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Introduction

New Round-Up 2 English Grammar Practice combines games and fun with serious, systematic grammar practice. It is ideal for young learners in the preliminary stages of English language learning.

Students see grammar points clearly presented in colourful boxes and tables. They practise grammar through lively, highly illustrated games and oral and writing activities.

New Round-Up is especially designed for different students studying English in different ways.

It can be used:
• in class with a coursebook. Students do both oral work – in pairs and in groups – and written work in New Round-Up.
• after class. The 'write-in' activities are ideal for homework. Students can practise what they have learned in the classroom.
• on holidays for revision. New Round-Up has clear instructions and simple grammar boxes, so students can study at home without a teacher.

The New Round-Up Teacher's Guide includes a full answer key, quizzes, tests plus answer keys, and audio scripts of progress check listening tasks.
Listen and repeat. Then act out.

Hi, I am Pat. And I am a pretty little cat. Look at me! Look at me!

This is Chuck. And he is a funny little duck. Look at him! Look at him!

They are Bob and Alice. And they are little mice. Look at them! Look at them!

---

<table>
<thead>
<tr>
<th>Subject Pronouns</th>
<th>Object Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Me</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>He</td>
<td>Him</td>
</tr>
<tr>
<td>She</td>
<td>Her</td>
</tr>
<tr>
<td>It</td>
<td>It</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>Us</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>They</td>
<td>Them</td>
</tr>
</tbody>
</table>

1 Write he, she, it or they.

1 it
2
3
4
5
6
7
8
Personal Pronouns – ‘Be’ – ‘Have (got)’ – ‘Can’

2. Complete the sentences.
   1. Mike is ten years old.
   2. Tim and I are friends.
   3. Elena is a teacher.
   4. The house is old.
   5. Cara and Pedro are from Spain.
   6. The boys are in the kitchen.

3. Read and underline the correct word.
   1. You’re hungry. Here’s a cake for you / me!
   2. They’re nice flowers. Let’s draw it / them!
   3. I’m funny! Look at me / us!
   4. Mark is a good singer. Listen to you / him!
   5. The tigers are scary. Look at us / them!
   6. You and Lisa are dirty. Look at you / us!
   7. It’s a ball! Catch me / it!
   8. Emma is pretty. Look at him / her!

The verb ‘to be’

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long form</td>
<td>Short form</td>
</tr>
<tr>
<td>I am</td>
<td>I’m</td>
</tr>
<tr>
<td>You are</td>
<td>You’re</td>
</tr>
<tr>
<td>He is</td>
<td>He’s</td>
</tr>
<tr>
<td>She is</td>
<td>She’s</td>
</tr>
<tr>
<td>It is</td>
<td>It’s</td>
</tr>
<tr>
<td>We are</td>
<td>We’re</td>
</tr>
<tr>
<td>You are</td>
<td>You’re</td>
</tr>
<tr>
<td>They are</td>
<td>They’re</td>
</tr>
</tbody>
</table>

4. Complete the sentences.

<table>
<thead>
<tr>
<th>Long Form</th>
<th>Short Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They are in the garden.</td>
<td>They’re in the garden.</td>
</tr>
<tr>
<td>2. She at home.</td>
<td>She at home.</td>
</tr>
<tr>
<td>3. We happy.</td>
<td>We happy.</td>
</tr>
<tr>
<td>5. He is not at home.</td>
<td>He isn’t at home.</td>
</tr>
<tr>
<td>8. She in the room.</td>
<td>She in the room.</td>
</tr>
<tr>
<td>9. They English.</td>
<td>They English.</td>
</tr>
</tbody>
</table>
**Personal Pronouns – ‘Be’ – ‘Have (got)’ – ‘Can’**

### Interrogative
- Am I?
- Are you?
- Is he?
- Is she?
- Is it?
- Are we?
- Are you?
- Are they?

### Short answers

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I? / Are you tall?</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td></td>
<td>No, I’m not.</td>
</tr>
<tr>
<td>Is he/she/it in the garden?</td>
<td>Yes, he/she/it is.</td>
</tr>
<tr>
<td></td>
<td>No, he/she/it isn’t.</td>
</tr>
<tr>
<td>Are we/you/they students?</td>
<td>Yes, we/you/they are.</td>
</tr>
<tr>
<td></td>
<td>No, we/you/they aren’t.</td>
</tr>
</tbody>
</table>

**5** Put the words in the correct order to make sentences as in the example:

1. I – years – eight – old. – am  
   *I am eight years old.*
2. you – England – from – are?
3. they – sisters – aren’t
4. a – is – he – student
5. in – they – garden – the – are?
6. my – in – class – isn’t – she

**6** Write *am*, *is* or *are*.

Hello, I 1) *am* Nick and this 2) Peter. We 3) *are* friends. Peter 4) nine and I 5) ten. Peter and I 6) from London. We 7) *are* students at Park School.

**7** Complete the questions. Then read again and answer them.

1. Are Nick and Peter brothers?  
2. Peter nine?  
3. Nick nine, too?  
4. Peter and Nick from London?  
5. Peter and Nick singers?
8. Ask and answer. Then write.

1. Is it a flower?
   Yes, it is.
   No, it isn't.

2. Are they ducks?
   Yes, they are.
   No, they aren't.

3. Is it a kite?
   Yes, it is.
   No, it isn't.

4. Is he a clown?
   Yes, he is.
   No, he isn't.

5. Is she a teacher?
   Yes, she is.
   No, she isn't.

6. Are they birds?
   Yes, they are.
   No, they aren't.

What am I?

What animal are you? Talk with your friend and find out.

Student 1: Am I a cat?
Student 2: No, you aren't.
Student 1: Am I a duck?
Student 2: Yes, you are. My turn now!

The verb ‘have got’

<table>
<thead>
<tr>
<th>Long form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have got</td>
<td>I’ve got</td>
</tr>
<tr>
<td>You have got</td>
<td>You’ve got</td>
</tr>
<tr>
<td>He has got</td>
<td>He’s got</td>
</tr>
<tr>
<td>She has got</td>
<td>She’s got</td>
</tr>
<tr>
<td>It has got</td>
<td>It’s got</td>
</tr>
<tr>
<td>We have got</td>
<td>We’ve got</td>
</tr>
<tr>
<td>You have got</td>
<td>You’ve got</td>
</tr>
<tr>
<td>They have got</td>
<td>They’ve got</td>
</tr>
<tr>
<td>I have not got</td>
<td>I haven’t got</td>
</tr>
<tr>
<td>You have not got</td>
<td>You haven’t got</td>
</tr>
<tr>
<td>He has not got</td>
<td>He hasn’t got</td>
</tr>
<tr>
<td>She has not got</td>
<td>She hasn’t got</td>
</tr>
<tr>
<td>It has not got</td>
<td>It hasn’t got</td>
</tr>
<tr>
<td>We have not got</td>
<td>We haven’t got</td>
</tr>
<tr>
<td>You have not got</td>
<td>You haven’t got</td>
</tr>
<tr>
<td>They have not got</td>
<td>They haven’t got</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have I got?</td>
</tr>
<tr>
<td>Have you got?</td>
</tr>
<tr>
<td>Has he got?</td>
</tr>
<tr>
<td>Has she got?</td>
</tr>
<tr>
<td>Has it got?</td>
</tr>
<tr>
<td>Have we got?</td>
</tr>
<tr>
<td>Have you got?</td>
</tr>
<tr>
<td>Have they got?</td>
</tr>
</tbody>
</table>

- 'Didn't' is used in the negative form of all person pronouns.
Personal Pronouns – ‘Be’ – ‘Have (got)’ – ‘Can’

9) Put the words in the correct order to make sentences as in the example:

1) three / I’ve / hats / got
   I’ve got three hats.

2) a / we’ve / big / got / house

3) coat / got / a / pink / she’s

4) old / he’s / an / watch / got

5) I’ve / new / toothbrush / got / a

6) got / computer / have / you / a?

7) three / got / brothers / hasn’t / he

8) teacher / we / a / new / haven’t / got

9) car / haven’t / a / we / got

10) a / she’s / dress / got / red

Short answers

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes, I/we have.</th>
<th>No, I/we haven’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you got a car?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has he/she/it got a car?</td>
<td>Yes, he/she / it has.</td>
<td>No, he/she/it hasn’t.</td>
</tr>
<tr>
<td>Have they got a car?</td>
<td>Yes, they have.</td>
<td>No, they haven’t.</td>
</tr>
</tbody>
</table>

10) Look at the pictures and write questions and answers.

1) Has it got small ears?
   No, it hasn’t.

2) long tails?

3) big feet?

4) short hair?

5) a small nose?
11 Complete the email with *am, is, are, have got* or *has got*.

Dear Kelly,

Hi! How 1) ... *are* ... you? How 2) .................. your new school?

I 3) .................. in Year Six at school now. I 4) .................. a new teacher, Mr Finns.

He 5) .................. 38 years old and he 6) .................. quite tall. He 7) .................. fair

hair and glasses.

Sam 8) .................. a new computer and Roy 9) .................. a new bike. It 10) ..................

really cool! Guess what! I 11) .................. a pet dog, Sparks.

12) .................. you .................. any new friends in Moscow? Write and tell me.

Love,

Amy

12 Complete the questions. Then read the email again and answer them.

1 .......................... *Has* ... Amy ... *got* ... a new teacher?

2 .......................... Mr Finns ... *dark hair*?

3 .......................... Sam ... *a new computer*?

4 .......................... Sam and Roy ... *a new bike*?

5 .......................... Amy ... *a pet dog*?

**Never-ending Game**

Say what you’ve got. Your friend repeats what you say and adds what he/she’s got.

Student 1: I’ve got a cat.

Student 2: He’s got a cat and I’ve got a fish.

Student 3: She’s got a fish and I’ve got a duck, etc.
### The verb ‘can’

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long form</td>
<td>Short form</td>
<td></td>
</tr>
<tr>
<td>I can</td>
<td>I cannot</td>
<td>Can I?</td>
</tr>
<tr>
<td>You can</td>
<td>You cannot</td>
<td>Can you?</td>
</tr>
<tr>
<td>He can</td>
<td>He cannot</td>
<td>Can he?</td>
</tr>
<tr>
<td>She can</td>
<td>She cannot</td>
<td>Can she?</td>
</tr>
<tr>
<td>It can</td>
<td>It cannot</td>
<td>Can it?</td>
</tr>
<tr>
<td>We can</td>
<td>We cannot</td>
<td>Can we?</td>
</tr>
<tr>
<td>You can</td>
<td>You cannot</td>
<td>Can you?</td>
</tr>
<tr>
<td>They can</td>
<td>They cannot</td>
<td>Can they?</td>
</tr>
</tbody>
</table>

---

13 Look at the picture and write.

1. Ian .......... **can ride a horse**
2. Fatimah .......... **can’t ride a horse**
3. Mary ............
4. Ahmed ..........
5. Sue ............
6. Juan ............
7. Jim ............
8. Carmen ..........
Personal Pronouns – ‘Be’ – ‘Have (got)’ – ‘Can’

14 Put the words in the correct order to make sentences as in the example:

1 can / I / ride / bike / a
   I can ride a bike. ..................................................

2 can / really / swim / Tina / well

3 football / can / they / play

4 a / my / can / brother / car / drive

5 hands / clap / can / your / you?

6 can’t / horse / ride / a / l

15 Answer the questions.

1 Can you stamp your feet? ................................................. Yes, I can.

2 Can you make a sandwich?

3 Can your grandfather climb a tree?

4 Can you jump over tall trees?

5 Can you stand on one leg?

6 Can you walk like a monkey?

7 Can your grandma make a banana cake?

Listen and repeat. Then act out.

We use Can I ...? to ask for permission when we want to do something.

16 Complete the questions and answers.

1 Can I go to the cinema? ................................................. No, you can’t.

2 use your computer?

3 have some more pie?

4 buy some comics?
17. Read and match.

1. Can I watch TV?
2. Can I go to the park?
3. Can I make the biscuits?
4. Can I buy some sweets?
5. Can I go swimming?
6. Can I eat your sandwich?
7. Can I have your pencil?

a. Yes, you can. Your towel is in your wardrobe.
b. No, you can't. It's very late.
c. Yes, you can. Here it is.
d. Yes, you can. I'm not hungry.
e. No, you can't. It's very cold outside.
f. No, you can't. They're bad for your teeth.
g. Yes, you can. The eggs are in the fridge.

Brain GYM

You've got three minutes. Read and answer.

1. Can you write the next three numbers? 2, 4, 6,
2. Can you write three types of clothes beginning with 's'?
3. Can you write three school subjects?
4. Can you write three food items beginning with 'c'?
5. Can you write four animals with four legs?

Speaking Activity

How well do you know your friend? Answer the questions. Check your answers with your friend.

1. What is your friend's name?
2. How old is he/she?
3. What does he/she look like?
4. What can he/she do well? (e.g. dance, etc.)

Writing Activity

Write about your friend.

My Friend

by

My friend is _______ years old. _______

has got _______ can _______. My friend is great fun!
Plurals – This / These – That / Those

Listen and repeat.

cameras chairs snakes parrots doctors

We form the plural of most nouns by adding ‘s’.

1 Look at the pictures. Write the plurals.

1 one apple • two • apples
2 one bird • two •
3 one shoe • two •
4 one dolphin • two •
5 one clown • two •
6 one spider • two •

2 Write in the plural.

1 It is a bird. They’re birds.
2 He’s a clown.
3 You’ve got a friend.
4 Look at the bat.
5 She is a doctor.
6 Look at the shark.
Listen and repeat.

<table>
<thead>
<tr>
<th>bus</th>
<th>buses</th>
<th>brush</th>
<th>brushes</th>
<th>box</th>
<th>boxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>glass</td>
<td>glasses</td>
<td>watch</td>
<td>watches</td>
<td>potato</td>
<td>potatoes</td>
</tr>
</tbody>
</table>

Read and complete the rule.

Nouns ending in -s, -ss, -sh, -ch, -x and -o form their plurals by adding ..........

BUT

<table>
<thead>
<tr>
<th>radio</th>
<th>radios</th>
<th>piano</th>
<th>pianos</th>
</tr>
</thead>
<tbody>
<tr>
<td>photo</td>
<td>photos</td>
<td>video</td>
<td>videos</td>
</tr>
</tbody>
</table>

Look at the pictures. Write the plurals.

3. | one watch • two **watches** | two | one fox • two | one mosquito • two |

4. | one bench • two | one dress • two | one tomato • two |
Plurals - This / These - That / Those

Listen and repeat.

