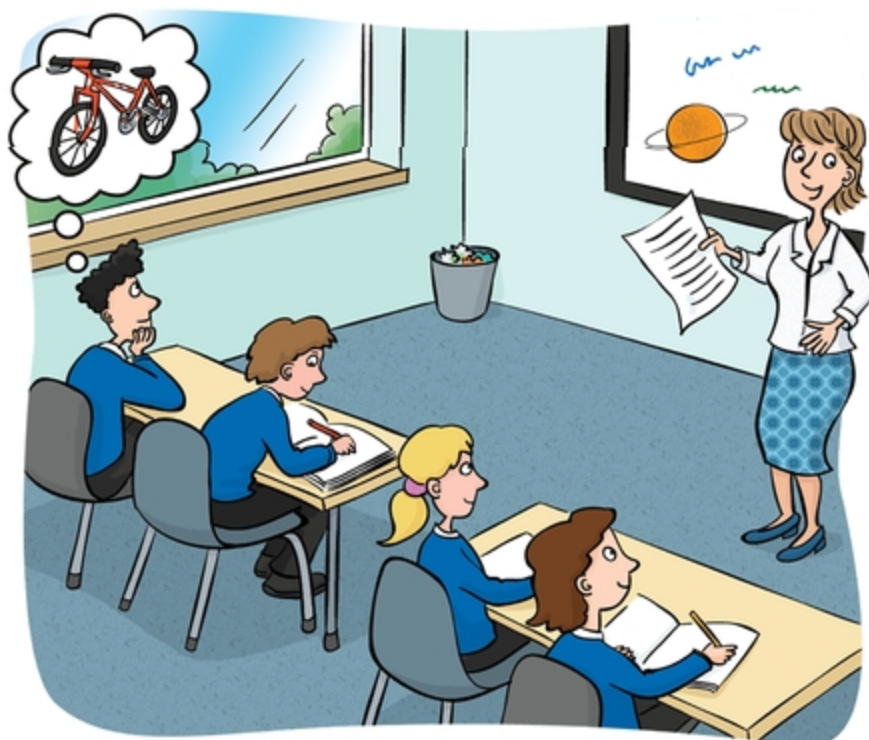
play – playing visit – visiting fall – falling show – showing

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 getting (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.

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

doesn't like + play football likes + read
enjoys + dance hates + write
~~likes + sleep~~ 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** to **'d like**.
I'd like to have lunch now, please.

***4** Use the prompts to make sentences.

▶ I want / watch / TV

I want to watch TV.

1 John wants / buy / a DVD.

2 Jackie would like / visit us / tomorrow.

3 I'd like / use / the computer / please.

4 I want / ask / a question.

5 We'd like / go / to the cinema / tomorrow.

6 Do you want / play / basketball?

****5 Put the words in order to make sentences and questions.**

► go / would / Katy / to / now / like / home

Katy would like to go home now.

1 to / TV / I / tonight / watch / want

2 my / come / Do / you / to / to / party / want

3 to / friend / my / I / phone / would like

4 read / this / you / to / Would / book / like

5 homework / want / don't / my / I / to / now / do

****6 Complete with the conversation with the correct form of the verb in brackets.**

Instant Messaging

▼ My messages

Hi! Would you like to come (come) to my house tomorrow?

Sure. Do you want ¹_____ (watch) a DVD?

No. I've got a new computer game. I want ²_____ (try) it. Would you like ³_____ (play) it with me?

Yes, I'd like ⁴_____ (play) it. But I don't want ⁵_____ (do) that all day.

OK. Do you want ⁶_____ (go) swimming too.

Good idea. See you tomorrow. Bye.

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

► My brother loves climbing (climb) trees.

1 Do you like _____ (buy) clothes?

2 I want _____ (have) guitar lessons.

3 Maya doesn't like _____ (clean) her room.

4 My mum hates _____ (drive).

5 We'd like _____ (go) shopping.

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

I like reading.

I love shopping for clothes.

	love	like	don't like	hate
read		✓		
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.**

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
5			
6			
7			
8			
9			

10 The imperative; Let's

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

The imperative



We use the imperative to give orders and instructions.

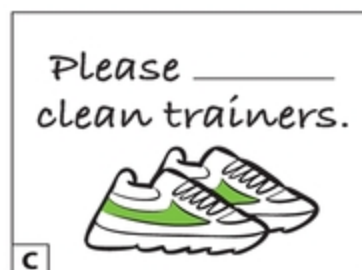
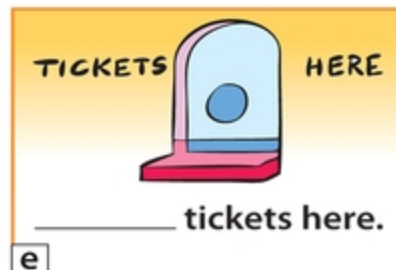
We can add *please* to be polite.

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

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

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

be buy feed ~~pick~~ talk wash wear take



****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 _____



*** 4

Work in pairs. Take turns to give your partner instructions. Use the ideas in the box and your own ideas.

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

Spell your name.

J-O-H-N.

*** 5

GAME

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

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

Negative

Let's **not** go out.
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.



*7

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

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

▶ You and your friend are hungry.

Let's have lunch.

- You want to buy some new clothes.
- You're at a party and you like the music.
- You and your friend are walking home in the rain. You're getting wet.
- You and your friend don't understand your homework.
- You and your friends are tired.

*8

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

▶ *Let's not have lunch.*

*9

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

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

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
5			
6			
7			
8			
9			

Reading and writing

- 1 Complete the sentences about Katie, Bella and Rosy.

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

♥♥♥ = love ♥♥ = like/enjoy × = hate

▶ Katie loves swimming.

▶ Bella would like to come to the library.

- Rosy enjoys _____.
- _____ wants to come to the swimming pool.
- Bella hates _____.
- 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 window.

John: OK.

a ☐ to open b ☐ opening c ☐ open

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?

Sam: No, I want _____ home.

a ☐ to go 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...

Reading and writing

1 Choose the best answer.

► Would you like _____ a DVD?

Good idea!

- a ☐ watch
- b ☒ to watch
- c ☐ watching

1 What's your favourite sport?

_____.

- a ☐ Run
- b ☐ To run
- c ☐ Running

2 Has May got a brother?

Yes, she _____.

- a ☐ has.
- b ☐ 's.
- c ☐ 's got.

3 Are you twelve?

No, I _____.

- a ☐ aren't
- b ☐ isn't.
- c ☐ 'm not.

4 Do you like _____?

No, I hate it!

- a ☐ swim
- b ☐ to swim
- c ☐ swimming

5 That's a good film.

OK, _____ watch it.

- a ☐ I want
- b ☐ I'd like
- c ☐ Let's

6 Good morning, Miss Taylor.

Hello, Class six. Please _____ down.

- a ☐ to sit
- b ☐ sit
- c ☐ sitting

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

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

► Paul and Ted are in my class. Our teacher is Mr Wilson.

1 Peter _____ like to go to the cinema. Do you _____ to go too?

2 I haven't _____ my books. _____ John got his?

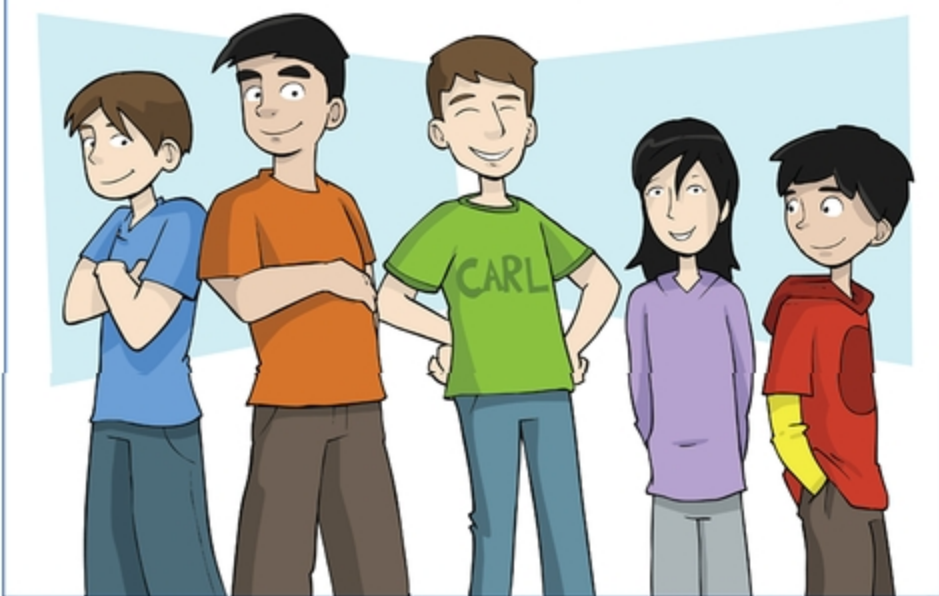
3 I don't _____ playing computer games. I enjoy _____ puzzles.

4 Let's _____ watch TV. Let's _____ a game.

5 Please _____ me with my homework, it's difficult!

3 Read about Carl. Complete the sentences with 1, 2 or 3 words.

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



There are four boys in Carl's family and ¹_____.

The boys all like ²_____. Carl wants

to ³_____ one day. Harriet

is Carl's ⁴_____. She doesn't

⁵_____. She likes ⁶_____.

Listening

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



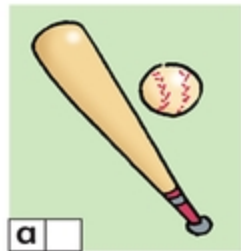
► Which girl is Sara?



1 Which boy is Tom?



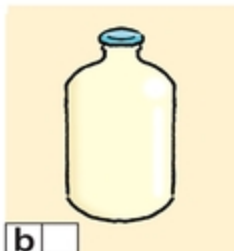
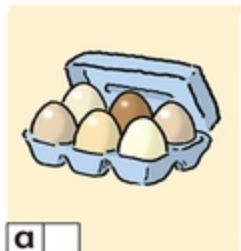
2 What's his favourite sport?



3 What does Lucy want to do?



4 What's in the bag?



5 What does Emma want to do?



Speaking

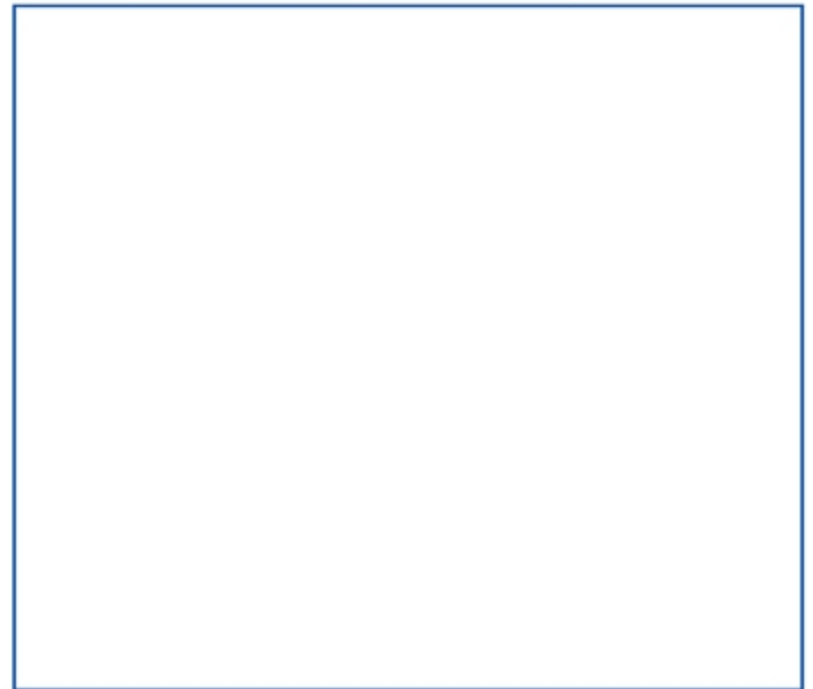
5 Work in pairs. Look at exercise 3 again. Take turns to choose a person from the picture and talk about them. Use words from this unit and your own ideas.