- butterlies, boy, roofs
- thief, knives

Nouns ending in a consonant + -y → -ies
Nouns ending in a vowel + -y → -ys
Some nouns ending in -f/-fe → -ves

4 Look at the pictures. Write the plurals.

1 toy → toys
2 leaf
3 baby
4 thief
5 lorry
6 roof
7 monkey
8 shelf
9 scarf
Write the plurals in the correct columns. Listen and check. Listen and repeat.

<table>
<thead>
<tr>
<th>banana</th>
<th>knife</th>
<th>butterfly</th>
<th>tomato</th>
<th>leaf</th>
<th>class</th>
<th>toy</th>
<th>wolf</th>
</tr>
</thead>
<tbody>
<tr>
<td>sandwich</td>
<td>lady</td>
<td>baby</td>
<td>bus</td>
<td>spider</td>
<td>scarf</td>
<td>piano</td>
<td>fly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-s</th>
<th>-es</th>
<th>-ies</th>
<th>-yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>bananas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Irregular Plurals

Listen and repeat.

tooth – teeth
foot – feet
goose – geese
man – men
woman – women
child – children
sheep – sheep
fish – fish
deer – deer
mouse – mice
ox – oxen
2 Plurals / This – These / That – Those

6 Write the plurals.

1 a pen – two ............... pens
2 a bus – ten ............... 
3 a woman – two .......... 
4 a mouse – three .........
5 a fish – three .......... 
6 a tooth – five .......... 
7 an ox – four ..............
8 a deer – two .............
9 a child – two ............
10 a class – three .........
11 a foot – two ............
12 a sheep – ten .......... 

7 Match. Then write the plurals.

1 six ............... tomatoes
2 four ............... 
3 seven .............
4 nine ............... 
5 eight ..............
6 two ............... 
7 three ..............
8 five ............... 

An adjective describes a noun.
It is an old book. (What kind of a book is it? It's old.)

Adjectives remain the same in the plural.
They are old books. (NOT: They're olds books.)

Remember: We use a/an only in the singular form.

8 Write in the plural.

1 It's a funny film.
    They're funny films.
2 He's a tall man.
3 She's a good teacher.
4 Look at the black sheep.
5 I'm a nice girl.
6 It's a pretty baby.
Some nouns are uncountable. They have no plural. These are:

- bread
- lemonade
- butter
- chocolate
- money
- cheese
- tea
- coffee
- cola
- water
- jam
- juice
- sugar
- meat
- wood
- milk
- paper

Note: *A/An* is not used with uncountable nouns. *Some* is used instead.

We say: a carrot       BUT       some bread

9. Circle the correct item.

1. a / an apple  
2. a / some chocolate  
3. a / some sandwich  
4. a / an banana  
5. a / some coffee  
6. a / some potato  
7. an / some sugar  
8. a / an olive  
9. a / some lemon  
10. an / some onion  
11. a / an strawberry  
12. a / some jam

10. Look at the pictures. Write *a, an* or *some*.

1. *some* water  
2. dolphin  
3. sugar  
4. cheese  
5. meat  
6. orange  
7. bread  
8. coffee  
9. doll  
10. butter  
11. milk  
12. jam
Plurals – This / These – That / Those

Listen and repeat.

- a bottle of milk
- a glass of water
- a cup of tea
- a loaf of bread
- a slice of bread
- a box of cereal
- a jar of honey
- a can of cola
- a piece of cheese
- a bowl of soup
- a carton of milk
- a kilo of butter

Uncountable nouns can be made countable by using the above words.

some tea – a cup of tea

11 Look at the pictures. Write the correct words.

1. two bowls of soup
2. three glasses of water
3. two loaves of bread
4. three pieces of bread
5. two cartons of lemon juice
6. two cartons of milk
7. two pieces of cake
8. three boxes of cereal
9. three glasses of cola
10. two cups of coffee
11. three jars of jam
12. three pieces of cheese
12) Circle the odd one out.

1. a bag /[**carton**]/ kilo of sugar
2. a cup /[**jar**]/ slice of coffee
3. a glass /[**kilo**]/ bottle of cola
4. a bottle / [**glass**] / box of water
5. a slice / [**glass**] / loaf of bread
6. a piece / [**kilo**] / loaf of meat
7. a glass / [**carton**] / jar of juice
8. a piece / [**box**] / kilo of cheese
9. a jar / [**can**] / slice of honey

13) Choose the correct word and complete the sentences. Then act out.

1. A: Can I have a .......... [**cup**] (cup, piece, carton) of tea, please?
   B: Here you are.
2. A: Here are three .......... [**jars**] (jars, cans, pieces) of cake, all for you.
   B: Thank you, Grandma. You’re so kind.
3. A: Can you buy a .......... [**bottle**] (bottle, box, kilo) of milk, please?
   B: Sure.
4. A: We need a .......... [**bowl**] (bowl, kilo, box) of meat.
   B: OK.
5. A: Can I have a .......... [**carton**] (carton, kilo, glass) of water, please?
   B: Yes, of course.

**Spot the Differences**

In pairs/groups, spot six differences. The winner is the pair/group who finds all the differences first.

Student: In picture A, I can see one dog. In picture B, I can see ..., etc.
Plurals - This / These - That / Those

Listen and repeat.

This is my pet.

That is my kite.

These are my pets.

Those are our kites.

We use this and these when we talk about people, animals or things that are near us.

We use that and those when we talk about people, animals or things that are far from us.

14 Read and circle.

1 This / That is a watch.

2 These / Those are strawberries.

3 This / These is a goose.

4 Those / That are mice.

5 This / That is a bowl of soup.
15 Write *This, That, These* or *Those*.

1. *This* is a coconut.
2. *are jars of jam.*
3. *is an orange.*
4. *is a carton of milk.*
5. *are tomatoes.*
6. *is a slice of bread.*
7. *are watermelons.*
8. *is a jar of honey.*
9. *is a lemon.*
10. *are limes.*
16 Write sentences.

1. This is a cat.
2. Those are horses.

3. (cake/presents)
4. 

5. (toy/helicopters)
6. 

7. (computer/books)
8. 

9. (flowers/trees)
10. 

11. (cat/lions)
12. 

17 Tick (√) the correct sentences. Correct the wrong ones.

1. Can I have an apple, please? ✓
2. Can you buy a bread, please? some
3. Can you draw a picture for me?
4. Can I have a mouse as a pet?
5. Can I buy a new dress?
6. Can I have a milk, please?
7. Can I buy a skirt?
8. How much is these hat?
9. I like those sheeps.
10. Can you buy a box of milk?
Speaking Activity

You are a famous chef. Make your own dish. Give it a name. What is there in it? Tell your friend.

My favourite dish is Super Soup. All you need is five carrots, two onions, three potatoes and some meat. Delicious!

Writing Activity

Write about your favourite dish.

............. (name of dish)

by ............

My favourite dish is ..................................................

.................................................................

.................................................................

.................................................................
Progress Check 1 (Units 1-2)

1. Choose the correct item.

1. Mary and I ________ sisters.
   A. are  B. am  C. is

2. ________ you play tennis?
   A. Can  B. Have  C. Are

3. I ________ got a new computer.
   A. can't  B. am not  C. haven't

4. They've got three ________.
   A. child  B. children  C. childs

5. Look at the baby's ________.
   They're so big.
   A. foot  B. feet  C. foots

6. Who are ________?
   A. they  B. him  C. them

7. Where is Anna? I can't see ________!
   A. her  B. she  C. he

8. The story is about a man and two ________.
   A. foxes  B. fox  C. foxies

2. Complete the sentences.

1. This is my ________.

2. Those are ________.

3. ________ are my ________.

4. ________ is a ________.

5. ________ are ________.

6. ________ are my ________.

3. Underline the correct word.

I've got four 1) leg / legs. 2) has / have got a long tail, too. I've got very big 3) tooth / teeth. 4) am / can swim but I can't climb 5) tree / trees. My favourite food is 6) meat / meats and fish. You can sometimes see me at a zoo. What 7) are / am I? I'm an alligator.
Listen and draw lines. There is one example.

We've got lots of food to eat
These are apples
That is meat
We've got lots of food to eat
It's dinner time

We can make a tasty dish
This is butter
Those are fish
We can make a tasty dish
It's dinner time

You can have some food with me
Those are burgers
That is tea
You can have some food with me
It's dinner time
Possessives

Listen and repeat. Then act out.

I am a clown and this is my hat.
No, this is your hat and that hat is mine.

<table>
<thead>
<tr>
<th>Possessive Adjectives (followed by nouns)</th>
<th>Possessive Pronouns (not followed by nouns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>his/her/its</td>
<td>his/hers/—</td>
</tr>
<tr>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>their</td>
<td>theirs</td>
</tr>
</tbody>
</table>

1 Complete the sentences. Then write the children’s names.

1 I am Fred. **My** hair is short and red.
2 He is Ivan. **His** eyes are green.
3 She is Maya. **Her** hair is long and dark.
4 We are Tom and Claire. **Our** hair is short and fair.
5 They are Bruce and Jill. **Their** eyes are blue.
2. Complete the sentences with the correct possessive pronoun.

1. Mike has got a computer. It's ...his....
2. I have got a rabbit. It's ...
3. Karen has got a new sweater. It's ...
4. We have got a new house. It's ...
5. You have got a brown coat. It's ...
6. They have got a big flat. It's ...

3. Complete the sentences with the words in the list.

<table>
<thead>
<tr>
<th>his</th>
<th>her</th>
<th>hers</th>
<th>your</th>
<th>yours</th>
<th>my</th>
</tr>
</thead>
<tbody>
<tr>
<td>mine</td>
<td>our</td>
<td>ours</td>
<td>its</td>
<td>theirs</td>
<td>theirs</td>
</tr>
</tbody>
</table>

1. I'm Becky. This is ...my... rabbit.
2. This is Juan and this is ...sister.
3. The boys have got comics. The comics are ...
4. We're in ...garden today.
5. Look at Nadia and Khalid. They're in ...
6. Lisa has got a bag. The bag is ...
7. I'm Adam. That bike is ...
8. We're hungry. These sandwiches are ...
9. You and Ben are brothers. Ben is ...
10. Isabel hasn't got ...book today.
11. That bird is funny. Look at ...
12. Hello, Amy. Is this hat ...

Possessive Case with people

Listen and repeat.

the boy's hat

the girls' skirts

We use 's with one person.

We use s' with two or more people.

BUT the children's books, the women's bags, the men's umbrellas

Note: We also use 's with animals. the cat's tail

Read and complete the rule.

Whose skirt is it? It's Linda's.

We use ... to ask about who owns something.
4. Look at the pictures and write.

1. This is Mary's umbrella.
   It's her umbrella.
   This umbrella is hers.

2. These are the girls.
   They're these.

3. These are the boys.
   They're these.

5. Answer the questions.

1. Whose camera is it?
   It's Tom's camera.

2. Whose flowers are they?

3. Whose ball is it?

4. Whose cars are they?

5. Whose ice cream is it?

6. Whose books are they?
Possessives

Possessive Case with things

We use of with things.

the trunk of the tree

6 Look at the pictures and write sentences.

1 (car/roof) Where's the roof of my car?

2 (house/door) Where's?

3 (bike/wheels) Where are?

4 (clock/hands) Where are?


7 Write Who's or Whose.

1 "Who's Mike? "He's my brother."

2 bike is it? "It's mine."

3 jacket is this? "It's Emma's."

4 that man? "I don't know."

5 Cara? "She's my sister."

6 radio is it? "It's my friend's."

Feely Bag

Whose is it? Each of you puts an item (e.g. a pencil, an eraser, etc.) in a bag. Take an item out and try to guess whose it is.

Student 1: It's Kelly's pencil.
Kelly: Yes, it's mine. My turn now.
Possessives

Underline the correct word. Then find three mistakes in the picture.

This is 1) I / my new cartoon character. 2) He’s / His name is Spot. 3) His / He’s got fair hair and blue eyes. 4) Spot’s / Spots’ favourite food is chocolate cake. 5) Her / His favourite music is rap and he likes tennis. Spot is from the planet Sitcom. 6) Their / His mother and father are there. 7) Their / They’re names are Sparks and Specks. Spot’s friend on earth is a girl. 8) His / Her name is Martha. Martha and Spot have a lot of fun together!

Speaking Activity

Think of a new cartoon character. Answer the questions. Talk with your friend.

1. What’s the name of your new cartoon character?
2. What’s his / her favourite colour / food / music / sport?
3. Has he / she got a family? What are their names?
4. Has he / she got a good friend? What’s his / her name?

Writing Activity

Write about your new cartoon character.

This is my new cartoon character. ______ name is ______________________________

______________________________
Listen and repeat.

In Choco Town, there's a baker's and a bank. There are two sweet shops but there aren't any trees.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long form</strong></td>
<td><strong>Short form</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Singular</strong></td>
<td><strong>There is</strong></td>
<td><strong>Is there?</strong></td>
</tr>
<tr>
<td><strong>There is</strong></td>
<td><strong>There's</strong></td>
<td></td>
</tr>
<tr>
<td><strong>There is not</strong></td>
<td><strong>There isn't</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Is there?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td><strong>There are</strong></td>
<td></td>
</tr>
<tr>
<td><strong>There are not</strong></td>
<td><strong>There aren't</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Are there?</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Look at the map and complete the sentences.

1. There's a hospital in Hallam Street.
2. ........................................... two cafés in Quick Street.
3. ........................................... a library in Stafford Street.
4. ........................................... a theatre in Barton Street.
5. ........................................... a bus stop in Hallam Street.

2. Complete the questions. Then look at the map again and answer them.

1. Is there a hospital in Hallam Street? Yes, there is.
2. ........................................... a bank in Quick Street?
3. ........................................... two theatres in Hallam Street?
4. ........................................... two cafés in Quick Street?
There is / There are – Some / Any

3 Look at the picture. Fill in: There is, There are.

1. There are two swings in the garden.
2. a slide.
3. two children.
4. two chairs.
5. two cats.
6. four birds.
7. a ball.
8. a table.

Memory game!

Teacher: Is there a slide in the garden?
Team A S1: Yes, there is.

4 Answer the questions.

1 Is there a TV in the classroom? Yes, there is.
2 Are there six chairs in the classroom? 
3 Is there a teacher in the classroom? 
4 Is there one window in the classroom? 
5 Is there one book in the classroom? 
6 Is there a fish in the classroom?
5 Look at the picture and write questions and answers.

1 three children?
   Are there three children?  ........................................
   No, there aren't. There are six.

2 a birthday cake?
   .................................................................

3 one bottle of cola?
   .................................................................

4 five glasses?
   .................................................................