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!

11 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.

- | | |
|--------------------|----------------|
| 1 like, likes | jump, jumps |
| 2 finish, finishes | catch, catches |
| 3 hurry, hurries | go, goes |
| 4 do, does | miss, misses |
| 5 have, has | sit, sits |

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

/s/ likes

/z/ _____

/ɪz/ _____

*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 gets up at 7.30.
 1 He _____ a cup of chocolate.
 2 He _____ some bread.
 3 He _____ his homework in his bag.
 4 He _____ to school by bus.
 5 He _____ sandwiches for lunch.

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

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

Negative

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

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

- *7** Put the words in order to make sentences.



► does / enjoy / not / cleaning his room / Peter
Peter does not enjoy cleaning his room.

- 1 to go shopping / don't / want / I

 2 They / don't / have lunch / at school

 3 not / We / live / in a city / do

 4 like / Billy / doesn't / classical music

 5 not / My / does / dad / in a bank / work

- *8** **11.4** Make these sentences negative. Listen and check.



- I live in Manchester.
I don't live in Manchester.
 1 I go to bed at seven.

 2 He has a maths lesson this morning.

 3 We go to school seven days a week.

 4 The sun shines at night.

 5 I love Monday mornings.

 6 My school starts at eleven.

Questions and short answers

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

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

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

- ▶ Do you play basketball?
Yes, I do. I play at school.
- 1 _____ 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** **11.6** Look at the pictures. Listen and answer the questions.



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



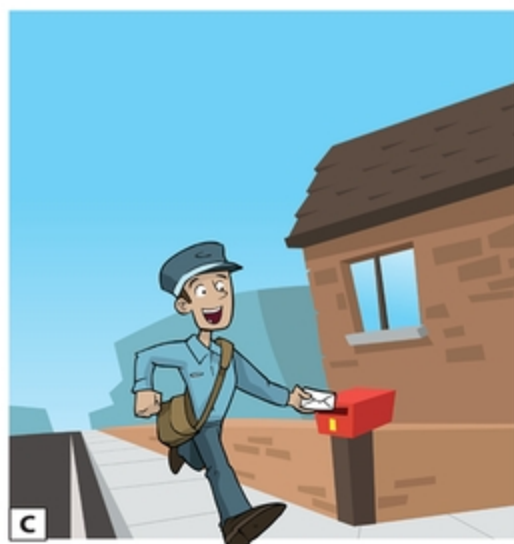
*13 11.7 Listen and match the words with the pictures. Then sing!



- 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.



a



c



b



d



e

Self-evaluation Rate your progress.



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

12 Present continuous

I can recognize and use the present continuous tense.

Use of the present continuous



We're having an English lesson. I'm reading about 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 am going	I'm going	I am not going	I'm not going
You are going	You're going	You are not going	You aren't going
He is going	He's going	He is not going	He isn't going
She is going	She's going	She is not going	She isn't going
It is going	It's going	It is not going	It isn't going
We are going	We're going	We are not going	We aren't going
You are going	You're going	You are not going	You aren't going
They are going	They're going	They are not going	They aren't going

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



► I'm drinking _____.
(drink)



2 They _____.
(not sleep)



4 You _____.
(not study)



1 We _____ fun.
(have)



3 He _____.
(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.



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

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

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

***5** **12.3** Listen and number the sentences 1–5.

— A woman is buying some fruit.

1 A baby is crying.

— Some people are watching a football match.

— A boy is running.

— Some people are skiing.

- *6** **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.

- *8** Complete the emails with the present continuous form of the verbs in the box.

get ready have ~~not have~~ not rain
rain shine swim use write

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

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

- *9** **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. Are you doing (you / do) your homework?

Rick No, I'm not. I'm playing a game.

Sandy ¹_____ (you / listen) to music too?

Rick Yes, I ²_____. I've got a new album.

Sandy ³_____ (your parents / work) today?

Rick No, they ⁴_____. They don't work on Saturdays.

Sandy ⁵_____ (your brother / play) football this morning?

Rick No, he ⁶_____. There's no football today.

Sandy Oh. ⁷_____ (it / rain)?

Rick Yes, it ⁸_____. We're staying at home today.

***11** Work in pairs. Ask and answer questions about Rick from exercise 10.

▶ 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.

▶ you / wear / jeans today?

Are you wearing jeans today?

Yes, I am / No, I'm not.

- 1 you / sit / next to a window?

- 2 you / listen / to music?

- 3 you / use / a pen?

- 4 your best friend / sit / next to you?

- 5 your teacher / smile?

- 6 your friends / study?

***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 are sitting on a London bus. They ¹ _____ 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 ⁶ _____ on the London Eye. Emma and I are happy, but Jack and Robbie ⁷ _____ it. They don't like flying! Well, how are you? Are you ⁸ _____ a good time? Write and tell me!

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

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

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



In this picture, my friends



I like this picture. I'm with _____



We _____
I'm not

Well, how are you? _____

- *15** **12.6** Listen to ten questions and answer. Who can answer first?

No, I'm not!

- *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 man is ...

A man is riding a bike?

Correct!

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
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16			

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 ⁶reads / 's reading the newspaper.



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

► (get up)

Do you get up at seven every morning?

No, I don't. I get up at nine on Saturdays.

1 (do)

_____ you _____ maths now?

No, I _____. I _____ English at the moment.

2 (work)

_____ your dad _____ in an office every day?

No, he _____. He _____ at home today.

3 (wear)

_____ students at your school _____ uniform?

No, they _____. We _____ our own clothes.

I _____ my favourite shirt today!

4 (listen)

_____ you _____ to music every day?

Yes, I _____. I _____ to my favourite band right now.

5 (play)

_____ your brother _____ badminton on Tuesdays?

Yes, he _____. He _____ now!

***4** **13.2** Listen and check your answers to exercise 3. Practise the dialogues in pairs.

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



1 Jack is in his bedroom. He's lying (lie) on his bed and he _____ (read) a magazine.

2 He _____ (wear) jeans and a T-shirt.

3 He _____ (not wear) any shoes.

4 A cat _____ (sleep) on a chair.

5 Jack _____ (play) the guitar and he _____ (read) a lot of books.

6 He _____ (like) football – and he _____ (eat) lots of chocolate.

7 He _____ (not like) tidying his room!

6

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 week
☺ fashion, pop music
☹ rain



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

7

13.3 Listen and check your answers to exercise 6.



8

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

Clive's a builder. He

Julie and Claire

9

Complete the notes about you, then write sentences.

About me

I'm a student

I go to _____ school.

☺

☹

NOW

(sit)

(wear)

(study)

I'm a student. I go to

At the moment, I'm

10

Now write about a person in your family.

My dad

About him

postman

gets up at 5

☺

☹

NOW

My dad's a postman. He ...

At the moment, he's ...

- 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 ¹ _____ to London university and she ² _____ History.

I ³ _____ next to my brother Harry. He ⁴ _____ a red T-shirt and he ⁵ _____ – he ⁶ _____ being in photos.

My mum ⁷ _____ 'Hurry up!' at my dad – and he ⁸ _____ into the picture. My dad ⁹ _____ terrible photos!



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

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

Sheep eat grass.

The sheep are standing in the field.



Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
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Reading and writing

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

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



Kyle is a student. He reads a lot of books. Today he's on holiday. He ¹ _____ in 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 ⁶ _____ French and Dan's subject is maths. They ⁷ _____ now. They're having lunch.

Listening

- 2 R7.1 Listen and draw lines.

Sam's mum Mrs Blake Tina Ricky 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.

He's wearing a yellow T-shirt.

They teach in a school.

14 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.

*2 Rewrite the sentences in the past simple.

► I'm not at home.

I **wasn't** at home.

1 They aren't hungry.

2 Lucy isn't here.

3 You and I are very lucky.

4 I'm busy.

5 You're funny!

6 The weather is terrible.

Was and were: questions and short answers

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

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

► you / at your friend's house / last night / were
Were you at your friend's house last night?
 Yes, I was.

1 your parents at home / yesterday / were

No, they _____.

2 Tom / this morning / on the bus / was

No, he _____.

3 it / sunny / was / last Saturday

Yes, it _____.

4 in the team / were / last week / you

No, I _____.

5 the shops / open / were / last Sunday

Yes, they _____.

6 they / at the party / were / last night

Yes, they _____.

*4 14.1 Listen. Underline the /wəz/ sounds and circle the /wɒz/ 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.

*6 14.3 Look at exercise 5 again. Use the prompts to make dialogues and practise in pairs. Listen and check.

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

***7** Complete the questions with *was* and *were*.

- ▶ *Was it your birthday last week?*
Yes, it was. It was my birthday last Wednesday.
- 1 *_____ at school yesterday?*
No, Ted and Harry weren't at school yesterday.
- 2 *_____ at home last night?*
Yes, I was.
- 3 *_____ on the school bus this morning?*
No, Julie wasn't on the school bus this morning.
- 4 *_____ at the party last Saturday?*
Yes, he was. Jack was there.
- 5 *_____ at Jack's party?*
No, we weren't.
- 6 *_____ late for school yesterday?*
Yes, I was.

***8**

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

- ▶ Tim and Jenny / in Paris / on Monday?
▶ sunny?

Were Tim and Jenny in Paris on Monday?

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 is and there are (see page 10).

Affirmative	Negative
There was a big cake!	There wasn't any ice-cream.
There were some nice sandwiches.	There weren't any crisps.
Questions	Short answers
Was there any music?	Yes, 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.

- | | |
|--|--|
| <input type="checkbox"/> swimming pool | <input type="checkbox"/> table tennis table |
| <input type="checkbox"/> computer room | <input type="checkbox"/> shops <input type="checkbox"/> TV |
| <input type="checkbox"/> beach <input type="checkbox"/> the sea | <input type="checkbox"/> mountains |
| <input type="checkbox"/> cafés <input type="checkbox"/> restaurant | <input type="checkbox"/> museum |

*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...

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

MY SUMMER HOLIDAY

My summer holiday was fun.
The hotel was big and there was ...

Self-evaluation Rate your progress.

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15 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 – stopped travel – travelled BUT snow – snowed	didn't stop didn't travel didn't snow
verbs ending -e	dance – danced like – liked	didn't dance didn't like
verbs ending consonant + -y	hurry – hurried carry – carried	didn't hurry didn't carry

*We **went** to France last month. We **stayed** in Paris. I **climbed** the Eiffel Tower and I **took** a lot of photos. It **was** great!*

*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.

***2** Now make the sentences in exercise 1 negative.

▶ Jack and I didn't play badminton yesterday.

- 1 My sister _____.
- 2 I _____.
- 3 Josie _____.
- 4 Jo and Sam _____.
- 5 We _____.
- 6 I _____.
- 7 My dad _____.
- 8 We _____.

***3** Complete the sentences. Write the past simple form of the verbs.

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

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

- 1 May / travel / to London, but she / not visit / Buckingham Palace.