5 five lollipops?
   .................................................................

6 one present?
   .................................................................

Listen and repeat.

There isn't any cheese.
There aren't any bananas. There isn’t any jam. But there's some bread. Here, have some.

- **Some / Any**
  - **Some + countable or uncountable nouns (in affirmative sentences)**
    - There are some tomatoes.
    - There is some bread.

  - **Any + countable or uncountable nouns (in questions and negative sentences)**
    - Are there any oranges?
    - Is there any milk?
    - No, there isn't any milk.
4 There is / There are – Some / Any

6 Look at the picture and write sentences.
- carrots  - chocolate  - meat  - potatoes  - cola
- pineapples  - cheese  - bananas  - flour

1. There are some carrots.
2. There isn't any chocolate.
3. 
4. 
5. 
6. 
7. 
8. 
9. 

7 Write some or any.
1. There are __________ potatoes in the bag.
2. Are there __________ eggs on the table?
3. There is __________ sugar in the bowl.
4. Is there __________ butter in the fridge?
5. There is __________ cola in the bottle.
6. Are there __________ chairs in the room?
7. There aren't __________ books on the shelf.
8. Is there __________ meat in the shop?

8 Look at the picture and write questions and answers.
1. apples? Are there any apples?
   Yes, there are.
2. eggs?
3. butter?
4. tomatoes?
5. milk?
6. oranges?
7. meat?
Guess which picture your friend is thinking about.

**PICTURE A**

Student 1: Are there any strawberries?
Student 2: Yes, there are.
Student 1: Is there any chicken?
Student 2: Yes, there is.
Student 1: It's Picture B!

**PICTURE B**

Writing Activity

Write about the two pictures.

In Picture A, there are.


In Picture B, there are.


Progress Check 2 (Units 3-4)

1 Circle the correct item.
1 This book is my / mine.
2 Mr Smith is their / theirs teacher.
3 This is our / ours house.
4 My / Mine cat is black and white.
5 This is Marks / Mark’s car. It’s very fast.
6 The black skirt is her / hers.
7 This is John’s book. It is his / her.
8 This car is their / theirs.
9 Dr Black is her / hers doctor.
10 My friends / friend’s flat is very small.

2 Look at the picture and write questions and answers.

1 Are there any pictures? Yes, there are.
2 Is there a table? No, there isn’t.
3 Is there a phone? No, there isn’t.
4 Are there books? Yes, there are.
5 Are there flowers? Yes, there are.
6 Are there chairs? Yes, there are.
7 Is there a bed? Yes, there is.
8 Is there a cat? Yes, there is.
Progress Check 2

3. Listen and tick (✓) the box.

1. What's in the basket?
   A [ ] B [ ] C [✓]  

2. Whose baby brother is he?
   A [ ] B [ ] C [ ]  

3. What's on the table?
   A [ ] B [ ] C [ ]  

4. Whose bag is it?
   A [ ] B [ ] C [ ]  

4. Song

This is my rubber
It's mine, mine, mine
Mine, mine, mine
This is my rubber
It's mine, mine, mine
I can go to school

This is her pen
It's hers, hers, hers
Hers, hers, hers
This is her pen
It's hers, hers, hers
She can go to school

Those are his books
They're his, his, his
His, his, his
Those are his books
They're his, his, his
He can go to school

These are our bags
They're ours, ours, ours
Ours, ours, ours
These are our bags
They're ours, ours, ours
We can go to school
Present Continuous

Listen and repeat.

He is reading a newspaper. She is bringing the salad. The children are fighting. The cat is eating the chicken.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long form</strong></td>
<td><strong>Short form</strong></td>
</tr>
<tr>
<td>I am working</td>
<td>I'm working</td>
</tr>
<tr>
<td>You are working</td>
<td>You're working</td>
</tr>
<tr>
<td>He is working</td>
<td>He's working</td>
</tr>
<tr>
<td>She is working</td>
<td>She's working</td>
</tr>
<tr>
<td>It is working</td>
<td>It's working</td>
</tr>
<tr>
<td>We are working</td>
<td>We're working</td>
</tr>
<tr>
<td>You are working</td>
<td>You're working</td>
</tr>
<tr>
<td>They are working</td>
<td>They're working</td>
</tr>
</tbody>
</table>

We use the present continuous for actions happening now.

**Spelling**

work – working  
open – opening  
play – playing  
wink – walking  

BUT  
dance – dancing  
run – running  
lie – lying

**How do we form the present continuous? Choose.**

A subject + be (am, is, are) + verb -ing

B subject + be (am, is, are) + verb

1 Add -ing to the verbs.

1 walk .......... walking
2 read ..........
3 swim ..........
4 eat ..........
5 give ..........
6 sit ..........
7 open ..........
8 close ..........
9 tell ..........
10 go ..........
11 dig ..........
12 finish .........
2 Circle the correct item.
1 Jenny is / are helping her mum now.
2 You am / are visiting your grandma at the moment.
3 The girls am / are having breakfast at present.
4 My dad is / are sleeping on the sofa.
5 We is / are walking to school now.
6 I am / are doing my homework.
7 It is / are raining today.
8 Our mum is / are cooking dinner.
9 The birds am / are singing.
10 My friends is / are playing tennis at the moment.

3 Write the sentences in the negative.
1 I’m reading a book.
   I’m not reading a book.
2 Bill is playing a computer game.
3 The boy is running.
4 Your dad is driving his car.
5 We’re watching TV.
6 The boys are writing in their notebooks.
7 It’s snowing now.
8 Helen is laughing at the moment.

4 Look at the pictures. Match and write sentences.

1 Grandpa / sleep
   Fatimah / listen to music
   Anna and José / cook
   Sally / cry
   Jane and Nora / dance
   Father / dig in the garden

1 Grandpa is sleeping.
2
3
4
5
6
5 Present Continuous

5 Put the words in the correct order to make sentences as in the example:

1 playing / he's / violin / the
   He's playing the violin.

2 school / going / we're / to

3 aren't / they / the / playing / in / park

4 me / aren't / listening / you / to

5 playing / is / he / the / guitar

6 isn't / he / sleeping

6 Circle five differences. Write sentences.

In picture B ...

1 Mike isn't playing the violin. He's playing the guitar.

2

3

4

5

Interrogative

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes, I am.</th>
<th>No, I'm not.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you working?</td>
<td>Yes, he/she/it is.</td>
<td>No, he/she/it isn't.</td>
</tr>
<tr>
<td>Is he/she/it working?</td>
<td>Yes, they are.</td>
<td>No, they aren't.</td>
</tr>
</tbody>
</table>
7) Answer the questions.

1. Is he sleeping?
   Yes, he is.

2. Is she driving?

3. Is it running?

4. Are you sending an email?

5. Are they listening to music?

6. Is he playing the piano?

8) Write the questions and answers.

1. he / eat / a cake
   Is he eating a cake?
   No, he isn't. He's eating a burger.

2. they / play / with a kite
   
   ...

3. he / drive / a car
   
   ...

4. she / pick / flowers
   
   ...

5. they / sing
   
   ...

6. she / cook / chicken
   
   ...
5 Present Continuous

We usually use the following time expressions with the present continuous: now, at the moment, at present, today. We also use the following imperatives with the present continuous: Look! Listen!

9 Fill in the correct form of the verbs. Circle the time expressions and imperatives.

It’s winter but it 1) isn’t snowing. (not/snow) (today). The children 2) ........................................
(not/play) in the house now. They’re in the garden. At the moment, Ben 3) ........................................
(not/ride) his bike. He 4) ........................................ (throw) snowballs! The girls 5) ........................................
(make) a snowman. Look! The girls 6) ........................................ (not/wear) their scarves.
Their scarves are on the snowman! Can you see Mum? Listen! She 7) ........................................ (sing)!

Let’s mime!

Mime an action. Your friends try to guess what you’re doing.

Student 1: What am I doing?
Student 2: Are you playing basketball?
Student 1: Yes, I am. Your turn now.
Dear Mum,

We 1) **are having** (have) lovely weather today. The sun 2) **shine**. I 3) **wear** my favourite T-shirt and shorts. Ahmed and I 4) **sit** under trees. We 5) **eat** ice cream and we 6) **listen** to music!

I love this place!

Love,
Mark

---

**Writing Activity**

Choose another boy from the picture. Complete the letter.

I'm number ............

Dear ............,

We .................................................

I ........................................................

........................................................

I love this place!
Listen and repeat.

Mary, Mary, quite contrary
How does your garden grow?
I feed the bees, I water the trees,
And I plant my potatoes in a row.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Long form</td>
</tr>
<tr>
<td>I work</td>
<td>I do not work</td>
</tr>
<tr>
<td>You work</td>
<td>You do not work</td>
</tr>
<tr>
<td>He works</td>
<td>He does not work</td>
</tr>
<tr>
<td>She works</td>
<td>She does not work</td>
</tr>
<tr>
<td>It works</td>
<td>It does not work</td>
</tr>
<tr>
<td>We work</td>
<td>We do not work</td>
</tr>
<tr>
<td>You work</td>
<td>You do not work</td>
</tr>
<tr>
<td>They work</td>
<td>They do not work</td>
</tr>
</tbody>
</table>

Read the rhyme and tick (√).

1. Mary feeds the dog.
   Yes, she does. ☐
   No, she doesn't. ☐

2. She waters the trees.
   Yes, she does. ☐
   No, she doesn't. ☐

Spelling

I work – he works
I sing – he sings

BUT

Verbs ending in -ss, -sh, -ch, -x, -o → -es
I wash – he washes
I go – he goes

Verbs ending in consonant + -y → -ies
I cry – he cries
I play – he plays

We use the present simple for permanent actions, routines and repeated actions.

Time Expressions with Present Simple

once a week, twice a week, every day, every morning, every year, on Mondays, at noon, in the evening, etc.
1. Write the verbs in the correct columns. Listen and check. Listen and repeat.

<table>
<thead>
<tr>
<th>close</th>
<th>play</th>
<th>march</th>
<th>need</th>
<th>carry</th>
<th>watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>wash</td>
<td>go</td>
<td>work</td>
<td>help</td>
<td>skate</td>
<td>take</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
<th>/z/</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ɪ, ʌ/</td>
<td>/ɪ/</td>
<td>/æt/</td>
</tr>
</tbody>
</table>

- closes

2. Fill in the correct form of the verbs. Then match the sentences to the pictures.

- play
- love
- go
- wear
- drink
- help

1. Mike **loves** basketball.
2. My brother and I **go** to school at 8 o'clock.
3. Carlos **play** the guitar very well.
4. We **wear** our mum with the cooking.
5. I **drink** milk for breakfast.
6. My mum **help** a uniform at work.

3. Complete the sentences.

**Long Form**

1. She **does not** speak Italian.
2. They **go to school**.
3. We **swim very well**.
4. He **watch TV every day**.
5. You **live in England**.

**Short Form**

1. She **doesn’t** speak Italian.
2. They **go to school**.
3. We **swim very well**.
4. He **watch TV every day**.
5. You **live in England**.
Present Simple

4 Write doesn't or don't.

1 Mr Jones doesn't teach Maths. He teaches Art.
2 The children get up late. They get up early.
3 I read comics. I read books.
4 It snows in summer. It snows in winter.
5 My brother likes fish. He likes chicken.
6 You drink milk. You drink orange juice.

Interrogative
<table>
<thead>
<tr>
<th>Do I work?</th>
<th>Do you work?</th>
<th>Does he work?</th>
<th>Does she work?</th>
<th>Does it work?</th>
<th>Do we work?</th>
<th>Do you work?</th>
<th>Do they work?</th>
</tr>
</thead>
</table>

Questions
<table>
<thead>
<tr>
<th>Do I/we/you/they work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I/we/they do.</td>
</tr>
<tr>
<td>No, I/we/they don't.</td>
</tr>
</tbody>
</table>

Short answers
<table>
<thead>
<tr>
<th>Does he/she/it work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, he/she/it does.</td>
</tr>
<tr>
<td>No, he/she/it doesn't.</td>
</tr>
</tbody>
</table>

5 Write the questions and answers.

Mike

1 Does Mike get up early?
   Yes, he does.

2 Does Mike get up late?
   No.

3 Does Pedro and Carmen play the guitar?
   Yes.

4 Does Pedro and Carmen play the piano?
   No.

Pedro and Carmen

5 Does Sara live in Paris?
   Yes.

6 Does Sara live in London?
   No.

Sara

7 Do you and Sean like oranges?
   Yes.

8 Do you and Sean like apples?
   No.
Write the questions and answer them about you.

1. you / like chocolate
   Do you like chocolate?  
2. your best friend / like football
   ..................................................?  
3. you / live in a big house
   ..................................................?  
4. your friends / listen to pop music
   ..................................................?  
5. you / watch TV every day
   ..................................................?  
6. your friends / play computer games
   ..................................................?

Listen and repeat. Then act out.

Mum: When you go for dinner at Sam's house, use a knife and a fork.
Boy: Is it necessary, Mum?
Mum: Yes. We always use a knife and a fork when we eat.
Boy: But Mum, the soup never stays on a knife and a fork.

Adverbs of frequency

Adverbs of frequency tell us how often something happens.

<table>
<thead>
<tr>
<th>She</th>
<th>always</th>
<th>usually</th>
<th>often</th>
<th>sometimes</th>
<th>rarely/seldom</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>comes early.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He is</td>
<td>always</td>
<td>usually</td>
<td>often</td>
<td>sometimes</td>
<td>rarely/seldom</td>
<td>never</td>
</tr>
<tr>
<td></td>
<td>late.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read the sentences and circle.

- We use adverbs of frequency before / after the main verb.
- We use adverbs of frequency before / after the verb 'to be'.
6 **Present Simple**

7 Read and circle the correct sentence.

1 A Mike always walks to school.  
B Mike walks always to school.

2 A Does usually Alice go swimming on Sundays?  
B Does Alice usually go swimming on Sundays?

3 A Emma plays often tennis on Fridays.  
B Emma often plays tennis on Fridays.

4 A Meera is always on time for work.  
B Meera always is on time for work.

5 A Paul never drives to work.  
B Paul drives never to work.

6 A We sometimes go to the theatre at the weekend.  
B We go sometimes to the theatre at the weekend.

8 Write the sentences.

1 John is late. (never)  
\[\text{John is never late.}\]

2 The children eat ice cream. (sometimes)

3 I go to the cinema. (often)

4 We have lunch at a restaurant. (seldom)

5 You are polite to your teachers. (always)

6 Katie helps her mum. (often)

7 The boys are funny. (sometimes)

8 Ivan and I do our homework. (always)

9 Dad washes his car. (never)

10 Cara is very kind. (usually)

**Speaking Activity**

Interview your friend.

How often do you ...  
- help in the house?  
- eat fruit and vegetables?  
- play sports?  
- read comics?  
- watch TV?  
- eat at fast food restaurants?
Listen and repeat. Then act out.

Where is Mr Time?

Mr Time is sleeping at the moment. He always sleeps in the afternoon.

Present Continuous – Present Simple

Read and match.

1 We use Present Continuous for things that a happen again and again.
2 We use Present Simple for things that b are happening now.

Complete the table.

<table>
<thead>
<tr>
<th>usually</th>
<th>at present</th>
<th>in the afternoons</th>
<th>at noon</th>
<th>today</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>often</td>
<td>always</td>
<td>on Mondays</td>
<td>at the moment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Simple</td>
</tr>
<tr>
<td>usually</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Complete the sentences. Use the time expressions from the box.

now on Fridays always (x3) at the moment every night (x2)

1 We watch the 9 o'clock news . every night .
2 I . have some toast and jam for breakfast.
3 My father is listening to music .
4 At school we have our history lesson .
5 I read a book or a magazine in bed .
6 My grandfather . sends me a birthday present.
7 My brother is doing his homework .
8 My father . buys a newspaper from the shop near his office.
Present Simple

11 Put the verbs into the present simple or the present continuous.

Emma 1) ... is ... (be) usually very busy on Saturdays. She 2) ................... (be) in the school’s swimming team. She usually 3) ................... (get up) at eight o’clock, 4) ................... (have) breakfast and 5) ................... (go) swimming. This Saturday is a special Saturday for Emma. It 6) ................... (be) her birthday. Can you see Emma? She 7) ................... (not/swim). She 8) ................... (help) her mother. They 9) ................... (make) Emma’s birthday cake. Emma 10) ................... (love) birthday cakes.

12 Read again and tick (√) the best title for the story.

Emma’s Special Saturday. ☐  Emma’s Family. ☐  Emma’s Daily Life. ☐

13 Put the verbs into the present simple or the present continuous.

1 Listen! The birds .......................... are singing .... (sing) in the garden!
2 I often .......................... (buy) fruit from the greengrocer’s.
3 My mother .......................... (drink) tea now.
4 Look at Tom and Jim! They .......................... (walk) up the hill.
5 That man .......................... (laugh) at the moment.
6 The cat .......................... (play) with a ball now.
7 We always .......................... (wear) warm clothes in winter.
8 He often .......................... (eat) a sandwich at lunchtime.
9 Be quiet! The girls .......................... (sleep).
10 How often .......................... (you/go) to the cinema?
11 They .......................... (never/eat) carrots.
12 They .......................... (not/like) potatoes.
13 What .......................... (you/do) now?
14 Can you see him? He .......................... (walk) down the street.
Look at the pictures and complete the poem.

talk  sing  do  read  tell  wash

My sister always 1) talk  a lot,
She's always on the phone.
My brother never 2) up -
I sometimes 3) it on my own!

My father often 4) good jokes,
My mum usually 5) us stories.
We often 6) songs at night -
My family's never boring!

Writing Activity

Write about your family.

My sister always
She
My brother never
I sometimes

My father often
My mum usually
We often
My family's never boring!
Progress Check 3 (Units 5-6)

1. Choose the correct item.
   1. She ........ meat every day.
      A is eating    B eat       C eats
   2. The baby ........ at the moment.
      A is sleeping B sleeps       C sleep
   3. I ........ to bed every night at 10:00 pm.
      A am going     B goes      C go
   4. Dad ........ TV now.
      A is watching B watches       C watch
   5. Mother always ........ the dishes.
      A is washing B washes       C wash
      A is reading B reads         C read
   7. She ........ very quickly. Look!
      A is running B runs         C run
   8. I ........ my homework every day.
      A am doing     B do       C does

2. Rewrite the sentences.
   1. I am late. (always)
      I’m always late.
   2. She goes to the theatre on Fridays. (usually)
   3. Does he visit his grandparents? (sometimes)
   4. They come to our parties. (often)
   5. My dad cooks dinner. (never)
   6. My sister makes her bed. (seldom)
   7. Do you watch TV in the afternoon? (usually)
   8. We are rude to people. (never)

3. Put the verbs into the present simple or the present continuous.

   It 1) ........ (be) Friday evening and my friends and I 2) ........ (be) at the disco. Some people 3) ........ (dance) on the dance floor. Some people 4) ........ (sit) and 5) ........ (drink) cola. My friends 6) ........ (talk) and 7) ........ (laugh) together. We 8) ........ (go) to the disco every week. We usually 9) ........ (drink) cola and 10) ........ (dance).
4. Look at the picture. Listen and draw lines. There is one example.

5. We are playing in the sand
   We're at the beach today
   We always have fun at the beach
   Hooray, hooray, hooray

   We are eating sandwiches
   We're eating ice creams, too
   We love ice creams at the beach
   You can have one, too!

   We are swimming in the sea
   We're having lots of fun
   We're so glad that summer's here
   We love the sea and sun
Listen and repeat.

We use the **imperative** when we tell someone to do or not to do something.
- Stand up.
- Don’t sit down.

1. **Circle the imperatives.**

Youssef: What’s wrong, Ahmed?
Ahmed: Jump on the table. I can’t reach the biscuits!
Youssef: OK. Now what?
Ahmed: Throw them down to me! Don’t break the bowl.
Youssef: OK. Catch!
Ahmed: Ouch! Be careful, Youssef!

**Simon says . . .**

Follow your teacher’s command only if it starts with *Simon says.*

- Teacher: Simon says, clap your hands.
- Students: (they clap their hands)
- Teacher: Stamp your feet.
- Students: (they remain as they were)
These are the Williams. What do you think their mother is saying? Use the verbs in the list.

<table>
<thead>
<tr>
<th>jump</th>
<th>draw on the wall</th>
<th>come down</th>
<th>throw food</th>
<th>stop fighting</th>
<th>cry</th>
<th>go to bed</th>
<th>wash your face</th>
</tr>
</thead>
</table>

1. Don't jump!
2. 
3. 
4. 
5. 
6. 
7. 
8. 

**Writing Activity**

What does your mum tell you to do/not to do? Make a list with five everyday commands.

This is what my mum usually tells me:

- 
- 
- 
- 
-
Prepositions of Place

Listen and repeat.

Where's the rabbit?

in the box
on the box
under the box
next to the box
in front of the box
behind the box
between two boxes
opposite the box
above the box
below the box

We use prepositions of place to say where people, animals or things are.

1. Look at the picture and circle the correct preposition.

Peter is sitting 1) **between** / opposite his mother and father. They are watching TV. Peter’s dog, Blackie, is sleeping 2) **behind** / next to the sofa. There is a coffee table 3) **behind** / in front of them. There is some tea and cakes 4) **on** / in it. Can you see Milly, Peter’s cat? She’s 5) **above** / **under** the coffee table. She’s sleeping, too.

2. Read and write the names.

Tina is next to Paul.
Khalid is behind Rose.
Rose is next to Elisha.
Carlos is in front of Tina.
Paul is behind Elisha.
Look at the picture. Fill in: on (x4), above, under, behind, next to.

This is Tom’s room. Can you see him? He’s 1) on a rug 2) ............... the bed. Tom’s mother is very angry with him. His clothes are 3) ............... the bed. There are empty cans of cola 4) ............... the table, too. His toys are 5) ............... the floor, 6) ............... the chair, everywhere! Where are his books? They are 7) ............... his bed. Look at the picture 8) ............... his bed. It’s so dirty! Oh Tom! Clean your room!

**Picture Dictation**

Your friend describes his room for you to draw it. Show the picture to your friend. Is your picture correct?

**Writing Activity**

Write about your friend’s room.

My Friend’s Room

by ............... 

This is my friend’s room. There is 

-------------------------------

-------------------------------
1. Match the sentences to the pictures.

Don’t shout!
Go to bed!

Don’t touch the wall!
Take your boots off, please!

Don’t eat those cakes!
Be careful!

1. Take your boots off, please!

2.

3.

4.

5.

6.

2. Complete the text with the words in the list.

under  between  behind  on (x2)  in

The cat is sleeping 1) in its basket 2) on the table.
Dinner is 3) on the table.
Peter is sitting 4) between Sally and Grandpa. John is 5) behind a chair. Grandma is bringing some food 6) on a tray.
3. Look at the picture. Listen and colour and draw. There is one example.

4. Stand up, sit down, keep moving
Stand up, sit down, keep moving
Stand up, sit down, keep moving
We're in the classroom today!

Stand up, sit down, keep moving,
stand up sit down, stand on one leg
And nod your head, keep moving
We're in the classroom today!

Stand up, sit down, keep moving,
stand up sit down, stand on one leg
And nod your head, turn around
Touch the ground, keep moving
We're in the classroom today!

Stand up, sit down, keep moving,
stand up sit down, stand on one leg
And nod your head, turn around
Touch the ground, wave your hands
Stamp your feet, keep moving
We're in the classroom today!

Stand up, sit down, keep moving,
stand up sit down, stand on one leg
And nod your head, turn around
Touch the ground, wave your hands
Stamp your feet, stand up, sit down
Relax now!
We're in the classroom today!
Prepositions of Time

Listen and repeat. Then act out.

When's your birthday? On the 4th.
Which month? In May.
Which year? Every year.

We use **prepositions of time** to say when something happens.

| in in the morning | at at 8 o'clock | on on Sunday |
| in the afternoon | at noon | on Monday |
| in the evening | at night / midnight | on Tuesday |
| in November (months) | at the weekend | on Wednesday, etc. |
| in (the) summer (seasons) | | on October 4th (dates) |
| in 2004 (years) | | on Sunday afternoon |

1. Choose the correct item.

   1. In / On Saturday
   2. In / At July
   4. At / On March 25th
   5. In / On Friday
   6. In / At summer
   7. In / On the morning
   8. In / At 9 o'clock
   9. In / On September 18th
   10. In / At 1991
   11. In / On August 4th
   12. At / On Thursday afternoon
   13. In / On the evening
   14. On / In autumn
   15. At / In the weekend
   16. In / At midnight
   17. At / On 2 o'clock
   18. In / On winter
   19. In / At noon
   20. At / On Wednesday evening

2. Write in, on or at.

   1. In December
   2. midnight
   3. April
   4. April 2nd
   5. a quarter past six
   6. noon
   7. 1998
   8. spring
   9. night
   10. February 8th
   11. Saturday night
   12. Monday
Prepositions of Time

3 Complete. Then tick (✓) the correct answer.

1 April Fool’s Day is
   a) [ ] on April 1st. ✓
   b) [ ] autumn.
   c) [ ] August.

2 May Day is
   a) [ ] May.
   b) [ ] summer.
   c) [ ] May 31st.

3 Mother’s Day is
   a) [ ] winter.
   b) [ ] a Sunday.
   c) [ ] October.

4 Independence Day is
   a) [ ] July 4th.
   b) [ ] spring.
   c) [ ] February.

Speaking Activity

Ask and answer with your friend.

go to school         wake up         watch TV
meet your friends    go to bed        have breakfast
open presents       go on holiday   visit your grandparents
have dinner         play in the snow  do your homework
have English lessons go to the park

Student 1: When do you go to school?
Student 2: I go to school at nine o’clock. When do you meet your friends?

Listen and repeat.

before / after

I get dressed before I have breakfast. or I have breakfast after I get dressed.
Prepositions of Time

4 Rewrite the sentences as in the example:

1 Tina drinks a glass of milk. She goes to bed.
   Tina drinks a glass of milk before she goes to bed.
   Tina goes to bed after she drinks a glass of milk.

2 Roy has lunch. He washes the dishes.

3 Alice has a shower. She gets dressed.

4 I watch TV. I go to bed.

5 My mother cooks lunch. She goes to work.

5 Fill in the gaps as in the example:

Scott’s favourite day is Saturday. He usually gets up 1) at nine o’clock 2) the morning. He has breakfast and goes jogging. After that, he usually plays soccer with his friends. 3) noon, he has lunch with his parents. 4) the afternoon, he usually listens to music and 5) the evening, he sometimes goes to the cinema. Scott goes to bed late 6) night 7) Saturdays and he never gets up early 8) Sunday morning!

Writing Activity

Which is your favourite day? What do you do? Write.

My favourite day is . I usually get up
Listen and repeat. Then act out.

**How much wool do you need to make a sweater?**

A lot!

**How many sheep do you need to make a sweater?**

None. Sheep can't knit!

---

Read and complete the rules.

We use:
- **How** ...........? with plural countable nouns.
- **How** ...........? with uncountable nouns.

---

Write the words in the correct column. Listen and check.

<table>
<thead>
<tr>
<th>Uncountable nouns</th>
<th>Countable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>bread,</td>
<td>lemon,</td>
</tr>
<tr>
<td>water,</td>
<td>milk, cheese,</td>
</tr>
<tr>
<td>potato,</td>
<td>burger, soup,</td>
</tr>
<tr>
<td>strawberry,</td>
<td>banana, yoghurt</td>
</tr>
<tr>
<td>olive oil,</td>
<td></td>
</tr>
<tr>
<td>apple,</td>
<td></td>
</tr>
<tr>
<td>coffee,</td>
<td></td>
</tr>
<tr>
<td>meat,</td>
<td></td>
</tr>
<tr>
<td>bread,</td>
<td>lemon,</td>
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<td>burger, soup,</td>
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</tr>
<tr>
<td>olive oil,</td>
<td></td>
</tr>
<tr>
<td>apple,</td>
<td></td>
</tr>
<tr>
<td>coffee,</td>
<td></td>
</tr>
<tr>
<td>meat,</td>
<td></td>
</tr>
</tbody>
</table>
10 How much – How many

2 Read and circle the correct phrases.

1 How much / How many trees can you see?
2 How much / How many money have you got?
3 How much / How many eggs are there in the fridge?
4 How much / How many biscuits do you want?
5 How much / How many bread have we got?
6 How much / How many milk is there in the carton?
7 How much / How many boys are there in your class?
8 How much / How many glasses are there on the table?
9 How much / How many butter is there?
10 How much / How many books has he got?

3 Complete the questions and write the answers.

1 How much milk is there?
2 How many oranges are there?
3 bread is there?
4 meat is there?
5 bananas are there?
6 coffee is there?
7 tomatoes are there?
8 biscuits are there?
9 sugar is there?
10 potatoes are there?