- 2 I / listen / to the music but I / not like / it.

- 3 It / start / to rain and we / hurry / home.

- 4 James / call / his mum but she / not answer the phone.

- 5 It / not rain / last week, but it / snow!

- 6 We / wait / a long time, but the bus / not arrive.

- 7 It / not rain / yesterday morning, so we / decide / to go for a walk.

- 8 They / study hard, but they / not pass / the exam.

***4**  **15.1** Listen and repeat.

/t/ jumped, washed, looked, danced
/d/ played, studied, lived, listened
/ɪd/ 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/	
/ɪd/	added

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



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



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



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

Irregular verbs: affirmative and negative

Many verbs have irregular past simple forms.

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

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

***8** Rewrite the sentences in the past simple.

► Katie has breakfast at 7.30.

Katie had breakfast at 7.30.

1 I go swimming with my brother.

2 Mum makes nice cakes.

3 We get a lot of homework.

4 They come to school by bus.

5 We take the dog to the shops.

6 Dad says 'no'.

7 I do my homework in the kitchen.

8 Jessica sees us from her window.


***9**

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 came (come) to my house yesterday.

1 We _____ (have) a great time last weekend.

2 Joe _____ (see) an accident this morning.

3 They _____ (not go) to the cinema last night.

4 You _____ (do) a lot of homework last Saturday!

5 Mum _____ (make) some sandwiches for us.

6 I _____ (not have) breakfast this morning.

7 David _____ (take) a lot of photos last week.

8 I _____ (not get) your message yesterday.

9 My friends _____ (go) to London last Monday.

10 I _____ (say) 'hello' to Sam when he went by, but he _____ (not see) me.

***11**

GAME

Play in groups or round the class.

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

I went to the cinema last Saturday.

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

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

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

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

go catch find **give** know put
write drink eat sing not have

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

Regular and irregular verbs: questions and short answers

All verbs, regular and irregular (except **be**), form 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–g.

- Did you enjoy the party? **c**
- Did your parents come to the school concert? _____
 - Did Bob go to Spain last summer? _____
 - Did it rain yesterday? _____
 - Did Julie have her music lesson yesterday? _____
 - Did you and your brother take the dog to the park? _____
 - Did I get the wrong answer? _____

- Yes, they did. They enjoyed it very much.
- No, she didn't. She had it last Saturday.
- ~~Yes, I did. It was great.~~
- No, it didn't. It was sunny.
- No, you didn't. You were right.
- No, he didn't. He went to Italy.
- Yes, we did. It was fun.

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

▶ Did you watch (watch)
TV last night?

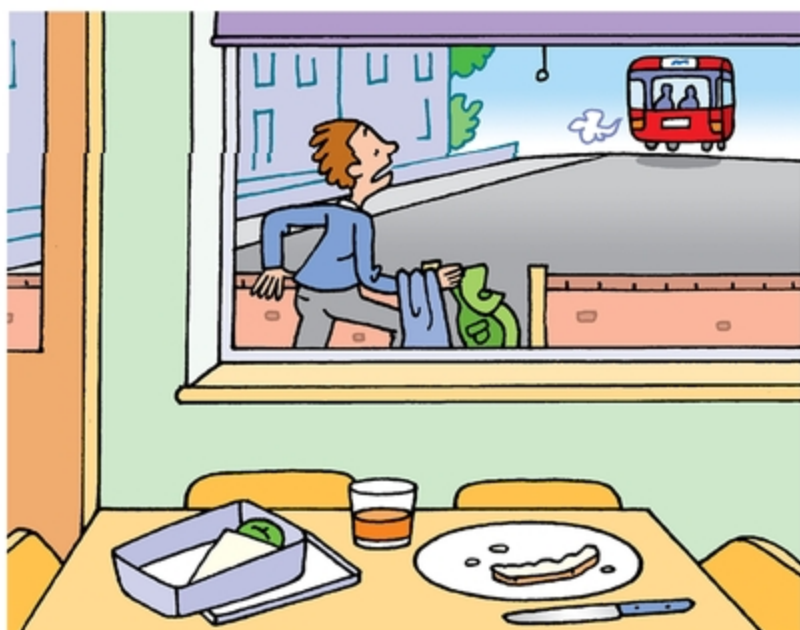
Did you watch
TV last night?

Yes, I did.

- 1 _____ (do)
three hours' homework last night?
- 2 _____ (play)
computer games last night?
- 3 _____ (go)
out last night?
- 4 _____ (make)
your bed this morning?
- 5 _____ (listen)
to music this morning?
- 6 _____ (walk)
to school today?

- *15** 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 ² _____ (want) to go to a big football match.




Ted ³ _____ (not do) his homework. What ⁴ _____ (do)? He ⁵ _____ (go) to the football match!



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




Ted ⁸ _____ (not understand). How did the teacher know? Then the teacher ⁹ _____ (say), 'I ¹⁰ _____ (watch) TV last night. I ¹¹ _____ (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.

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
A	go	watch	make	come	open
B	phone	be	listen to	do	work
C	wait	arrive	enjoy	say	take
D	be	carry	want	get up	play
E	have	kick	see	look for	get

3D

I wanted to stay in bed this morning. 5D

I played a computer game last night.

Self-evaluation Rate your progress.



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Reading and writing

1 Choose the best answer.

► Did you go to John's party, Ben?

- a ☐ Yes, I went.
- b ☒ Yes, I did.
- c ☐ Yes, I go.

1 Was there any food?

- a ☐ Yes, there is.
- b ☐ Yes, it was.
- c ☐ Yes, there was.

2 Did you enjoy it?

- a ☐ Yes, it was great.
- b ☐ Yes, I like it.
- c ☐ Yes, I do.

3 Did you see Tim and Danny there?

- a ☐ No, I didn't see.
- b ☐ No, I didn't.
- c ☐ No, they didn't.

4 Were your parents there?

- a ☐ Yes, they were.
- b ☐ Yes, there were.
- c ☐ Yes, they were my parents.

5 Did you play games?

- a ☐ Yes, we all play games.
- b ☐ Yes, I like playing games.
- c ☐ Yes, there were some funny games.

6 Did you stay until the end?

- a ☐ Yes, I stayed.
- b ☐ Yes, I did.
- c ☐ Yes, I was.

Listening

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

Monday Tuesday Wednesday



Thursday 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.

Reading and writing

1 Choose the best answer.

► Joe Do you like cheese?

Daisy Yes, I _____.

- a ☐ like
- b ☐ am
- c ☒ do

1 Joe _____ home now?

Daisy No, I'm not.

- a ☐ Are you going
- b ☐ Do you go
- c ☐ Am I going

2 Joe What's your dad's job?

Daisy He _____.

- a ☐ teach
- b ☐ 's teaching
- c ☐ 's a teacher

3 Joe Does your brother go to school?

Daisy No, he _____.

- a ☐ isn't
- b ☐ doesn't
- c ☐ don't

4 Joe Did you have a nice time yesterday?

Daisy Yes, thanks, it _____ great.

- a ☐ is
- b ☐ were
- c ☐ was

5 Joe Did Sam do his homework last night?

Daisy No, he _____.

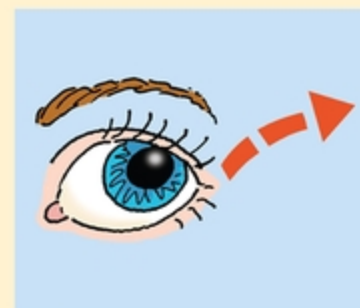
- a ☐ doesn't
- b ☐ didn't
- c ☐ don't

2 Complete the story with the words below.

Last week, John went on holiday with his parents. They travelled by ¹_____. It was a long ²_____. They got on the train in London and went to sleep. The next morning, they woke up in ³_____! John looked out of the ⁴_____. He ⁵_____ mountains and a big ⁶_____. Scotland was an exciting place!



parents



saw



Scotland



castle



journey



window



train

Listening

3 **R9.1** Listen and tick ✓ the best answer.



► Where did Polly have her picnic?



1 What did they eat?



2 What does Polly do every Saturday?



3 Which is Polly's T-shirt?



4 What's Polly's brother doing?



5 Where is Polly's grandmother?



Speaking

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

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

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

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


Who, whose, what, which

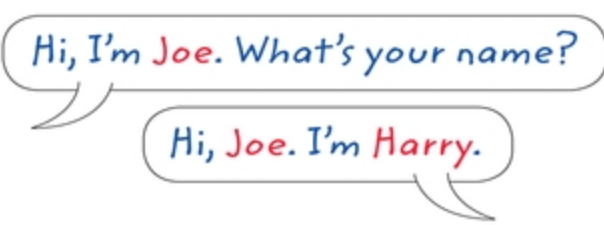
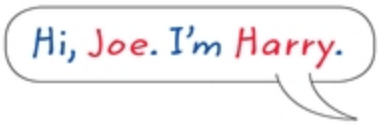




There are two kinds of questions:

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

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

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

- 1  Hi, I'm *Joe*. What's your name?
 Hi, *Joe*. I'm *Harry*.
- 2  Which class are you in?
 Class *3*.
- 3  Whose class is this?
 It's *Mrs Black's*.
- 4  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.

***3** Circle the correct question word. 

- ▶ Whose / Who is this bag – yours or Nessa's?
- 1 What / Who is your teacher's name?
 - 2 Which / What is your bag?
 - 3 Who / Whose are these books?
 - 4 Which / What is the answer to question 1?
 - 5 Who / Whose sits next to you in class?
 - 6 Which / What hand do you write with?
 - 7 What / Who is that boy?

***4** Write *Who*, *Whose*, *What* or *Which*.

- ▶ What's your surname?
- 1 Chocolate cake or lemon cake?
 _____ 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?

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

 What's your surname?

 Clark.

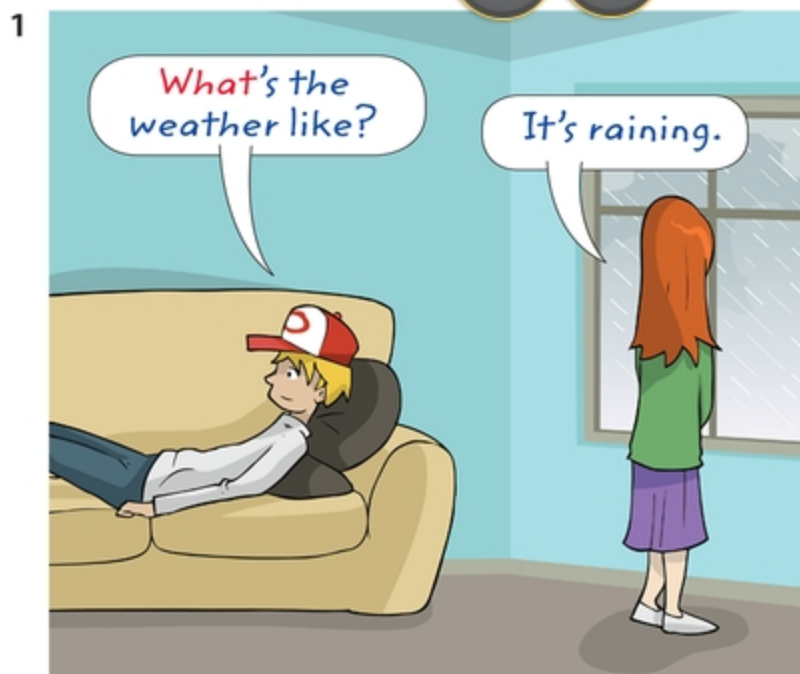
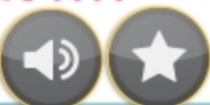
***6** Write questions for the answers. Use the words in brackets and the question words in the box.

who who which what what whose ~~whose~~

- ▶ Whose bike is that? _____ (bike)
 It's Sarah's.
- 1 _____ (girl)
 She's my friend.
 - 2 _____ (address)
 33 Castle Street.
 - 3 _____ (time)
 It's five o'clock.
 - 4 _____ (desk/yours)
 The one next to the window.
 - 5 _____ (favourite singer)
 Madonna.
 - 6 _____ (coat/you wearing)
 My sister's.

Expressions with what ...?

*7 **16.2** Listen and repeat.



2 What's (John) like?

He's very nice.

3 What's the matter?

Nothing. I'm fine.

4 What's the time?

Six o'clock.

5 What about having lunch now?

Good idea.

*8 **16.3** Complete the missing words. Listen and check your answers. Then practise in pairs.

► Are you OK, Sam? What's the matter?
Nothing. I'm OK, thanks.

1 _____ in London at the moment?
The sun's shining!

2 _____, Jenny?
It's half past nine. Hurry up!

3 _____? Is there a problem?
Well, yes – I'm hungry!

4 _____?
Maya? She's very friendly. I like her.

5 _____ watching a film?
Yes, let's do that!

6 _____?
Terrible. It's cold and wet.

*9 **GAME** 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.

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

Self-evaluation Rate your progress.



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

I can recognize and use where, when, why and how.

Where, when, why, how



Questions about reason	why	Why are you laughing? Why do you need an umbrella?	(Because) this book is funny. (Because) it's raining!
Questions about time	when	When does this lesson end? When did you go to France?	At twelve o'clock. Last summer.
Questions about manner	how	How do you go to school? How did he know the answer?	I walk. He used the internet!
Questions about place	where	Where do you live? Where's the cat?	In London. Behind the chair.

*1 17.1 Listen and repeat. Then practise in pairs. Change the words in red.



- Where's your bag? It's **under the desk**.
- Why do you study English? Because **I like it**.
- When's your birthday? **April 13th**.
- How do you go to school? **By bus**.

***2** Circle the correct option.

► Where / How do you have lunch?

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

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

Where do you have lunch?

I have lunch in the canteen.

***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*.

***5 17.2 Listen and repeat.**



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

How old are you? I'm 13.

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

How about (playing) a game of cards?
Good idea.
No, thanks.

***6 Write one word in each gap.**



- How old are you, Kate?
- How do you _____ your surname, Harry?
 - How _____ is your brother?
 - How _____ a drink?
 - How _____ going to the cinema?
 - I'm fine. _____ you?

***7 17.3 Match the questions in exercise 6 with the correct answers a-f. Listen and check.**



- a He's six. ____
- b Yes, please. Can I have a cup of tea? ____
- c I'm fine, thanks. ____
- d I'm 12. ► ____
- e W-A-T-S-O-N ____
- f Yes, OK. Let's go. ____

***8 Choose the correct answer.**

- When does school start?
- ☒ At 8.30.
 - ☐ In Birmingham.
 - ☐ Yes, it does.
- 1 Why are they running?
- ☐ Because they're late for school.
 - ☐ Yes, they are.
 - ☐ They're going home.
- 2 How about some music?
- ☐ I don't like it.
 - ☐ Yes, good idea.
 - ☐ I like pop music.
- 3 How are you?
- ☐ Yes, I am.
 - ☐ How do you do?
 - ☐ Fine, thanks.
- 4 When's your birthday?
- ☐ Tomorrow!
 - ☐ No, it isn't.
 - ☐ No, it's John's.
- 5 How do you go to school?
- ☐ Every day.
 - ☐ I walk.
 - ☐ In London.
- 6 How is your brother?
- ☐ He's twelve.
 - ☐ I'm fine, thanks.
 - ☐ He's fine.

***9**

Complete the questions, then ask and answer in pairs.

- How are you?
- _____ do you spell your surname?
 - _____ old are you?
 - _____ do you live?
 - _____ 's your birthday?
 - _____ do you go to school?

How are you? I'm fine, thanks.

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

► When do you get up ?

I get up at seven.

1

My name? J-O-S-H.

2 (_____) ?

I'm hungry because I didn't have any breakfast.

3 _____?

Anna? She's 13.

4 _____?


The shops close at 5.30.

5 _____?

I do my homework in my bedroom.

6 _____?

Good idea. Which DVD do you want to watch?

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

***12**   **17.5** Read and listen. Then sing!

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

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

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

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

Self-evaluation Rate your progress.

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18 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?

3 Work in pairs. Ask and answer questions about the prices of the things below.

crisps 80p

milk £1.50

chocolate
£1.35

apple juice
£1.00

lemonade
£2.00

bananas
60p each

sweets
20p each

How much are the crisps?

80p. How much is the lemonade?

4 Complete the dialogues with *much* or *many*.



► How much money have you got?

Not much. Sorry.

6 How _____ are the pens?

They're £3.50.

1 How _____ cheese is there in the fridge?

A lot.

7 How _____ sugar have we got?

None.

2 How _____ people were at the concert?

Not _____.

8 How _____ girls are in your class?

Twelve.

3 How _____ ice cream is there?

Not _____.

9 How _____ is this book?

£5.50.

4 How _____ photos did you take?

Ten.

10 How _____ apples are there?

None.

5 How _____ books are in your bag?

Lots.

5 **18.1** Listen and check your answers to exercise 4. Practise the dialogues in pairs.



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



► How much are the pencils? c

- 1 How much is the lemonade? _____
- 2 How many biscuits are there? _____
- 3 How much orange juice is there? _____
- 4 How many pencils are there? _____
- 5 How much milk is there? _____
- 6 How much are the biscuits? _____
- 7 How much is the orange juice? _____
- 8 How much water is there? _____

- a There isn't much.
- b three
- c £1.25 each
- d 12 cartons
- e £1.00
- f four
- g 50p each
- h £1.50
- i none

pencils	£1.25 each
notebooks	£2.00 each
pencil 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
cakes	£2.25 each



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

cakes notebooks cups
pencil cases pot of tea
postcards rulers pencils

How much are the notebooks?

£2. How many notebooks are there?

8 Look at the picture and complete the questions. Write *How much* or *How many*.

- ▶ *How many* people are skating?
- ▶ *How much* bread is there?
- 1 _____ girls are skating?
- 2 _____ ice is there?
- 3 _____ soup is there?
- 4 _____ water is there?
- 5 _____ children are in the picture?
- 6 _____ are the burgers?
- 7 _____ is the bread?
- 8 _____ women are in the picture?

9 Work in pairs. Take turns to ask and answer the questions in exercise 8.

How many people are skating?

Eleven. How much bread is there?

A lot.

10 **GAME** 18.2 Cover the picture. Listen to the questions and guess the answers. Write your answers down.

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

12 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?

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



Self-evaluation Rate your progress.

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Reading and writing

1 Choose the best answer.

► What about a game of table tennis?

- a ☒ Yes, OK. Good idea.
- b ☐ Yes, I do.
- c ☐ Yes, there is.

1 How much money have you got?

- a ☐ Yes, I've got some money.
- b ☐ Yes, I have.
- c ☐ £2.50

2 How do you go to school?

- a ☐ every day
- b ☐ by bus
- c ☐ in London

3 What's the matter?

- a ☐ Nothing, I'm fine.
- b ☐ No, there isn't.
- c ☐ none

4 What's the weather like?

- a ☐ Yes, it's a nice day.
- b ☐ Yes, I do. It's hot.
- c ☐ It's sunny.

5 How much are the biscuits?

- a ☐ There are six.
- b ☐ 50p each
- c ☐ not many

6 How about an ice cream?

- a ☐ That's £3, please.
- b ☐ Yes, there are.
- c ☐ Yes, please.

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

~~How~~ What Where Which Whose Why

► Hi! How are you?
I'm fine, thanks.

1 _____ jacket is that?
It's Jenny's.

2 _____ bag is yours?
The black one, there.

3 _____ is your book?
It's on the teacher's table.

4 _____ does John need the computer?
Because he wants to write an email.

5 _____ would you like for lunch?
Pasta, please.

3 R10.1 Listen and complete the sentences.

I talked to Joe Ashton. He lives in London.

He's ¹_____ years old.

He's got ²_____ brothers.

Joe is in Class ³_____.

His favourite subject is ⁴_____.

His English teacher is ⁵_____.

Listening

4 **R10.2** Listen and colour and write.



Speaking

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

how how many how old what when

Name? _____

Age? _____

Birthday? _____

Brothers/sisters? _____

Favourite subject? _____

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

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

How many oranges are there?

What colour is the man's scarf?

How much are the potatoes?




19 Can, could

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

Can and could: ability

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



Affirmative	Negative
Present	
	
I can play the drums.	I can't play the piano.
Past	
	
Einstein could speak German and English.	He couldn't speak Japanese.

We use **can/can't** + base form to talk about ability in the present. We use **could/couldn't** to talk about ability in the past. The verb form stays the same for *I, you, he, she it, we, and they*.

***1** Complete the sentences with **can, can't, could** or **couldn't** to make true sentences.

► I can read.

- Mozart _____ read music.
- Shakespeare _____ send text messages.
- I _____ speak Chinese.
- Michael Jackson _____ sing and dance.
- I _____ count to ten in English.

Chris now	Chris age 5
	
swim ✓ ski ✗	dance ✓ play a musical instrument ✗
Jane and Laura now	Jane and Laura age 5
	
speak French and English ✓ speak Italian ✗	write their names ✓ read ✗

► Chris can swim. He can't ski.

- Young Chris could _____. He _____ play a musical instrument.
- Jane and Laura _____ speak French and English. They can't _____ Italian.
- 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 couldn't .

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



► *Can Lee swim?* *Yes, he can.*

1 *_____ you ski last year?*
No, I _____.

2 *_____ your brother ride a bike?*
No, he _____. He's only three!

3 *_____ 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 _____.

6 *_____ you understand English last year?*
Yes, I _____.

****4**



Work in pairs. Ask and answer questions with **can**.

Can you juggle?

No, I can't. Can you?



1 juggle?



2 dive?



3 stand on your head?



4 say the alphabet in English?



5 play a musical instrument?

****5**



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?

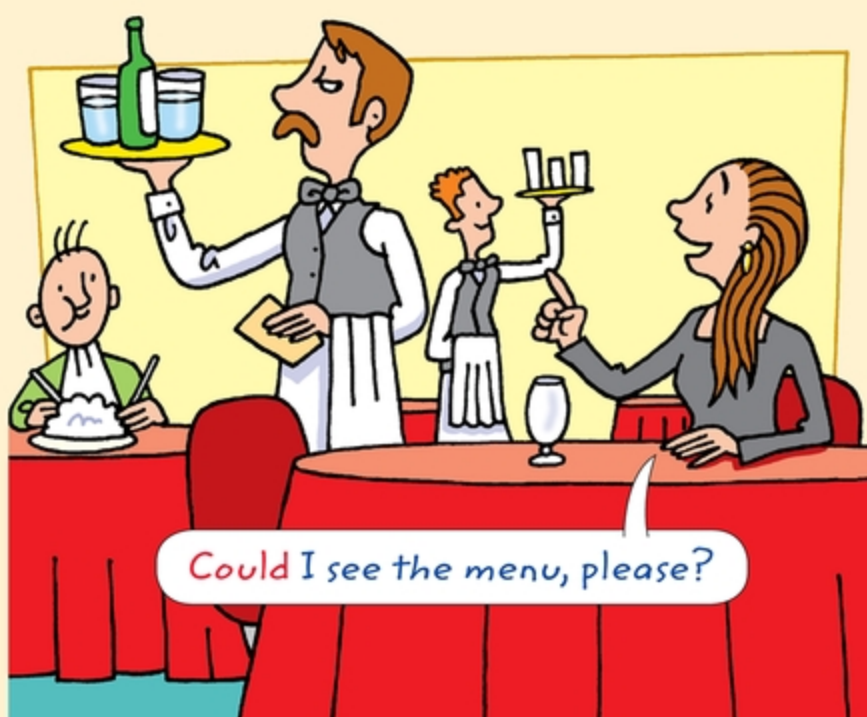


5 use a computer?