1 3 cartons
2 3 oranges
How much – How many

We answer the questions in the following way:

<table>
<thead>
<tr>
<th></th>
<th>+</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many biscuits are there?</td>
<td>A lot!</td>
<td>Not many!</td>
</tr>
<tr>
<td>How much bread is there?</td>
<td>A lot!</td>
<td>Not much!</td>
</tr>
</tbody>
</table>

4 Complete the dialogue with How much, How many, A lot, much or many.

Kelly: Tina, let's ask Donna to join us for dinner tonight.
Tina: Have we got enough food? 1) ...How much... meat is there in the fridge?
Kelly: Not 2) ................. but there are three burgers.
Tina: OK. 3) .................. potatoes have we got?
Kelly: 4) ......................! About 5 kilos.
Tina: Great. We can make some chips to go with the burgers. 5) .................. apples are there in the fridge? I want to make an apple pie.
Kelly: Not 6) ................. We need to buy some. I can go to the supermarket.
Tina: OK. Let's call Donna then.

How much or How many?

Get into two groups. The teacher says a noun and the groups take it in turns to add how much or how many.

Teacher: cheese
Group A S1: How much cheese? etc.

Writing Activity

You want to make an apple pie but you don't know how. Write a note to your mum and ask her to help you.

Mum,
I want to make an apple pie. Can you help me?
How ..............................................
..............................................
..............................................
..............................................

Thanks,

flour? sugar? apples? butter?
1. Choose the correct item.

1. It sometimes snows \ldots \text{ winter.}
   \textbf{A} \text{ in} \quad \textbf{B} \text{ at} \quad \textbf{C} \text{ on}

2. I have an English lesson \ldots \text{ Monday morning.}
   \textbf{A} \text{ in} \quad \textbf{B} \text{ at} \quad \textbf{C} \text{ on}

3. The boys eat lunch \ldots \text{ noon.}
   \textbf{A} \text{ in} \quad \textbf{B} \text{ at} \quad \textbf{C} \text{ on}

4. My favourite programme is \ldots \text{ half past seven.}
   \textbf{A} \text{ in} \quad \textbf{B} \text{ at} \quad \textbf{C} \text{ on}

5. I often watch TV \ldots \text{ the evening.}
   \textbf{A} \text{ in} \quad \textbf{B} \text{ at} \quad \textbf{C} \text{ on}

6. We go to bed \ldots \text{ 8 o’clock.}
   \textbf{A} \text{ in} \quad \textbf{B} \text{ at} \quad \textbf{C} \text{ on}

7. Ben’s birthday is \ldots \text{ April 4th.}
   \textbf{A} \text{ in} \quad \textbf{B} \text{ at} \quad \textbf{C} \text{ on}

8. We usually go to the beach \ldots \text{ summer.}
   \textbf{A} \text{ in} \quad \textbf{B} \text{ at} \quad \textbf{C} \text{ on}

2. Look at the pictures and write questions and answers.

1. \textbf{How many tomatoes} do we need?
   \textbf{Not many.}

2. \textbf{Is there} \text{ in the fridge?}

3. \textbf{Is} \text{ in the bottle?}

4. \textbf{Have we got?}

5. \textbf{Are there?}

6. \textbf{Do we need?}

7. \textbf{Have we got?}

8. \textbf{Are there?}
Listening

3 Look at the pictures. Listen and tick (✓) the box. There is one example.

1 When does Billy have a guitar lesson?
   - Monday
   - Wednesday
   - Friday

   A [ ] B [x] C [ ]

2 When is Sara’s birthday?
   - 5th May
   - 15th May
   - 5th June

   A [ ] B [ ] C [x]

3 When do Emma and her sister go to bed?
   - 10:00
   - 08:00
   - 09:00

   A [ ] B [ ] C [ ]

4 What’s in the living room?

   A [ ] B [ ] C [ ]

4 Song

How much chicken have we got? We’ve got chicken and chocolate, too
How much chocolate have we got? We’ve got cola for me and you
How much cola have we got? We’ve got biscuits and apples, too
Can we have a picnic? We can have a picnic

How many oranges have we got?
How many biscuits have we got?
How many apples have we got?
Can we have a picnic?
Listen and repeat. Then act out.

I'm going to buy a small Japanese radio.

But how are you going to understand what they are saying?

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am / I'm going to</td>
<td>I am not / I'm not going to</td>
<td>Am I going to?</td>
</tr>
<tr>
<td>You are / You're going to</td>
<td>You are not / You aren't going to</td>
<td>Are you going to?</td>
</tr>
<tr>
<td>He is / He's going to</td>
<td>He is not / He isn't going to</td>
<td>He is / He's going to?</td>
</tr>
<tr>
<td>She is / She's going to</td>
<td>She is not / She isn't going to</td>
<td>She is / She's going to?</td>
</tr>
<tr>
<td>It is / It's going to</td>
<td>It is not / It isn't going to</td>
<td>It is / It's going to?</td>
</tr>
<tr>
<td>We are / We're going to</td>
<td>We are not / We aren't going to</td>
<td>We are / We're going to?</td>
</tr>
<tr>
<td>You are / You're going to</td>
<td>You are not / You aren't going to</td>
<td>Are you going to?</td>
</tr>
<tr>
<td>They are / They're going to</td>
<td>They are not / They aren't going to</td>
<td>They are / They're going to?</td>
</tr>
</tbody>
</table>

Short answers

Yes, I am. / No, I'm not.
Yes, you are. / No, you aren't.
Yes, he/she/it is. / No, he/she/it isn’t.
Yes, we/you/they are. / No, we/you/they aren’t.

We use be going to:

- to talk about plans and intentions.
  We are going to travel to France next summer.
- when there is evidence that something is going to happen in the future.
  Look at the grey clouds. It is going to rain tonight.

Put the words in the correct order to make sentences as in the example:

1 play / isn't / John / tennis / to / going
   John isn't going to play tennis.

2 tonight / we / to / watch / going / are / TV

3 Emily / is / read / going / that / to?

4 going / I / visit / am / to / my / next / grandma / weekend.

5 to / he / cook / isn't / dinner / going
2. Read and put a tick (√) or a cross (×).

1. The man is going to fall.  √
2. The girls are going to play basketball. ×
3. The woman is going to buy a cake. ×
4. It's going to rain. ×
5. The boys are going to play tennis. ×
6. The cat is going to climb the tree. ×

3. Write sentences.

1. (play/tennis)
   I am going to play tennis.

2. (play/football)
   They ________________________________

3. (sleep)
   We ________________________________

4. (wash/the dishes)
   She ________________________________

5. (post/a letter)
   He ________________________________

6. (do/homework)
   He ________________________________
'Be going to'

4. Alex is from London. He's going to spend a week in New York. Use the phrases below and the verbs in brackets to ask him some questions.

- the Statue of Liberty
- a street map
- to Manhattan
- some autographs
- a Broadway show
- in a five-star hotel

1. Are you going to visit the Statue of Liberty? (visit)
2. .................................................? (stay)
3. ..................................................? (go)
4. ..................................................? (buy)
5. ..................................................? (see)
6. ..................................................? (get)

5. Write questions and answers.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Doctor</th>
<th>Singer</th>
<th>Football Player</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rod &amp; Ben</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joan</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Ted</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

1. Fred / singer? Is Fred going to be a singer?
   No, he isn't. He's going to be a doctor.

2. Rod and Ben / teachers?

3. Joan / doctor?

4. Ted / singer?
Look at Julie’s diary and write what her plans are for next week.

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>meet Jane</td>
</tr>
<tr>
<td>Tuesday</td>
<td>stay at home</td>
</tr>
<tr>
<td>Wednesday</td>
<td>clean the house</td>
</tr>
<tr>
<td>Thursday</td>
<td>buy new shoes</td>
</tr>
<tr>
<td>Friday</td>
<td>visit my grandma</td>
</tr>
<tr>
<td>Saturday</td>
<td>go to the theatre</td>
</tr>
<tr>
<td>Sunday</td>
<td>have dinner with</td>
</tr>
<tr>
<td></td>
<td>some friends</td>
</tr>
</tbody>
</table>

1. Julie is going to meet Jane on Monday.
2. 
3. 
4. 
5. 
6. 
7. 

What’s my lie?

Think of and say two things you are going to do next week and one you are not going to do. Ask your friend to guess which is the lie.

Student 1: I’m going to visit a museum. I’m going to sing in a concert. I’m going to play tennis.
Student 2: You aren’t going to sing in a concert!
Student 1: That’s right. Your turn now.

Writing Activity

What are your plans for next week? Write sentences.

1. I am going to
2. 
3. 
4. 
5. 
6. 
7. 

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
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<td>Tuesday</td>
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<tr>
<td>Saturday</td>
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<tr>
<td>Sunday</td>
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</tr>
</tbody>
</table>
12 Like / Love / Hate + -ing form
Want + to form

Listen and repeat. Then act out.

Dad, do you like eating baked apples?
Yes. Why?
I hate eating cheese with holes in it.
Well, just eat the cheese and leave the holes on your plate.

Our apple tree is on fire.

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

I like playing tennis. I love eating cakes. I hate playing football.

1 Put the verbs in brackets into the -ing form.

Sally and her family love 1) going (go) to the park in the summer. They like 2) having (have) picnics and love 3) sitting (sit) on the grass. Sally’s mum hates 4) making (make) sandwiches so her dad always makes them. Sally and her brother love 5) playing (play) with a ball in the park. Sally’s mum likes 6) lying (lie) on the blanket and loves 7) reading (read) her favourite magazines. Sally loves 8) listening (listen) to the birds singing in the trees and her brother likes 9) watching (watch) the people in the park. Sally’s family likes the park because they love 10) being (be) outdoors.

2 Write the sentences.

1 Ben / hate / play / tennis
   Ben hates playing tennis.
2 We / like / eat / chicken
3 My friends / love / watch / TV
4 Jenny / not like / read / comics
5 I / hate / clean / my room
6 The boys / love / listen / to music
7 You / not like / wear / hats
8 My dad / like / drive / his car
3 Write questions and answers.

1 the girls / eat chocolate
   (like) Do the girls like eating chocolate?
   (Yes, love) Yes, they love eating chocolate.

2 Tom / do his homework
   (like) .........................................................
   (No, not like)

3 the horse / jump
   (like) .........................................................
   (No, hate)

4 Sam / get up early
   (like) .........................................................
   (No, hate)

5 the children / go to the circus
   (like) .........................................................
   (Yes, like)

6 the baby / take medicine
   (like) .........................................................
   (No, hate)

7 Dad / wash the car
   (like) .........................................................
   (No, not like)

8 they / drink cola
   (like) .........................................................
   (Yes, like)
Listen and repeat. Then act out.

I want to report a burglary. I'm inside a bathroom and I can't get out.

Who's calling?

The burglar!

We use the to form after the verb want: I want to buy a new computer.

Look at the pictures and write sentences. Use the words from the box.

doctors  singer  pilot  dentist  clown  footballer

1 Roy wants to be a singer.

2 Sue and Beth

3 Carlos

4 Adam

5 Katie

6 Kurt
Like / Love / Hate + -ing form – Want + to form

5 Fill in the correct form of the verbs.

Tina: I want 1) to go (go) somewhere this weekend. I don’t want 2) (stay) inside!
George: I want 3) (visit) my cousin in London. Do you want 4) (come)
with me?
Tina: Great! When do you want 5) (leave)?
George: I want 6) (start) early in the morning. I don’t want 7) (travel)
when there is a lot of traffic.
Tina: OK. We can meet at seven at my house.
George: Great. See you then.

Speaking Activity

Complete the questions. Then ask your friend and write his/her answers.

1. Do you like  play (play) computer games?
2. Do you like  listen (listen) to music?
3. Do you like  watch (watch) cartoons?
4. Do you like  go (go) fishing?
5. Do you like  skate (skate)?
6. Do you like  swim (swim)?

Writing Activity

Write what your friend likes/doesn’t like doing.

My friend
Progress Check 6 (Units 11-12)

1 Write the sentences. Use be going to and the present continuous.

1 (eat)
They are going to eat.

2 (have/a bath)

3 (wash/his car)

2 Write sentences.

1 I hate to eat fish.
I hate eating fish.

2 You don’t like to play the piano.

3 My mum wants to listen to music.

4 We like to drink milk.

5 My friends hate to wash the dishes.

6 Katie doesn’t like to ride her bike.

7 I want to read my magazine.

8 The boys love to watch films.
Look at the pictures. What is Sally going to do next week?
Listen and draw lines. There is one example.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

I'm going to see my friends tomorrow
We're going to go to the park tomorrow
We're going to play outdoors tomorrow
We can play all day

We're going to play tomorrow
Hip, Hip, Hooray, tomorrow
We're going to play tomorrow
We can play all day

We're going to run and jump tomorrow
We're going to ride our bikes tomorrow
We're going to play football tomorrow
We can play all day

We're going to sail our boats tomorrow
We're going to fly our kites tomorrow
We're going to eat ice cream tomorrow
We can play all day
We use **must** to talk about obligation or necessity.  
You **must** do your homework every day.

We use **mustn’t** to talk about prohibition.  
You **mustn’t** eat in class.

1 What **must/mustn’t** you do in a park? Look at the signs and write sentences.

1. (drive slowly)  
**You must drive slowly.**

2. (walk on the paths)  

3. (swim in the pond)  

4. (keep off the grass)  

5. (park here)  

6. (throw rubbish on the street)
2. What does Billy’s mum say? Write must or mustn’t.

1. You must tidy your room.
2. You must go to bed late.
3. You must get up early.
4. You must eat your dinner.
5. You must be good.
6. You must play loud music.

Speaking Activity

What must/mustn’t you do in class? Talk with your friend. Think about:

- eat in class
- be late
- play football in class
- do homework
- be polite
- be rude
- read comics in class
- listen to the teacher

Student A: We mustn’t eat in class.
Student B: Yes, of course. And we must be polite.

Writing Activity

Write rules for your class.

These are the rules for our class:

We

..........................................................
Must – Mustn’t – Have to – Shall – May

Listen and repeat. Then act out.

What's your name?

Why?

So that we can tell your parents.

You don’t have to do that. They already know my name.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have to go</td>
<td>I do not have to go</td>
<td>Do I have to go?</td>
</tr>
<tr>
<td>You have to go</td>
<td>You do not have to go</td>
<td>Do you have to go?</td>
</tr>
<tr>
<td>He has to go</td>
<td>He does not have to go</td>
<td>Does he have to go?</td>
</tr>
<tr>
<td>She has to go</td>
<td>She does not have to go</td>
<td>Does she have to go?</td>
</tr>
<tr>
<td>It has to go</td>
<td>It does not have to go</td>
<td>Does it have to go?</td>
</tr>
<tr>
<td>We have to go</td>
<td>We do not have to go</td>
<td>Do we have to go?</td>
</tr>
<tr>
<td>You have to go</td>
<td>You do not have to go</td>
<td>Do you have to go?</td>
</tr>
<tr>
<td>They have to go</td>
<td>They do not have to go</td>
<td>Do they have to go?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Long form</th>
<th>Short form</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not have to go</td>
<td>I don't have to go</td>
<td>I don’t have to go</td>
</tr>
<tr>
<td>You do not have to go</td>
<td>You don't have to go</td>
<td>You don’t have to go</td>
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<tr>
<td>He does not have to go</td>
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<tr>
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<tr>
<td>You do not have to go</td>
<td>You don’t have to go</td>
<td>You don’t have to go</td>
</tr>
<tr>
<td>They do not have to go</td>
<td>They don’t have to go</td>
<td>They don’t have to go</td>
</tr>
</tbody>
</table>

Short answers

Do you have to go?    Yes, I/we do. – No, I/we don’t.
Does he/she/it have to go? Yes, he/she/it does. – No, he/she/it doesn’t.
Do they have to go?   Yes, they do. – No, they don’t.

We use have to when we talk about things that are necessary to do. We cannot choose to do something else.
I have to wear a uniform at school. (I cannot choose to go to this school without a uniform. It’s obligatory.)

We use don’t have to when we talk about things that are not necessary to do.
You don’t have to come to the party with me. (It’s not necessary to come with me but you can come if you want to.)
3) Read and circle all the examples of have to. What does Mike have to do today?

Hi, my name is Mike. Today I **have to** do a lot of things. First, I have to clean my room. Then, I have to look after my little sister because my father has to go shopping. Then later, I have to help my father make a big chocolate cake for my mum’s birthday party this evening. Today is a very busy day but a very nice one, too!

4) Complete the dialogue with have to in the correct form.

Sandra: Tim, I’ve got some information about Jimmy’s new school.
Tim: Great! 1) **Does he have to wear** (he/wear) a uniform?
Sandra: Yes, he does. 2) **(we/buy)** him a new one.
Tim: OK. 3) **(I/drive)** him to school?
Sandra: No, 4) **(you/drive)** him there. He can take the school bus.
Tim: Excellent. 5) **(he/be)** at school early?
Sandra: Well, the school bus comes at 7:30 am. 6) **(he/be)** ready by then.
Tim: That’s not bad. Let’s talk to Jimmy then.

---

**Speaking Activity**

Complete the questions. Then ask your friend to answer the questions.

At home ...

1) Do you have to **wash** the dishes? (you)
2) **Cook** all the meals? (your mum)
3) walk to school? (you)
4) help with the housework? (your dad)
5) clean his/her room? (your brother/sister)
6) wash your own clothes? (wash)
Must – Mustn’t – Have to – Shall – May

Writing Activity

Write five things that you have to do at home.

I have to .................................................................
.................................................................
.................................................................

Listen and repeat. Then act out.

<table>
<thead>
<tr>
<th>Shall I come to your house and play with your computer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can’t play. I’m ill.</td>
</tr>
<tr>
<td>Can your computer play?</td>
</tr>
</tbody>
</table>

We use Shall ...? when we want to do something for a person.
Shall I make you a cup of tea?

5 Complete the dialogues with the questions.

- Shall I get a DVD?
- Shall I open it?
- Shall I call a taxi?
- Shall I make some sandwiches?

1 A: Look at the time! It’s time to go.
   B: Shall I call a taxi?
   A: Yes, please.

2 A: I’m starving.
   B: .................................................................
   A: That’s lovely, thank you.

3 A: There is someone at the door.
   B: .................................................................
   A: Yes, please!

4 A: There’s nothing on TV tonight.
   B: .................................................................
   A: That sounds great!
Listen and repeat.

My manners at the table
Are always very good.
When I want to eat, I say:
Please, may I have some food?
May I have some cola?
May I have dessert?
May I leave the table, now?
Because my tummy hurts!

Read the poem again. Why does the boy’s tummy hurt?

We use **may** to ask for permission.
A: May I open the door?
B: Yes, you may. / No, you may not.

Imagine that you are a guest in a friend’s house. Ask politely for what you want using **may**.

1. You want to open the window because it’s very hot.
   **May I open the window, please?**

2. You want to watch TV.

3. You want to have a sandwich.

4. You want to have some orange juice.

5. You want to call your mother.

Where am I?

You are in two groups. The teacher says a sentence and you try to guess the place. Each correct answer wins a point. The team with the most points wins.

Teacher: You must be quiet. Everyone is reading!
Group 1 Student 1: You are at a library!
Teacher: Correct. 1 point for Group 1.
Listen and repeat. Then act out.

How was your test, sweetie?

The questions were easy, Mum, but the answers were so difficult!

<table>
<thead>
<tr>
<th>Affirmative</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>You were</td>
<td>You were not</td>
</tr>
<tr>
<td>He was</td>
<td>He was not</td>
</tr>
<tr>
<td>She was</td>
<td>She was not</td>
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<tr>
<td>It was</td>
<td>It was not</td>
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<tr>
<td>We were</td>
<td>We were not</td>
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<tr>
<td>You were</td>
<td>You were not</td>
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<tr>
<td>They were</td>
<td>They were not</td>
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</tbody>
</table>

Time expressions with the past simple

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>yesterday</td>
<td>last year</td>
<td>two days ago</td>
<td>yesterday afternoon</td>
</tr>
<tr>
<td>last week</td>
<td>two weeks ago</td>
<td>then</td>
<td>last night</td>
</tr>
<tr>
<td>last month</td>
<td>two months ago</td>
<td>yesterday morning</td>
<td>two hours ago</td>
</tr>
</tbody>
</table>

We use the past simple for actions which happened at a definite time in the past. I was at the circus yesterday. (When was I at the circus? Yesterday.)

Choose the correct item.

1. I was / were at my friend’s house yesterday.
2. The girls was / were happy last week.
3. Grandma was / were at the supermarket two hours ago.
4. You was / were late for school yesterday.
5. Sam was / were tired last night.
6. Marek and Anna was / were bored last Saturday.
7. The dog was / were in the garden yesterday.
8. You and Ahmed was / were at school last Monday.
9. It was / were sunny last week.
10. We was / were at the cinema last night.
2 Write the sentences in the *past simple*.

**TODAY**

1. They are at the cinema.
2. I'm not happy.
3. The film is scary.
4. Is he in London?
5. What is for lunch?
6. George isn't very friendly.
7. Are they happy?
8. It's very hot!

**YESTERDAY**

They were at the cinema.

---

3 Tina was in London last Sunday. Write questions and answers.

1. (London/beautiful)  
   *Was London beautiful?*  
   Yes, it was.

2. (the people/kind)  
   *Were the people kind?*  
   Yes, they were.

3. (the weather/good)  
   *Was the weather good?*  
   No, it wasn't.

4. (the hotel/nice)  
   *Was the hotel nice?*  
   No, it wasn't.

5. (your room/small)  
   *Was your room small?*  
   Yes, it was.

6. (the museums/interesting)  
   *Were the museums interesting?*  
   Yes, they were.
Listen and repeat.

There was / There were

Fifty years ago, there was a park opposite our house. There were a lot of children there every day.

4 Spot the differences. Complete the sentences with was, were and a number.

Yesterday

1. Yesterday there were two children in the park.
2. Yesterday there bird in the sky.
3. Yesterday there butterflies.
4.昨天 there dog.
5. Yesterday there boats on the lake.
6. Yesterday there frogs.

Today

1. Today there are three.
2. Today there are four.
3. Today there is one.
4. Today there are two.
5. Today there are three.
6. Today there is one.
5 Write was or were.

1 It _____ hot last summer.
2 There ______ two cakes in the fridge yesterday.
3 The boys ______ at the library last Wednesday.
4 Mum ______ at work yesterday.

5 There ______ a cat at the window an hour ago.
6 My friends ______ at school yesterday.
7 James ______ at my party last night.
8 There ______ a lot of people at the park yesterday.

Speaking Activity

What were you and your friend like when you were children? Answer the questions. Then interview your friend.

<table>
<thead>
<tr>
<th>Me</th>
<th>My friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Were you noisy or quiet?</td>
<td></td>
</tr>
<tr>
<td>2. Were you polite or rude?</td>
<td></td>
</tr>
<tr>
<td>3. What was your favourite colour?</td>
<td></td>
</tr>
<tr>
<td>4. What was your favourite food?</td>
<td></td>
</tr>
<tr>
<td>5. Who was your favourite cartoon character?</td>
<td></td>
</tr>
<tr>
<td>6. What was your favourite toy?</td>
<td></td>
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</tbody>
</table>

Writing Activity

What were you like when you were a child? Write. Use your answers from the Speaking Activity.

When I was a child I

<p>| |</p>
<table>
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</tbody>
</table>
Progress Check 7 (Units 13-14)

1 Choose the correct item.

1 You **must** / **mustn’t** brush your teeth after meals. It’s good for your teeth.
2 **Shall** / **Have** I make you a cup of coffee?
3 You **have to** / **don’t have to** wear a uniform at our school. You can wear anything you like.
4 You **must** / **mustn’t** swim here. It’s dangerous.

5 You **must** / **mustn’t** have a bath. You are so dirty!
6 He **has to** / **doesn’t have to** get up early tomorrow. His flight is at 6:30 in the morning!
7 **Have** / **Shall** I make you a sandwich?
8 **Have** / **May** I go out, Miss?

2 Write the questions and answers.

1 Sam / in London / last week?
   Was Sam in London last week?
   No, he wasn’t. He was in Paris.

2 Jim and Tom / at school / yesterday?

3 the girls / at the zoo / yesterday?

4 you and your friend / at the cinema / last night?
3. Look at the pictures. Listen and draw lines. There is one example.

- Where was Kelly last week?

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

4. I was in my bed three hours ago
I was in my house two hours ago
I was on the bus one hour ago
Now I am at school!

I was at the beach four days ago
I was in the park three days ago
I was at the zoo two days ago
Now I am at school!

I was in the garden on Saturday
I was in my treehouse last Sunday
I was at my friend’s house last Monday
Now I am at school!
Past Simple (Had – Could)

Listen and repeat. Then act out.

Did the film have a happy ending?

I think so. Everyone was happy when the film was over.

Had is the past simple of the verb ‘have (got)’.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long form</td>
<td>Short form</td>
</tr>
<tr>
<td>I had</td>
<td>I didn’t have</td>
</tr>
<tr>
<td>You had</td>
<td>You didn’t have</td>
</tr>
<tr>
<td>He had</td>
<td>He didn’t have</td>
</tr>
<tr>
<td>She had</td>
<td>She didn’t have</td>
</tr>
<tr>
<td>It had</td>
<td>It didn’t have</td>
</tr>
<tr>
<td>We had</td>
<td>We didn’t have</td>
</tr>
<tr>
<td>You had</td>
<td>You didn’t have</td>
</tr>
<tr>
<td>They had</td>
<td>They didn’t have</td>
</tr>
</tbody>
</table>

1. Complete the sentences. Write had or didn’t have.

Yesterday ...

1. I had pasta for lunch.
2. I didn’t have a shower in the morning.
3. I had breakfast. I was in a hurry.
4. I had a lovely time at Julie’s party.
5. I had a long walk with Rita in the park.
6. I had an English lesson.
7. I had dinner with my friend Frank.
8. I had a quiet day.
2. Look at the picture and write sentences.

When Jamie was a young boy ...
1. (long hair) He didn't have long hair. He had short hair.
2. (dark hair) .........................................................
3. (cat) ....................................................................
4. (roller-skates) .....................................................
5. (toy bus) .............................................................

<table>
<thead>
<tr>
<th>Interrogative</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I have ...?</td>
<td>Yes, I did. / No, I didn't.</td>
</tr>
<tr>
<td>Did you have ...?</td>
<td>Yes, you did. / No, you didn't.</td>
</tr>
<tr>
<td>Did he have ...?</td>
<td>Yes, he did. / No, he didn't.</td>
</tr>
<tr>
<td>Did she have ...?</td>
<td>Yes, she did. / No, she didn't.</td>
</tr>
<tr>
<td>Did it have ...?</td>
<td>Yes, it did. / No, it didn't.</td>
</tr>
<tr>
<td>Did we have ...?</td>
<td>Yes, we did. / No, we didn't.</td>
</tr>
<tr>
<td>Did you have ...?</td>
<td>Yes, you did. / No, you didn't.</td>
</tr>
<tr>
<td>Did they have ...?</td>
<td>Yes, they did. / No, they didn't.</td>
</tr>
</tbody>
</table>

3. Look at the picture. Write questions and answers.

1. Lisa and Jenny / milk
   Did Lisa and Jenny have milk? ...
   No, they didn't. ...

2. Peter / cola ...

3. David and Aya / oranges ...

4. Ivan / chocolate
Past Simple (Had – Could)

4 Complete the dialogue with the correct form of have.

Dad: Bob, what 1) did you have (you/have) for lunch? You 2) (not/have) any chocolate. Right?
Bob: Erm, no, I 3) ........................................
Dad: Are you sure?
Bob: Well, you know me, Dad. My memory is not very good!
Dad: What about you, Emma?
Emma: I only 4) ........................................ (have) a sandwich, Dad.
Dad: 5) ........................................ (you/have) some juice, too?
Emma: Yes, I 6) ........................................
Dad: There wasn’t any juice in the fridge, Emma!
Emma: Really? My memory isn’t very good, either!

Brain GYM

Look at the table for two minutes. Close your books and play the game.

Student 1: What did you have for lunch?
Student 2: I had 3A.
Student 1: Did you have chicken?
Student 2: Yes, I did. Your turn now.
Could

Listen and repeat.

Amadeus Mozart could play the piano when he was four. Albert Einstein couldn't spell.

Could is the past simple of the verb ‘can’.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You could swim</td>
<td>I/You could not (couldn't) swim</td>
</tr>
<tr>
<td>He/She/It could swim</td>
<td>He/She/It could not (couldn't) swim</td>
</tr>
<tr>
<td>We/You/They could swim</td>
<td>We/You/They could not (couldn't) swim</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interrogative</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could I/you swim?</td>
<td>Yes, I/you could. – No, I/you couldn’t.</td>
</tr>
<tr>
<td>Could he/she/it swim?</td>
<td>Yes, he/she/it could. – No, he/she/it couldn’t.</td>
</tr>
<tr>
<td>Could we/you/they swim?</td>
<td>Yes, we/you/they could. – No, we/you/they couldn’t.</td>
</tr>
</tbody>
</table>

5 Look at the pictures. Complete the sentences with could or couldn’t.

- What could Amy do when she was nine?