Can and could: permissions and requests



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



We use **can** or **could** to ask for permission.



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



***6** **19.2** Match the questions with the answers a–f. Listen and check your answers.
Practise in pairs.

► Can you tell me the time, please? d

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

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

7 **19.3** Listen and say the number of the picture.



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.

9

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?

Yes. Sure.

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

10

GAME

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

Self-evaluation Rate your progress.

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20 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 must drive on the left in the UK.	Drivers mustn't drive on the right in the UK.
I must 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 **mustn't** 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

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

► How much do you have to pay for a ticket?
£5.

1 Ben to wash the dishes?
No, he _____.

2 we to wear our best clothes today?
Yes, you _____.

3 Where I have put my homework?
On the teacher's table.

4 John to do an exam?
Yes, he _____.

5 we have finish the salad?
Yes, you _____.

6 What time you have go home?
Eight o'clock.

****5** Work in pairs. Ask and answer the questions.

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

Do you have to get up early at weekends?

No, I don't.

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

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

policeman actor teacher shop assistant
taxi driver pop star builder vet

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

Do you have to work at weekends?

Yes, I do.

Do you have to wear a uniform?

No, I don't.

Are you a doctor?

No, I'm not.

Do you work with animals?

Yes, I do.

Are you a vet?

Yes, that's right!

Had to



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

Present

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

Past

I/you/we/they **had to** study last week.

***7** **20.2** Rewrite the sentences in the past tense. Listen and check.



► I must go home.

I had to go home.

1 We have to hurry.

2 They have to stay at school.

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

***9**

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

Shall I help you with your bags?



Shall I call a taxi?

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

***10** **20.3** Listen and say the number of the picture.

Picture five.



1



4



2



5



3



6

***11** 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.

***12** 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.

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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.

2 Choose the correct words to complete the story.



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

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

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

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

Listening

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



► What can Jack do?



1 Which picture is wrong?



2 What do they decide to do now?



3 What does Jack want?



4 Which book does Jack choose?



Speaking

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

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.

He has to ...

21 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.

- *1 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 21.1 Find a pen. Listen and put the pen in the correct place.

Put the pen in a bag.

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

Put the pen on the desk.

- *4 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.



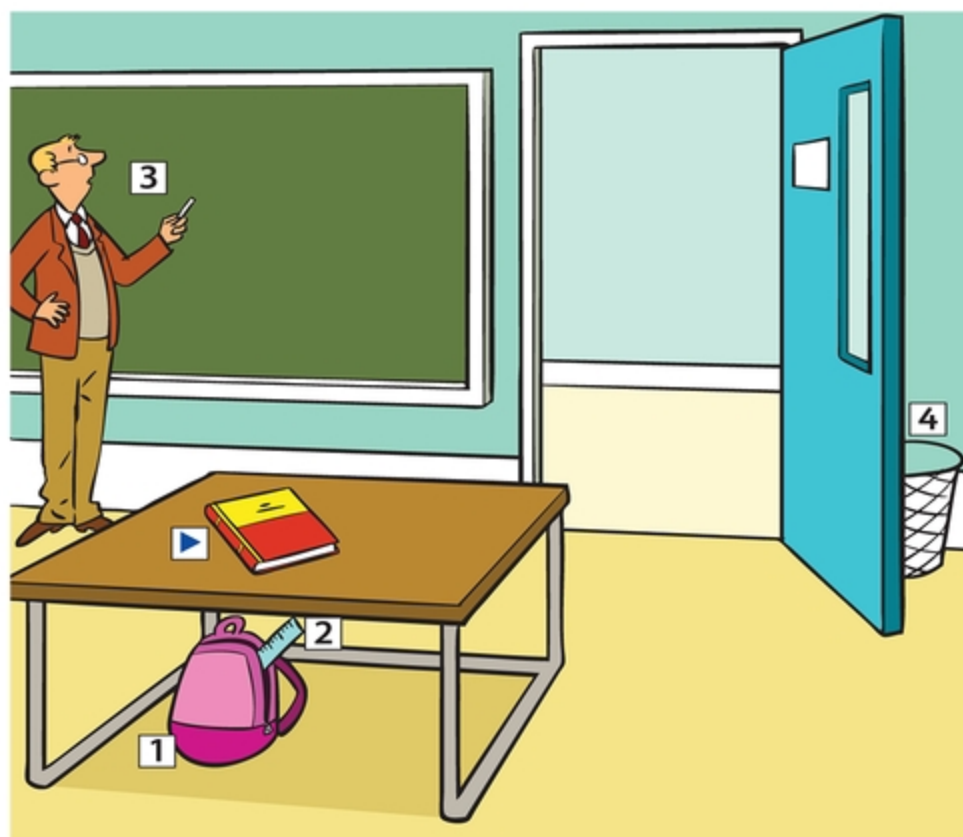
Sue is **next to** Emma.

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



- ▶ on the desk
 1 _____ the desk
 2 _____ the bag
 3 _____ the board
 4 _____ the door

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



*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.

*7 Circle the correct answer.



- ▶ 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.

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


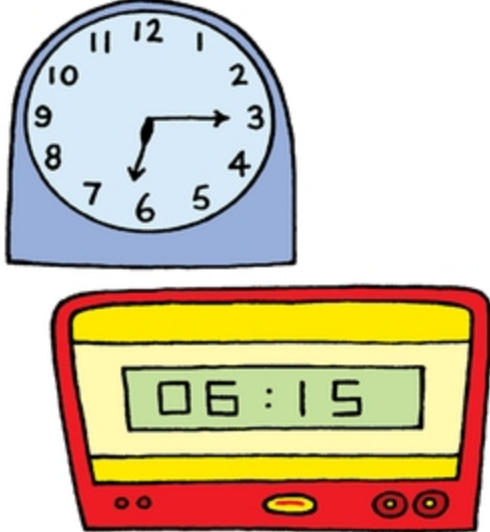

Is it under that desk?

Is it in your bag?

Is it near me?

No, it isn't.

Prepositions of time

 <p>on + days, dates</p>	 <p>at + exact times</p>	 <p>in + periods of time</p>
<p>on Monday on my birthday on New Year's Day on the twelfth of April</p>	<p>at 6.15 at lunch time at half past four at break time</p>	<p>in 2050 in the spring, in the summer, in the autumn, in the winter in July, in March, in October</p>

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 | a the morning? |
| 1 The bus leaves at | b lunch time? |
| 2 Do you make your bed in | c nine o'clock. |
| 3 The weather is great in | d Tuesday? |
| 4 Where do you go at | e the third of July. |
| 5 Do we have science on | f the summer. |

***10** Write **on**, **at** or **in**.

- I'd like to go to Paris in the spring.
- Lunch is ____ 12.30.
 - Let's meet ____ Thursday afternoon.
 - Harry does his homework ____ night.
 - My brother was born ____ 2010.
 - We swim in the sea ____ the summer.
 - Last year we went skiing ____ my birthday.

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

- My birthday is on _____.
- I was born in _____.
- I don't go to school on _____.
- I have lunch at _____.
- It doesn't snow in _____.
- I clean my teeth in _____.
- I started school in _____.
- 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.

2 1
► We went out after dinner.

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

***13** Write sentences with **after**.



► I went to school / breakfast.

I went to school after breakfast.

OR After breakfast, I went to school.

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

***14** Make true sentences. Then tell the class.

► After school yesterday, I went shopping.

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

Self-evaluation Rate your progress.

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Reading and writing

1 Choose the best answer.

► Our house is _____ the park.

- a ☒ near
b ☐ between
c ☐ at

1 The party starts _____ six o'clock.

- a ☐ in
b ☐ on
c ☐ at

2 Mum and Dad are _____ the living room.

- a ☐ in
b ☐ at
c ☐ on

3 We have a holiday _____ the summer.

- a ☐ at
b ☐ in
c ☐ on

4 May's birthday is _____ Tuesday.

- a ☐ at
b ☐ in
c ☐ on

5 School starts _____ 8.30.

- a ☐ at
b ☐ in
c ☐ on

2 Complete the sentences with *at*, *in* or *on*.

► Her birthday is on Saturday.

- _____ the summer, I go swimming after school.
- He has a guitar lesson _____ lunch time.
- My dad was born _____ 1970.
- The film starts _____ 7.30. Don't be late!
- My baby brother usually goes to sleep _____ the afternoon.
- I go out with my friends _____ the weekend.

Listening

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

► Where are the glasses?



a ☐



b ☐



c ☒

1 Where do they meet?



a ☐



b ☐



c ☐

2 Which boy is Tom's cousin?



a ☐



b ☐



c ☐

3 What does Joe do on Saturday afternoons?



a ☐



b ☐



c ☐

4 Which cake does Sally choose?



a ☐



b ☐



c ☐

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 ...

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 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 _____.

***2** Tick ✓ if the sentence is correct or add **to** in the correct place.

▶ Sally showed me her new coat. ☒

▶ Can you lend your dictionary ^{to} me? ☐

1 Uncle Bill always sends me a birthday present. ☐

2 Who teaches you science? ☐

3 Please take this note Anna. ☐

4 Did you write Claire a letter? ☐

5 Please lend your bike Jim. ☐

6 Did Jan give her chocolate you? ☐

***** 3 Write each sentence in a different way.**



- Please could you lend me your rubber?

Please could you lend your rubber to me?

- 1 I'm sending a message to my brother.

- 2 I like that song. Can you teach me it, please?

- 3 I've got a new computer. Shall I show it to you?

- 4 Could you give these books to the teacher?

- 5 Please take this note to your parents.

- 6 Ben writes a letter to his penfriend every week.

***** 4 Put the words in order to make sentences or questions with tell.**

- a story / Joe / Dad's telling

Dad is telling Joe a story.

- 1 me / please tell / your name

- 2 the way home / can you tell / us

- 3 we always tell / our news / Mum

- 4 the teacher / the answer / please tell

- 5 a secret / I want to tell / you

- 6 about / the new / tell them / teacher

- 7 me / is he / the truth / telling

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

***** 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)

***** 6**



Work in pairs. Read the situations and ask your partner to do something. Use the verb in brackets. Your partner can answer 'yes' or 'no'.

- You don't know what the maths homework is. (tell)

Please tell me about the maths homework.

Not now. I'm too busy.

OK.

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

***7

GAME

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

show tell give lend teach take

Show me your homework!

Give me your pen.

Tell me the time.

Show the class your bag.

Tell us your favourite colour.



*8



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.

Self-evaluation Rate your progress.



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23

Relative pronouns: who, which and where

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

Who, which and where



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



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.

*1 **23.1** Put the words in order to make sentences. Then listen and check.