1 She could swim.
2 She could climb.
3 She could sing.
4 She could read.
5 She could ride a horse.
6 She could play the piano.
### Past Simple (Had – Could)


| 1. Kelly / be tired       | a. she / not go to school       |
| 2. Harry / have a toothache | b. he / not come to the birthday party |
| 3. The supermarket / not be open | c. she / not water the plants    |
| 4. Isabel / be ill        | d. we / not go out and play      |
| 5. Tom / be away          | e. he / not eat his food         |
| 6. There / be a lot of rain | f. Jim / not go shopping         |

1. **Kelly was tired, so she couldn’t water the plants.**

2. ..........................................................

3. ..........................................................

4. ..........................................................

5. ..........................................................

6. ..........................................................

#### 7. What could/couldn’t you do when you were five? Put a tick (✓) or a cross (✗). Tell the class.

- swim ✓
- play computer games ✗
- speak English ✓
- run ✗
- count to 20 ✓
- sing ✗
- read and write ✓
- climb ✗
- ride a bike ✓
- dance ✗

*When I was five I couldn’t swim but I could play computer games.*

### Writing Activity

**Write what you could/couldn’t do when you were five.**

*When I was five I* .................................
Listen and repeat. Then act out.

A: Why did the bird cancel his trip?  
B: Because the feather forecast wasn’t good.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Long form</td>
</tr>
<tr>
<td>I walked</td>
<td>I did not walk</td>
</tr>
<tr>
<td>You walked</td>
<td>You did not walk</td>
</tr>
<tr>
<td>He walked</td>
<td>He did not walk</td>
</tr>
<tr>
<td>She walked</td>
<td>She did not walk</td>
</tr>
<tr>
<td>It walked</td>
<td>It did not walk</td>
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<tr>
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<td>You walked</td>
<td>You did not walk</td>
</tr>
<tr>
<td>They walked</td>
<td>They did not walk</td>
</tr>
</tbody>
</table>

We use the **past simple** for actions that happened at a definite time in the past. 
I played basketball yesterday.

**How do we form the past simple? Choose.**

A subject + verb -ed  
B subject + was/were + verb -ed

**Spelling**

Look at the spelling of these verbs:

- love – loved
- stop – stopped
- travel – travelled
- study – studied  
BUT play – played
16  Past Simple (Regular Verbs)

1 Write the past simple of the following verbs.

1 watch  watched  6 walk  
2 clean  7 shop  
3 return  8 look  
4 stop  9 tidy  
5 stay  10 smile  
11 cry  12 water  
13 drop  14 call  
15 stay

2 Write the verbs in the right column. Listen and check. Listen and repeat.

<table>
<thead>
<tr>
<th>visit</th>
<th>love</th>
<th>look</th>
<th>shout</th>
<th>walk</th>
<th>paint</th>
</tr>
</thead>
<tbody>
<tr>
<td>clean</td>
<td>talk</td>
<td>want</td>
<td>wash</td>
<td>try</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ɪ/</th>
<th>/d/</th>
<th>/ʌ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ɪ/, /l/, /ʃ/, /ʃ/, /d/, /l/, /p/</td>
<td>after other sounds</td>
<td>/ɪ/, /d/</td>
</tr>
</tbody>
</table>

3

1 I talked to Jane an hour last / ago.
2 We played tennis last / ago Sunday.
3 He phoned me two hours last / ago.
4 It rained last / yesterday.
5 They travelled by plane last / ago month.
6 I walked the dog five hours ago / last.
7 I listened to music last / ago night.
8 He worked in London last / ago year.
9 We played tennis yesterday / ago.
10 Tim cooked dinner last / yesterday Monday.

4 Complete the text with the past simple.

Yesterday my family and I 1) ... visited ... (visit) my grandparents. My mum 2) ... (help) my grandma with the housework. My dad 3) ... (clean) the windows. My brother and I 4) ... (watch) cartoons on TV. Later, we 5) ... (play) outside in the garden. We 6) ... (climb) up the tree to get to the treehouse. We 7) ... (stay) there all afternoon. Then our mum 8) ... (call) us because it was time to go. Our grandparents 9) ... (kiss) us goodbye and we 10) ... (return) home.
5. Complete the text with the past simple.

Yesterday my sister and I 1) helped our mum in the house. First, we 2) cleaned our rooms and then we 3) washed our clothes. After that, we 4) cooked some pasta. The pasta 5) not be very good. Harris, but our mum 6) be happy to eat it. She 7) not want to show that the food 8) be awful! Our Mum is so kind!

6. Mum usually does the housework but yesterday Dad did the housework. Write the sentences.

**Usually**

1. clean / the house
   Mum usually cleans the house. Yesterday, Dad cleaned the house.

2. wash / the dishes

3. cook / dinner

4. iron / the clothes

5. walk / the dog
7 Write the sentences in the negative.

1 We studied in the library yesterday.  
   We didn’t study in the library yesterday.

2 Pedro played football last Sunday.

3 I watched TV last night.

4 Aya listened to music yesterday evening.

5 The cat climbed a tree yesterday morning.

6 It rained last week.

7 He smiled at me.

8 George tidied his room an hour ago.

8 Write sentences.

<table>
<thead>
<tr>
<th>Clean the house</th>
<th>Water the flowers</th>
<th>Watch TV</th>
<th>Listen to the radio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elena</strong></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Youssef</strong></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Mr &amp; Mrs Hill</strong></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Carmen</strong></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

1 Elena cleaned the house and watered the flowers yesterday.  
   She didn’t watch TV or listen to the radio.

2 Youssef

3 Mr and Mrs Hill

4 Carmen
## Past Simple (Regular Verbs)

<table>
<thead>
<tr>
<th>Interrogative</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I walk ...?</td>
<td>Yes, I did. / No, I didn’t.</td>
</tr>
<tr>
<td>Did you walk ...?</td>
<td>Yes, you did. / No, you didn’t.</td>
</tr>
<tr>
<td>Did he walk ...?</td>
<td>Yes, he did. / No, he didn’t.</td>
</tr>
<tr>
<td>Did she walk ...?</td>
<td>Yes, she did. / No, she didn’t.</td>
</tr>
<tr>
<td>Did it walk ...?</td>
<td>Yes, it did. / No, it didn’t.</td>
</tr>
<tr>
<td>Did we walk ...?</td>
<td>Yes, we did. / No, we didn’t.</td>
</tr>
<tr>
<td>Did you walk ...?</td>
<td>Yes, you did. / No, you didn’t.</td>
</tr>
<tr>
<td>Did they walk ...?</td>
<td>Yes, they did. / No, they didn’t.</td>
</tr>
</tbody>
</table>

### 9 Read and tick (✓).

1. Did Susie play football last Saturday?
   - Yes, she did. ✔
   - Yes, he did. ☐

2. Did it snow last winter?
   - No, it didn’t. ☐
   - No, they didn’t. ☐

3. Did Mum and Dad finish work late last night?
   - Yes, they did. ☐
   - Yes, she did. ☐

4. Did Mark watch TV yesterday?
   - Yes, he did. ☐
   - Yes, she did. ☐

5. Did the children walk to school yesterday morning?
   - Yes, they did. ☐
   - Yes, we did. ☐

6. Did you visit your friend last week?
   - Yes, I did. ☐
   - Yes, she did. ☐

### 10 Complete the questions and answers.

1. Did you cook breakfast yesterday morning? No, I didn’t.
2. Did the boys watch a film last night? Yes, 
3. Did Mum clean the house yesterday? No, 
4. Did your grandparents visit you last weekend? Yes, 
5. Did Steve play basketball last weekend? Yes, 
6. Did you and Claire clean your rooms last Monday? No,
Past Simple (Regular Verbs)

11. What did the Smiths do last Sunday? Write the questions and answers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>the girls / play tennis</td>
</tr>
<tr>
<td></td>
<td>Did the girls play tennis?</td>
</tr>
<tr>
<td></td>
<td>No, they didn’t.</td>
</tr>
<tr>
<td>2</td>
<td>Mum / listen to music</td>
</tr>
<tr>
<td>3</td>
<td>Dad / cook burgers</td>
</tr>
<tr>
<td>4</td>
<td>the dogs / stay in the car</td>
</tr>
<tr>
<td>5</td>
<td>the boy / collect shells</td>
</tr>
<tr>
<td>6</td>
<td>it / rain</td>
</tr>
</tbody>
</table>

History Mix-up

Are you good at history? Correct the sentences. You’ve got two minutes!

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>King Henry VIII lived in Spain.</td>
</tr>
<tr>
<td>2</td>
<td>Rudolph Nureyev painted Sunflowers.</td>
</tr>
<tr>
<td>3</td>
<td>Charlie Chaplin composed music.</td>
</tr>
<tr>
<td>4</td>
<td>Vincent Van Gogh danced in big theatres.</td>
</tr>
<tr>
<td>5</td>
<td>Pablo Picasso lived in England.</td>
</tr>
<tr>
<td>6</td>
<td>Amadeus Mozart acted in films.</td>
</tr>
</tbody>
</table>
Dear Kim,

Here are some photos from the museum we visited last Friday. It was great!

We all travelled on the school bus. At the museum we looked at some paintings and some statues.

Then we watched a film about the Tudors. On the way back we stopped at a park. We played some games there and listened to music.

It was a fantastic day! I hope you like the photos.

Love,
Tracy

---

Writing Activity

What did you do last Saturday? Write an email to your friend and tell him/her all about it.
1 Look at the pictures and complete the sentences.

When Sally was twelve ...

1 She ...had... a cat.  
2 She ...could... swim.  
3 She ...had... a rabbit.  
4 She ...could... run.  
5 She ...ride a bike...  
6 She ...have a computer...  
7 She ...have a baby brother...  
8 She ...dance...  

2 Complete the text with the past simple form of the verbs in brackets.

Yesterday my family and I stayed at home. My sister 1) ...studied... (study) in her bedroom. My dad 2) ...worked... (work) in the garden and then he 3) ...washed... (wash) his car. My mum 4) ...cooked... (cook) dinner in the kitchen. My brother 5) ...played... (play) a computer game and I 6) ...tidied... (tidy) my bedroom. Later, we all 7) ...had... (have) dinner and then we 8) ...watched... (watch) a film on TV.
Listen and tick (√) the box. There is one example.

1. What did Ben have for breakfast?
   - A
   - B
   - C

2. What lesson did Ben have first?
   - A
   - B
   - C

3. What did Ben have for lunch?
   - A
   - B
   - C

4. What did Ben watch on TV?
   - A
   - B
   - C

---

I had breakfast, I had breakfast yesterday
I played football, I played football yesterday
I had breakfast, I played football
My friends and I played football
We played a game of football yesterday

Oh, we all had lots and lots of fun
Yes, we all had lots and lots of fun
We had fun together, fun together
We had a great day in the sun

I had cola, I had cola yesterday
I had ice cream, I had ice cream yesterday
I had cola, I had ice cream
My friends and I had ice cream
We all had lots of ice cream yesterday
Listen and repeat. Then act out.

I went fly-fishing with my dad yesterday.
Did you catch anything?
I caught a blue bottle.

Some verbs in the past simple do not take -ed. We call them **irregular verbs**.

I played basketball yesterday. (regular verb)
I went to the park yesterday. (irregular verb)

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I went</td>
<td>I did not go</td>
</tr>
<tr>
<td>You went</td>
<td>You did not go</td>
</tr>
<tr>
<td>He went</td>
<td>He did not go</td>
</tr>
<tr>
<td>She went</td>
<td>She did not go</td>
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<tr>
<td>It went</td>
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<td>We did not go</td>
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<tr>
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<td>You did not go</td>
</tr>
<tr>
<td>They went</td>
<td>They did not go</td>
</tr>
</tbody>
</table>

1 Look at the Irregular Verbs list on page 160 and complete the table.

Listen and check. Listen and repeat.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 is / are</td>
<td>was / were</td>
</tr>
<tr>
<td>2 break</td>
<td>broke</td>
</tr>
<tr>
<td>3 buy</td>
<td></td>
</tr>
<tr>
<td>4 come</td>
<td></td>
</tr>
<tr>
<td>5 cut</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>cost</td>
</tr>
<tr>
<td>7 drink</td>
<td></td>
</tr>
<tr>
<td>8 drive</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ate</td>
</tr>
<tr>
<td>10 get</td>
<td></td>
</tr>
<tr>
<td>11 have</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>went</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 make</td>
<td></td>
</tr>
<tr>
<td>14 meet</td>
<td></td>
</tr>
<tr>
<td>15 put</td>
<td></td>
</tr>
<tr>
<td>16 read</td>
<td></td>
</tr>
<tr>
<td>17 rode</td>
<td></td>
</tr>
<tr>
<td>18 ran</td>
<td></td>
</tr>
<tr>
<td>19 see</td>
<td></td>
</tr>
<tr>
<td>20 sit</td>
<td></td>
</tr>
<tr>
<td>21 swam</td>
<td></td>
</tr>
<tr>
<td>22 take</td>
<td></td>
</tr>
<tr>
<td>23 tell</td>
<td></td>
</tr>
<tr>
<td>24 wrote</td>
<td></td>
</tr>
</tbody>
</table>
2 Complete the sentences with a verb from the box in the past simple.

<table>
<thead>
<tr>
<th>break</th>
<th>buy</th>
<th>have</th>
<th>drink</th>
<th>make</th>
<th>write</th>
</tr>
</thead>
</table>

1. She **made** a cake an hour ago.
2. She **bought** a hat last week.
3. Juan **wrote** a letter yesterday.
4. They **bought** a lot of cola last night.
5. She **washed** her arm last week.
6. He **took** a shower two minutes ago.

3 Write the sentences in the negative.

1. We went to the cinema yesterday. **We didn't go to the cinema yesterday.**
2. John read a comic yesterday afternoon.
3. My friends came to my house last weekend.
4. You bought a new CD yesterday.
5. I swam in the sea last summer.
6. Emma told me a joke yesterday.
7. The cat ate a fish last night.
8. You and Jim made sandwiches for lunch yesterday.
9. Dad drove to work yesterday morning.
10. Our grandparents sent us an email last week.
Past Simple (Irregular Verbs)

4 Complete the text with the past simple form of the verbs in brackets.

Last Saturday my dad 1) ______ took ______ (take) my friend, Harry, and me to the circus. My Dad 2) ______ bought ______ (buy) us some popcorn and orange juice. We 3) ______ saw ______ (see) lots of things at the circus. There 4) ______ were ______ (be) some lions. They 5) ______ did ______ (do) some tricks; they 6) ______ jumped ______ (jump) through hoops. A girl 7) ______ rode ______ (ride) an elephant around the ring. We 8) ______ had ______ (have) a lovely time at the circus.