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

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

1 where / British Kings and Queens / the place / Buckingham Palace / is / live

2 is / lives in the Arctic / an animal / which / A polar bear

3 is / which / A submarine / a ship / goes under the sea

4 who / was / the person / Alexander Fleming / discovered penicillin

5 a shop / where / A newsagent's / is / you can buy newspapers

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

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

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

****2** Complete the sentences with *who*, *which* or *where*.

- Look! There's the girl who was on TV.
- Sam's got a phone _____ speaks to him.
 - I know a place _____ you can get fantastic cakes.
 - I've got a friend _____ speaks three languages.
 - Where's the key _____ opens the cupboard?
 - I need a quiet room _____ I can study.
 - I've got three tops and I don't know _____ one to wear!

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

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

► Who was Marconi?

He was the man who invented the radio.

- What's an MP3 player?
- What's a greengrocer's?
- Who are Scots?
- Who is William Shakespeare?
- What's a dishwasher?
- What's a laboratory?

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

- I know a beach. Nobody goes there.
I know a beach where nobody goes.
- She's the teacher. She teaches us history.

 - That's the film. It makes my mum cry.

 - There's a shop. We can buy chocolate there.

 - The number 7 is the bus. It goes to our school.

 - Jodie is a girl. She loves animals.

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

- This is the country which won the last football World Cup.
- This is a bird which lives at the Antarctic and can't fly.*
- This is a country where there are volcanoes.*
- This is a student who is wearing something blue.
- This is a teacher who lives near the school.
- This is a shop where you can buy English books.
- This is an animal that sleeps all winter.*
- This is an area where coffee grows.*

* (Check your answers on page 136)

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

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

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







Is it a shark?

No.

Is it a crocodile?

Yes!

Self-evaluation Rate your progress.

		 	  
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Reading and writing

1 Read and choose the correct words.



Last Tuesday, Jess and her brother Andy sat in the kitchen and did their homework. Jess wrote a story about a bicycle **who / which / where** could fly. Andy wrote about countries 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.

Peter Toby Rob Rosie Suzie Hattie



Speaking

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

Hattie.

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

4 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.

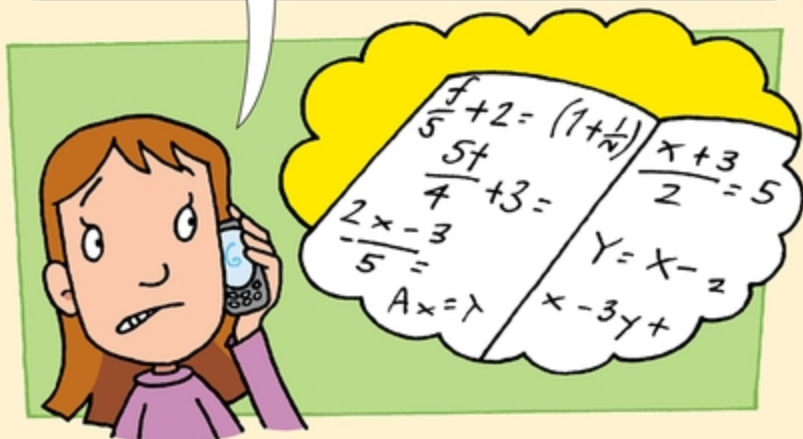
Then...

24 to + base form for purpose

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



I phoned May **to ask** about our homework.



*1 Match 1–6 with a–g.

► We go to school **d**

- 1 I do exercise _____
- 2 I use my phone _____
- 3 My mum goes to the supermarket _____
- 4 You need a sweater _____
- 5 I must hurry _____
- 6 I use a dictionary _____

- a to keep fit.
- b to buy food.
- c to check words.
- d to study.
- e to catch the bus.
- f to text my friends.
- g to keep warm.

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

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





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



market bread money seeds corn flour

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

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

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

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

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

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



Self-evaluation Rate your progress.



1

2

3

25 Conjunctions: and, but, or and because

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

And, but, or



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

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

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

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

***1** Tick ✓ the correct sentences. Cross ✗ and correct the wrong sentences.

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



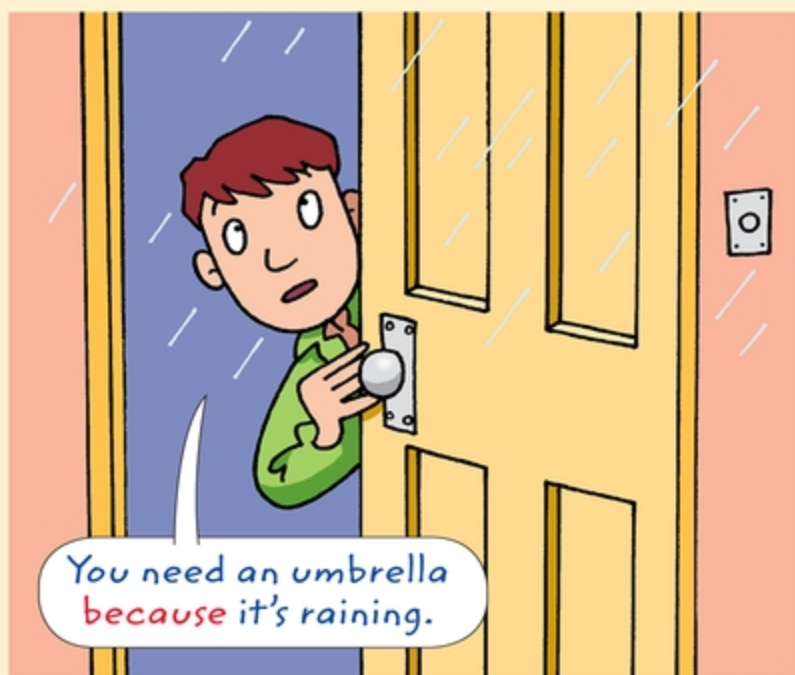
***2**



Complete the sentences with your own ideas. Tell your partner.

- ▶ My favourite subject is English but I don't really like science.
- 1 My favourite subject is _____ but I don't really like _____.
- 2 I'd like to study _____ or _____ next year.
- 3 I had _____ and _____ for breakfast this morning.
- 4 I like watching _____ on TV and I like _____, too.
- 5 I can _____ but I can't _____.

Because



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

*3 Match 1–5 with the reasons a–f.

► I like Tom d

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

*4 Complete the sentences with your own ideas. Tell the class.

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

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

Hi Cathy

How are you? I'm writing because I know it's your birthday tomorrow. Sam ¹ _____ I have got a present for you. It's only small ² _____ it's nice! Can we come to your house in the morning ³ _____ the afternoon?

I must go now ⁴ _____ mum is calling me. It's dinner time ⁵ _____ the food is on the table!

Please email ⁶ _____ text soon!

Love Jackie

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

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

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.

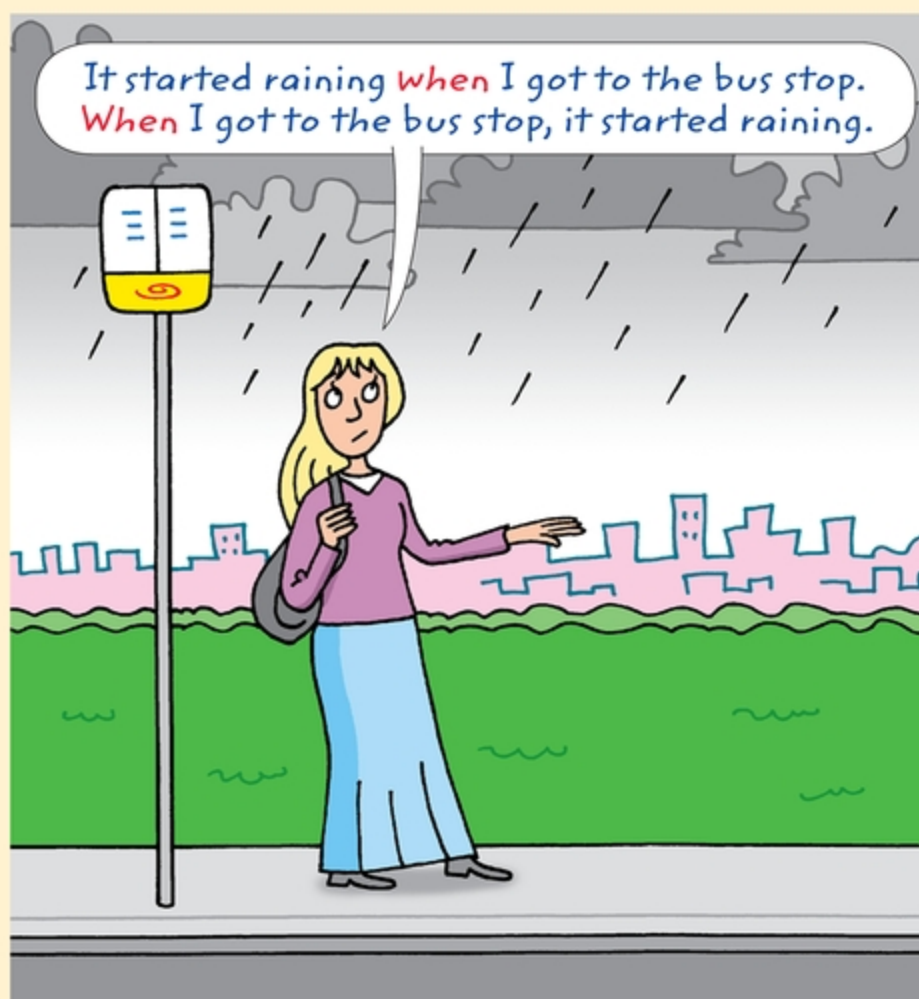
Tom didn't go to school because he had a headache.

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
5			
6			

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.

1 the rain stopped / they started playing football
When _____.

2 we went to Italy / we had a lot of ice cream
When _____.

3 Sara was tired / she got off the train
Sara _____.

4 we cheered / the show finished
We _____.

5 my dad went to school / he had to wear a uniform
When _____.

*2 Match the first clause of the sentences 1–4 with the second clause a–e.

▶ When I was a baby e

1 You didn't do any work _____

2 She didn't like coffee _____

3 When we lived in France _____

4 When he started the piano _____

a he was very bad at it.

b I spoke French every day.

c when you were on holiday.

d when she was young.

e I couldn't walk or talk.

***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)

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

When Toby got home, he looked in the fridge.

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


park wallet money
police station bike

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.



- 7**  **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.

Tom wasn't happy. He needed

Tom wasn't happy. He needed

Self-evaluation Rate your progress.



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

Reading and writing

1 Complete the sentences. Choose from the box.

and because but or to **when**

- ▶ We have dinner when dad gets home.
- 1 Mum went out _____ post a letter.
- 2 I'm tired _____ I couldn't sleep last night.
- 3 Harry can't sing _____ dance.
- 4 I like swimming _____ I hate cycling.
- 5 It's Emma's birthday _____ she's having a party.

2 Choose the correct answer.

- ▶ Tom Why are you going to the shop?
Sam a ☒ To buy some sweets.
b ☐ Buy some sweets.
c ☐ I buy some sweets.
- 1 Tom Do you like pizza?
Sam a ☐ Yes, and I don't like tomatoes.
b ☐ Yes, because I don't like tomatoes.
c ☐ Yes, but I don't like tomatoes.
- 2 Tom What do you want to do?
Sam a ☐ Let's go to the park to go shopping.
b ☐ Let's go to the park or go shopping.
c ☐ Let's go to the park but go shopping.
- 3 Tom What time do you do your homework?
Sam a ☐ I do my homework when I get home.
b ☐ I get home when I do my homework.
c ☐ I do my homework and I get home.
- 4 Tom Why are you running?
Sam a ☐ To be late.
b ☐ Or I'm late.
c ☐ Because I'm late.
- 5 Tom What would you like?
Sam a ☐ Crisps and orange juice.
b ☐ Crisps because orange juice.
c ☐ Crisps but orange juice.

Listening

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



where to? London

- 1 purpose? to _____
- 2 with? mum _____
- 3 _____ didn't go because _____
- 4 had lunch when _____
- 5 weather was _____

Speaking

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

Jenny went to London to ...

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

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

Reading and writing

1 Complete the sentences. Choose from the box.

or because to when which ~~to~~

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

2 Choose the best answer.

- ▶ Can you _____ me the time, please?
Sure. It's half past three.
a ☐ say b ☐ say to c ☒ tell
- 1 Would you like to come to my party?
I'd like to, _____ I can't.
a ☐ but b ☐ and c ☐ or
- 2 Is this the classroom _____ you have maths lessons?
Yes, it is.
a ☐ when b ☐ who c ☐ where
- 3 Do you know that girl?
The one _____'s waving? Yes, she's my friend Lucy.
a ☐ which b ☐ where c ☐ who
- 4 Can you lend _____ some money, please?
Sorry, I can't.
a ☐ to me b ☐ me c ☐ –
- 5 Why are you going to the shop?
_____ some chocolate.
a ☐ To buy b ☐ Buying c ☐ Buy

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



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

Jack went to Nick's house. Nick wasn't happy
1 _____ he had to tidy his room. Jack
couldn't see the carpet because there were
2 _____ on it.

Jack and Nick 3 _____ the room. Then they
showed 4 _____ the room. She was very
pleased 5 _____ she saw it.

Listening

4 **R15.1** Listen and complete the sentences.



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 ...



1

go sweet shop old lady shopping



3

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



2

old lady drop pick up wallet help



4

pay (paid) for give say

27 Comparative and superlative adjectives

I can recognize and use comparative and superlative adjectives.

Comparative adjectives



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

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

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

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

Is 'quicker' the comparative of 'quick'?

Yes, it is.

- *2** Complete the sentences with the correct comparative adjective.

► Manchester is big, but London is bigger.

- Mum was angry, but Dad was _____.
- This book is interesting, but that book is _____.
- It's wet today, but yesterday was _____.
- This film is bad, but the other one is _____!
- John's picture is good, but Jack's is _____.
- My mum is short, but my aunt is _____.
- I was late this morning, but you were _____!

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

- The River Nile is longer than 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)



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

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

Basketball is more exciting than baseball.

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 -est	the longest the slowest
Short adjective ending in <i>y</i>	delete -y and add -iest	the happiest the funniest
Long adjective	use most + 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.

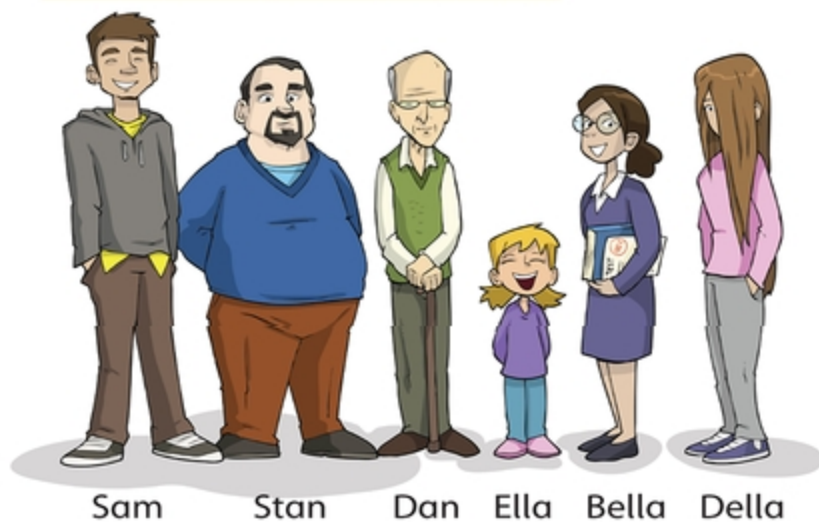
3 the / day / The / my / most / exciting / birthday / is / year. / in

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 ~~heavy~~ long
 old short ~~tall~~ thin young



► 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.

*7



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

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
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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	loudly	The child shouted loudly .
slow	slowly	The train moved slowly .

Spelling rules

Adjective ending -y	delete -y add -ily	happy – happily easy – easily
Adjective ending -ful	add -ly	careful – carefully beautiful – beautifully
Adjective ending -ble	delete -e add -y	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 fast .
hard	hard	They work hard .

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

- *2** Change the adjectives to adverbs and complete the sentences.

► May sings beautifully. (beautiful)

- Tom cycles very _____. (fast)
- Please speak _____. (loud)
- I can't dance very _____. (good)
- My dad cooks _____. (bad)
- Do you work _____ at school? (hard)
- John learns languages _____. (easy)

- *3 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.

He's ...

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 carefully.



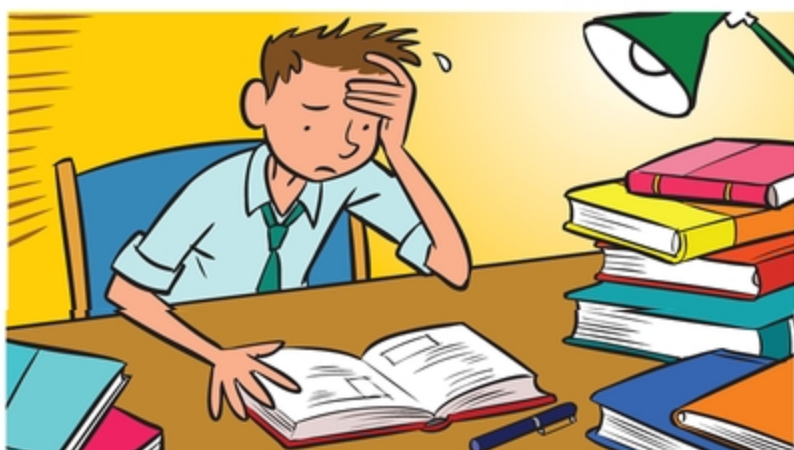
3 They're doing _____.



1 They're playing _____.



4 He's running _____.



2 He's studying _____.



5 She's sitting _____.

5 **28.1** Listen. Complete the sentences with an adverb. Use the words in the box.

bad fast loud polite quiet slow

▶ He's speaking quietly.

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

Sentences with most verbs

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

Sentences with be

	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

*7 Complete the sentences with an appropriate adverb.

▶ John plays football six times a week.

He usually plays football.

1 Kate goes swimming four or five times a week.
She _____ goes swimming.

2 Ben runs in the morning seven days a week.
He _____ runs in the morning.

3 My dad doesn't play sport.
He _____ plays sport.

4 I play badminton one or two days every month.
I _____ play badminton.

*8 Write adverbs to make true sentences.

1 I _____ play tennis.

2 I _____ swim in the sea.

3 I _____ ride a horse.

4 I _____ ride a bicycle.

5 I _____ play football.

6 I _____ run in the park.

***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?				✓	
go to the park?					
eat chocolate?					
speak English?					
have a shower?					
watch sport on TV?					

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

How often do you ...

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

How often do you clean your room?

I never clean my room.

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

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

I listen to music a lot.

I don't drink tea a lot.

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

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

***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.

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.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
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7			
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9			
10			
11			
12			
13			

Reading and writing

1 Complete the sentences. Choose from the box.

~~faster~~ hard good most taller well

► Can you run faster than me?

- 1 My sister is _____ than you.
- 2 Which is the _____ beautiful picture?
- 3 My parents are pleased because I did _____ in the exams.
- 4 Are you a _____ dancer?
- 5 We are all working _____.

2 Choose the best answer.

► Does Tom like football?

No, he doesn't, and he _____ plays it.

- a ☐ always
- b ☐ usually
- c ☐ never

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

3 Choose the correct answers.

The United Kingdom

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

The **big** / **bigger** / **biggest** city in the United Kingdom is London. It's one of ¹ **a** / **the** / **some** most exciting cities in the world.

About 8 million people live there. London is ² **big** / **bigger** / **biggest** than Paris, Warsaw and Madrid, but it's a lot smaller ³ **the** / **than** / **that** Tokyo.

⁴ **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 ⁵ **short** / **shorter** / **shortest** than Mount Everest!



Listening

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

Charlie Tom Paul Nick Jane Susan

1 oldest	<u>Jane</u>
2	
3	
4	
5	
6 youngest	

Speaking

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

Picture A

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



Picture B



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 near the sea. Last week, there was a ¹ _____ on the beach. When Robert looked in it, he saw a ² _____ with a telephone number.

He phoned the number, and Barbara Jones ³ _____. She was the person who ⁴ _____. When did she write it? When she ⁵ _____!

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

happy know lunch next to
people school ~~town~~

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

On his first day, Jack wasn't very ¹ _____. He didn't have any friends and he didn't ² _____ any of the teachers.

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

Then a boy sat down ⁵ _____ him.

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

Jack liked Tom and Tom liked Jack. Now they are friends, and Jack is happy at ⁶ _____!

4 Tick ✓ the best name for the story.

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

5 Choose the best answer.

► Hi! How are you?

- a ☐ Hi! I'm Sue.
- b ☒ I'm fine, thanks.
- c ☐ S-U-E

1 How did you go to Paris?

- a ☐ We went by train.
- b ☐ It was great, thanks.
- c ☐ Last summer.

2 Can I have a drink?

- a ☐ Yes, please.
- b ☐ Yes, sure.
- c ☐ Yes, you have.

3 How often do you go swimming?

- a ☐ No, I don't go swimming a lot.
- b ☐ Yes, I go swimming.
- c ☐ I sometimes go swimming on Saturdays.

4 Is it raining?

- a ☐ Yes, it does.
- b ☐ Yes, it is.
- c ☐ Yes, it rains.

5 What's your favourite sport?

- a ☐ run
- b ☐ running
- c ☐ to run

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



Listening

6 R17.1 Listen and complete the notes.

name Kelly Smith
age _____
address _____
favourite subject _____
sport likes _____
doesn't like _____

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?

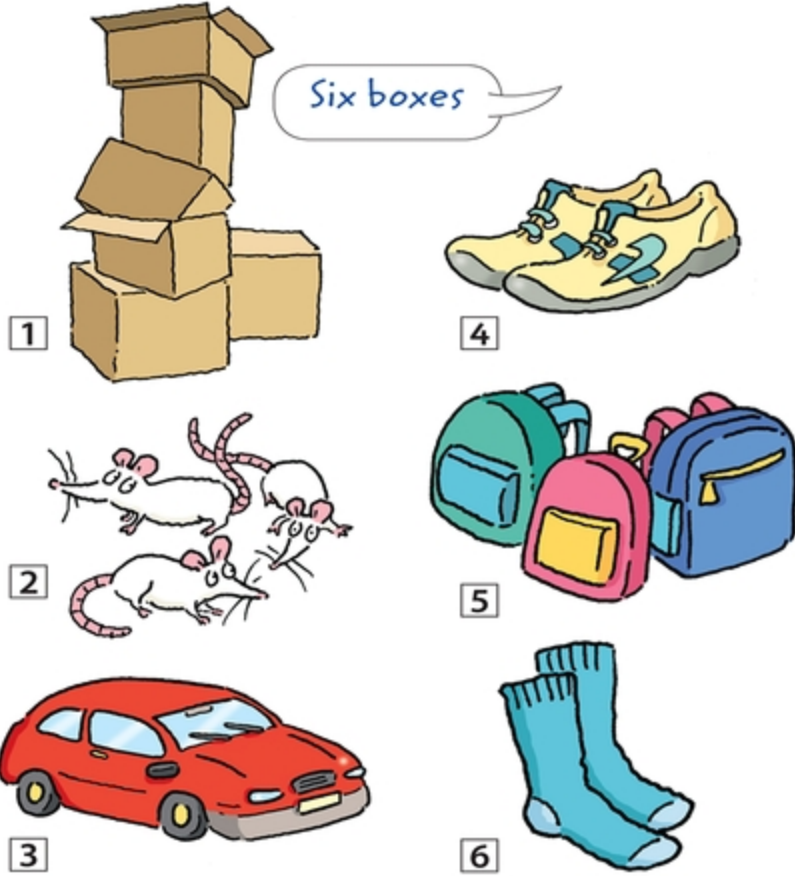
They live in ...

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

9 GAME Look at the two crosswords.

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

What's one down?

What's two across?

Crossword 1



- I don't like _____ my homework!
- _____ English is fun.
- I love _____ in the sea.
- I want _____ a new phone.
- ~~I'd like _____ that film.~~
- Jack enjoys _____ to school.
- James doesn't want _____ volleyball.
- We want _____ to London.

Across

3 e I'd like _____ that film.

4 _____

6 _____

Down

1 _____

2 _____

3 _____

4 _____

5 _____

Crossword 2



Unit 11, student A

Present simple

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

- I go – she 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.

A man is riding a bike.

Unit 16

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

- *5** Answers to exercise 5.

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

Unit 16, student A

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

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

Questions

- 1 What's the weather like today?

It's cold but sunny.

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

Answers

- 1 Cheese, please.

What kind of sandwich would you like?

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

Unit 23

Relative pronouns: *who, which, where*

- *5** Answers to exercise 5.

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

Unit 27, student A

Comparative and superlative adjectives

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

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

Unit 28, student A

Adverbs

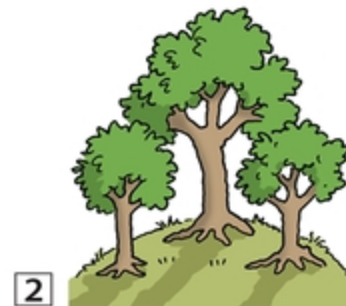
- *1** Complete the table, then check your answers with student B.

adjective	adverb
bad	<i>badly</i>
happy	
quick	
	correctly
comfortable	
	easily
fast	
	well
hard	
	beautifully
careful	

Unit 1, student B

Regular and irregular plurals

- *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

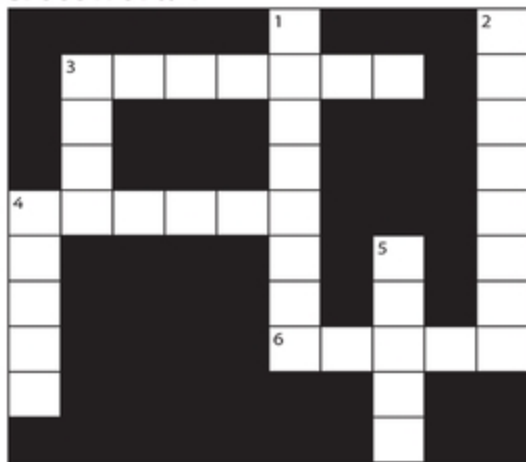
9 GAME Look at the two crosswords.

- 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 a–h with the words they describe in Crossword 2.
- 3 Complete the Across and Down clue lists.
- 4 Tell student A the clues he/she asks for.

What's one down?

What's two across?

Crossword 1



Crossword 2



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

Across

- 2 _____
- 5 _____
- 6 _____
- 7 e I like _____ cakes.

Down

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

Unit 11, student B

Present simple

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

- I go – she goes
- 1 you _____ – he gives
 - 2 we have – it _____
 - 3 they _____ – he studies
 - 4 I write – she _____
 - 5 you _____ – it washes
 - 6 we try – he _____
 - 7 they _____ – she watches
 - 8 I fly – he _____
 - 9 I _____ – she does

Unit 16, student B

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

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

Questions

- 1 What's the capital of France?

Paris

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

Answers

- 1 It's hot and sunny.

What's the weather like today?

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

Unit 27, student B

Comparative and superlative adjectives

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

adjective	comparative form
<i>quick</i>	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
<i>bad</i>	badly
	happily
	quickly
correct	
	comfortably
easy	
	fast
good	
	hard
beautiful	
	carefully

Word list

Word	Unit						
about	15		black	2	cloud	17	
above	17		blanket	2	coat	6	
accident	15		blue	5	coffee	11	
actor	7		book	1	cold (adj)	6	
address	16		bookcase	2	come	4	
after	4		boring	14	computer	2	
afternoon	13		bottle	1	concert	15	
again	2		box	1	cook (v)	15	
age	4		boy	1	correct (adj)	1	
all	5		bread	3	country	1	
alphabet	10		bring	11	crisp	3	
always	11		brother	4	crocodile	23	
animal	2		brown	2	cry (v)	23	
another	12		build	13	cup	1	
answer (n)	12		builder	13	curly	8	
any	3		bus	1	dad(dy)	3	
apple	3		but	3	dance (v)	9	
arctic (n)	23		butter	3	daughter	4	
ask	1		buy	9	day	4	
at	2		by	11	desk	2	
baby	1		café	13	different	20	
bad	12		cake	2	difficult	4	
badly	28		call (v)	6	dinner	8	
bag	1		can	2	discover	23	
banana	1		car	2	dog	11	
band	7		careful	28	door	2	
basketball	7		carefully	28	draw	1	
be	6		carry	15	dress	1	
beach	12		cat	1	drink (v)	11	
bear (n)	23		catch (v)	11	drive (v)	9	
because	17		chair	2	duck	18	
beautiful	14		cheese	3	DVD	5	
bed	2		child/children	1	early	9	
bedroom	2		China	7	easy	14	
behind	17		chips	1	eat	9	
best	12		chocolate	3	egg	3	
better	27		cinema	2	elephant	27	
between	5		city	2	email	7	
big	2		class	4	English	7	
bike	4		classroom	4	enjoy	9	
bin (n)	20		clean (v)	9	evening	14	
bird	17		climb	9	every	4	
birthday	4		close (v)	17	exam	10	
biscuit	1		clothes	9	expensive	27	

eye	4	_____	have	1	_____	leaf/leaves	1	_____
fair	8	_____	have got	8	_____	learn	1	_____
family	1	_____	have (got) to	1	_____	lemon	16	_____
fashion	13	_____	he	4	_____	lemonade	3	_____
father	4	_____	head	10	_____	lend	22	_____
favourite	5	_____	headache	15	_____	lesson	11	_____
field	13	_____	hello	4	_____	let's	3	_____
film	14	_____	help	2	_____	letter	6	_____
find	1	_____	her	4	_____	library	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	_____	look at	2	_____
foot/feet	1	_____	hot	7	_____	look for	15	_____
football	5	_____	house	2	_____	lots	1	_____
for	1	_____	how	2	_____	love (v)	2	_____
French	2	_____	how many	2	_____	lucky	14	_____
fridge	18	_____	how much	18	_____	lunch	1	_____
friend	1	_____	how often	28	_____	make	1	_____
friendly	16	_____	how old	17	_____	man/men	1	_____
from	1	_____	hungry	10	_____	many	15	_____
fruit	9	_____	hurry	10	_____	map	15	_____
funny	14	_____	ice	18	_____	market	24	_____
game	1	_____	ice cream	3	_____	match	5	_____
garden	2	_____	idea	9	_____	matter (n)	16	_____
get	12	_____	in	1	_____	me	3	_____
get up	9	_____	in front of	4	_____	mean	17	_____
girl	1	_____	inside	11	_____	meet	21	_____
give	4	_____	instrument	19	_____	message	4	_____
go	9	_____	invite	25	_____	milk	3	_____
go shopping	9	_____	it	1	_____	miss (v)	11	_____
good	4	_____	Italy	4	_____	mobile phone	4	_____
grandma	15	_____	its	4	_____	money	3	_____
grandparents	5	_____	jacket	16	_____	MP3 player	6	_____
grass	13	_____	jeans	6	_____	morning	11	_____
great	3	_____	juice	3	_____	mother	4	_____
green	4	_____	jump	10	_____	mouse/mice	1	_____
guitar	9	_____	keys	23	_____	move	13	_____
hair	8	_____	kick	15	_____	music	4	_____
hamster	7	_____	kitchen	15	_____	must	20	_____
happy	4	_____	kitten	15	_____	my	2	_____
hard	9	_____	know	3	_____	name	4	_____
hat	1	_____	last (adj)	14	_____	near	6	_____
hate (v)	9	_____	laugh	15	_____	never	28	_____

new	4	rain (n)	10	sock	5
newspaper	13	read	2	sofa	2
night	11	red	5	some	1
not	5	restaurant	14	sometimes	28
notebook	6	rice	18	son	4
nothing	16	ride	10	soup	3
now	4	right	5	spell	10
number	3	river	2	spider	13
of	1	room	2	sport	7
off	26	round	6	stand	10
often	2	rubber	22	start	13
old	17	ruler	6	stop	9
on	1	run	9	story	1
open	4	salad	20	straight	8
opposite	7	sandwich	1	subject	4
orange	3	Saturday	13	submarine	23
out	2	sausage	1	Sunday	14
page	1	scarf	1	summer	14
parent	4	school	2	sunny	14
park	10	science	4	sweet	15
party	1	scissors	6	swim	9
pasta	3	second	22	swimming pool	2
pear	3	seed	24	table	2
pen friend	7	sentence	4	talk	8
person/people	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	shine	12	test	15
pizza	3	shoe	5	than	19
place (n)	2	shop	9	thank you	7
plant	11	shop assistant	20	thanks	3
play	9	shopping	9	that	2
point (v)	1	shout	13	their	4
postman	11	show	5	theirs	5
potato	1	sing	3	them	3
present (n)	4	sister	4	then	3
puppy	1	sit down	10	ther	2
put	1	ski	9	these	6
question	6	skirt	13	thin	27
quick	27	sleep	9	thing	7
quickly	2	slow	27	think	2
quiet	10	slowly	28	this	1
quietly	28	small	6	those	6
rabbit	4	snake	8	Thursday	15
radio	12	snow (v)	15	tick	2

ticket	20	_____	white	2	_____
tidy	4	_____	who	5	_____
tired	10	_____	whose	16	_____
today	3	_____	with	1	_____
together	5	_____	woman/women	1	_____
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	_____	wrong	5	_____
tree	1	_____	yes	2	_____
T-shirt	2	_____	yesterday	14	_____
Tuesday	4	_____	you	1	_____
umbrella	17	_____	young	19	_____
under	17	_____	your	5	_____
understand	6	_____	zoo	10	_____
unhealthy	27	_____			
uniform	13	_____			
up	9	_____			
us	4	_____			
usually	1	_____			
van	11	_____			
very	7	_____			
visit	9	_____			
wait	13	_____			
walk	11	_____			
wallet	26	_____			
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