5 Read the text in Ex. 4 again and find three mistakes in the picture.

---

6 Write what Marita did or didn’t do yesterday.

1 go shopping ✗
2 clean the house ✓
3 feed the cat ✓
4 phone Mary ✗
5 watch a film on TV ✗
6 visit her grandparents ✓
7 buy them a cake ✓

Marita didn’t go shopping yesterday.

---
Past Simple (Irregular Verbs)

<table>
<thead>
<tr>
<th>Interrogative</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I go ...?</td>
<td>Yes, I did. / No, I didn't.</td>
</tr>
<tr>
<td>Did you go ...?</td>
<td>Yes, you did. / No, you didn't.</td>
</tr>
<tr>
<td>Did he go ...?</td>
<td>Yes, he did. / No, he didn't.</td>
</tr>
<tr>
<td>Did she go ...?</td>
<td>Yes, she did. / No, she didn't.</td>
</tr>
<tr>
<td>Did it go ...?</td>
<td>Yes, it did. / No, it didn't.</td>
</tr>
<tr>
<td>Did we go ...?</td>
<td>Yes, we did. / No, we didn't.</td>
</tr>
<tr>
<td>Did you go ...?</td>
<td>Yes, you did. / No, you didn't.</td>
</tr>
<tr>
<td>Did they go ...?</td>
<td>Yes, they did. / No, they didn't.</td>
</tr>
</tbody>
</table>

7 Complete the questions about yesterday. Answer them about you.

1 What time ...... **did** ...... you ...... **get** ...... up? (get up)
2 What ............. you ............. for breakfast? (have)
3 ............. you ............. a shower in the morning? (have)
4 What time ............. you ............. to school? (go)
5 ............. you ............. by bus? (go)
6 What ............. you ............. for lunch? (eat)
7 ............. you ............. a sandwich? (eat)
8 When ............. you ............. home from school? (come)
9 ............. you ............. your homework in the afternoon? (do)
10 What time .......... you .......... at night? (go to sleep)

8 Complete the dialogue.

Dustin: Hello, Fiona. How was your weekend?
1) ...... **Did you have** ...... (you/have) a good time?

Fiona: Yes, I 2) ...... **did** ...... 13) ...... **go**

to the zoo last Saturday.

Dustin: 4) ...... (you/see) the monkeys?

Fiona: No, I 5) ...... but I 6) ...... (see) the baby penguins. They were great! I even

7) ...... (feed) them!

Dustin: 8) ...... (you/take) any photos?

Fiona: Yes, I 9) ...... . Look!
Past Simple (Irregular Verbs)

We use the **present continuous** for actions happening now.
Look! He's playing football.

We use the **present simple** for habits and permanent actions.
He always **plays** football on Fridays.

We use 'be going to' to talk about plans and intentions.
He is **going to play** football next Monday.

We use the **past simple** to talk about actions that happened at a definite time in the past.
He **played** football last Friday.

**9** Complete the sentences with one word or phrase from the box.

<table>
<thead>
<tr>
<th>usually</th>
<th>at the moment</th>
<th>every morning</th>
<th>next week</th>
</tr>
</thead>
<tbody>
<tr>
<td>yesterday</td>
<td>last night</td>
<td>in the evening</td>
<td></td>
</tr>
</tbody>
</table>

1. **I ... usually ... walk to school.**
2. **We are going to visit them.**
3. **Dimitris went to bed at 12 o'clock**.
4. **She watches TV**.
5. **You didn't come to school**.
6. **We drink milk for breakfast**.
7. **Father isn't working**.
8. **She wrote a letter to John**.

**10** Put the verbs into the correct tense.

1. **She always ... ** (go) to the park on Sundays.
2. **I ... ** (buy) a new bicycle last week.
3. **My family ... ** (go) to the theatre yesterday.
4. **Ahmed ... ** (live) in London three years ago.
5. **My mother ... ** (make) some coffee now.
6. **Sam ... ** (go) to the circus tomorrow.
7. **I ... ** (talk) on the telephone at the moment.
8. **Sally always ... ** (help) her mother in the house.

**When I ...**

You are in two groups. A student from group A starts a story beginning with **When I ...**. Then a student from group B continues the story.

**Group A Student 1:** When I got home, I had a shower.
**Group B Student 1:** After I had a shower, I had lunch.
**Group A Student 2:** After I had lunch, I played football. etc.
Choose a word from the box to complete the story.

Last night Tom had 1) dinner... and watched TV. Then he 2) ................. to bed. At midnight he 3) ................ a noise. He got out of bed and went to the 4) ................. . He looked outside and he 5) ................... a monster. Tom was so scared that he 6) ................... and hid under his 7) ................... . The monster got inside the house and started eating all the 8) ................... . When the monster got to Tom's bed, Tom started screaming. "It's OK, Tom," his mother said. "It was only a bad dream."

Writing Activity

Write a story that ends with the sentence: It was only a bad dream.
Listen and repeat. Then act out.

You will meet a beautiful girl. She will test you and she will check you. She will find out everything about you.

Great! Where will I meet her? In a park? In a pond?

In her biology class.

**Simple Future**

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long form</strong></td>
<td><strong>Short form</strong></td>
<td><strong>Long form</strong></td>
</tr>
<tr>
<td>I will work</td>
<td>I’ll work</td>
<td>I will not work</td>
</tr>
<tr>
<td>You will work</td>
<td>You’ll work</td>
<td>You will not work</td>
</tr>
<tr>
<td>He will work</td>
<td>He’ll work</td>
<td>He will not work</td>
</tr>
<tr>
<td>She will work</td>
<td>She’ll work</td>
<td>She will not work</td>
</tr>
<tr>
<td>It will work</td>
<td>It’ll work</td>
<td>It will not work</td>
</tr>
<tr>
<td>We will work</td>
<td>We’ll work</td>
<td>We will not work</td>
</tr>
<tr>
<td>You will work</td>
<td>You’ll work</td>
<td>You will not work</td>
</tr>
<tr>
<td>They will work</td>
<td>They’ll work</td>
<td>They will not work</td>
</tr>
</tbody>
</table>

**Short answers**

- Will you go to Italy? Yes, I/we will. – No, I/we won’t.
- Will he/she/it stop? Yes, he/she/it will. – No, he/she/it won’t.
- Will they come to the party? Yes, they will. – No, they won’t.

We use the **simple future**:
- to talk about things that may or may not happen in the future. We’ll visit Disney World one day.
- with on-the-spot-decisions. “We haven’t got any sugar.” “OK. I’ll go and buy some.”
- with the verbs hope, think, believe, expect, etc., the expressions I’m sure, I’m afraid, etc. and the adverbs probably, perhaps, etc.

**Write the missing sentences.**

1. I will go to Spain one day.
   
   I won’t go to Spain one day.

   Will I go to Spain one day?

2. She won’t come to the party.

3. We’ll be late.

4. Will it snow?
2. What will Carl be like in 30 years’ time? Write the questions and answers.

Now

1. (have long hair) Will he have long hair? No, he won’t.
2. (have three children)
3. (have a car)
4. (wear glasses)

In 30 years’ time

5. (have a beard and a moustache)
6. (have a cat)

3. Complete the sentences. Use the verbs below with will or won’t.

<table>
<thead>
<tr>
<th>call</th>
<th>be</th>
<th>tell</th>
<th>miss</th>
<th>pass</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 A: Are you going to Tim’s party?</td>
<td>B: I don’t know. I …will call… you later and let you know.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 A: Hurry up. We …………. the plane.</td>
<td>B: Don’t worry. We’ve got plenty of time.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3 A: Wendy …………. the test. | B: Why not?
A: She doesn’t study at all! |
| 4 A: What’s the matter, Jim? | B: I’m afraid we …………. late for the meeting. |
A: He’s a big liar. |
4 Match the sentences.

1 I haven't got my umbrella with me.
2 I'm hungry.
3 I can't find my pencil.
4 My head hurts.
5 I'm late for school.
6 I want to go to the concert, too.
7 The phone is ringing.
8 I haven't got any money on me.

a I'll give you one of mine.
b I'll drive you there.
c I'll answer it.
d I'll give you some.
e I'll bring you an aspirin.
f I'll give you mine.
g I'll make some sandwiches.
h I'll buy two tickets then.

What will happen to it? Be a fortune teller!

You are in two teams. Take turns to say what will happen to the items below. Each correct sentence wins a point. The team with the most points wins.

- egg
- brick
- chicken
- box
- tree
- wheel
- wool
- coffee beans
- butter
- wood
- glass
- metal
- bread
- milk

Team A Student 1: One – It will become a chicken.
Team B Student 1: Two – It will be part of a house.

Will vs be going to

We use the simple future:
- for actions that will probably happen in the future
  I will probably go to Spain next summer.
- for on-the-spot-decisions
  There's no tea left. I'll go and buy some.

We use be going to:
- for plans and intentions
  I bought two bags of flour because I am going to make a cake.
- when there is evidence that something is going to happen in the future.
  Be careful! You are going to fall into that hole.
5 Complete the dialogues.

1. clean my room / help you
   A: *I'm going to clean my room.*
   B: OK. *I'll help you,* then.

2. go to the greengrocer's / come with you
   A: ................................................
   B: OK. ................................................, then.

3. cook dinner / lay the table
   A: ................................................
   B: OK. ................................................, then.

4. mop the kitchen floor / clean windows
   A: ................................................
   B: OK. ................................................, then.

5. cut the grass / water the plants
   A: ................................................
   B: OK. ................................................, then.

6. wash the dishes / put them in the cupboard
   A: ................................................
   B: OK. ................................................, then.

---

**Speaking Activity**

What will life be like in the future? Put a tick (✓) or a cross (✗) and talk with your friend.

- go on holiday to the moon ✓
- have flying cars ✓
- live underwater ✗
- live on other planets ✓
- have T-shirts with computers on them ✗
- have no schools ✓
- have robots as teachers ✓
- have no electricity ✓

Student 1: I think in the future we'll go on holiday to the moon. What about you?
Student 2: Definitely. We'll also have flying cars.

---

**Writing Activity**

What will life be like in the future? Write.

In the future ................................................
................................................
................................................
................................................
................................................
................................................
................................................
Progress Check 9 (Units 17-18)

1. Complete the text with the past simple form of the verbs in brackets.

Last Sunday we 1) _______ (go) on a picnic in the country.
       My mum 2) _______ (drive) the car. My dad 3) _______ (sleep) all the way there because
       he was very tired. When we 4) _______ (get) there, we 5) _______ (run) straight to the river.
       We 6) _______ (swim) for a long time and then we
       7) _______ (eat) our lunch. We 8) _______ (leave) at six
       o’clock. We were tired but very happy. We had such a lovely time!

2. Read the text in Ex. 1 again and write the questions for the following answers.

   1. When _______ did you go on a picnic _______?
       Last Sunday.
   2. Why _______ all the way there?
       Because he was tired.
   3. When _______ your lunch?
       After our swim.
   4. When _______?
       At six o’clock.

3. Choose the correct item.

   1. “There’s no milk left.”
      “I _______ to the supermarket then.”
      A will go    B going to go
      C went
   2. When _______ back from school?
      A did he come    B did he came
      C did come he
   3. We’ve got tickets for the concert. We _______ the band live!
      A saw    B will see
      C are going to see
   4. Did you _______ a music lesson yesterday?
      A has    B have    C had
   5. I forgot to feed the cat. I _______ it now.
      A fed    B will feed
      C am going to feed
   6. I’ve got a cold. I _______ some hot chocolate.
      A made    B will make
      C am going to make
   7. Tina _______ this story five years ago.
      A wrote    B will write
      C is going to write
   8. “I like your new scarf.”
      “Really? I _______ you one like it then.”
      A will buy    B am going to buy
      C bought
Listen and write a letter in each box.

- What did each person in Mr Smith's family choose to buy in the new supermarket?

1. Mr Smith
2. Paula
3. Jenny
4. Alex
5. Harry
6. Mrs Smith

Where did you go on Saturday?
I went to the seaside
I swam in the sea all day
I love the seaside

Who did you see on Saturday?
I saw my best friend
He came to the seaside with me
We love the seaside

What did you eat on Saturday?
I ate lots of ice cream
I ate lots of sandwiches, too
I love the seaside
Match the questions to the answers.

1. **Where** can you find an elephant?
2. **Why** did the cat put the letter ‘M’ in the fridge?
3. **How** do elephants talk to each other?
4. **What time** is it when an elephant sits on the fence?
5. **Who** is the bees’ favourite singer?
6. **How many** bees do you need in a bee choir?
7. **What** is a dog’s favourite food?
8. **When** does a dog go “moo”?

**Answers**:

a. Because it turns ‘ice’ into ‘mice’.
b. Anything that is on your plate.
c. By ‘elephone’!
d. You don’t have to find them. They’re too big to lose.
e. When it is learning a new language!
f. Sting!
g. A hundred!
h. Time to fix the fence!

---

1. **Read and circle.**

1. “What / **Who** is that?” “That’s Mike.”
2. “Where / When do you live?” “In Green Street.”
3. “How much / How many is this CD?” “It’s €15.”
4. “What / Who is this?” “It’s a pen.”
5. “How / How many old are you?” “I’m 11.”
6. “What / What time is it?” “It’s half past eight.”
7. “Whose / Who jacket is this?” “It’s Sara’s.”
8. “How much / How many books have you got?” “Lots.”
9. “What / Why are you happy?” “Because it’s my birthday.”
10. “When / Where is your birthday?” “On June 25th.”
11. “What / When is the weather like?” “It’s raining.”
2 Complete the questions.

1 "Why... are you wearing a coat?"
   "Because it’s cold."
2 ........ is your party? “On Saturday.”
3 ........ money have you got? “£10.”
4 ........ is your school? “It’s near the station.”
5 ........ brothers have you got? “Two brothers.”
6 ........ books have you got? “Not many.”
7 ........ is he? “He’s Mr Smith.”
8 ........ are you reading that book? “Because it’s interesting.”
9 ........ is the weather like? “It’s snowing.”
10 ........ coat is this? “It’s Kurt’s.”
11 ........ does he come from? “He comes from Brazil.”
12 ........ is your birthday? “In January.”
13 ........ is it? “7:30 pm.”
14 ........ are you running? “Because I’m late.”
15 ........ sugar is there? “One kilo.”
16 ........ is he? “In the kitchen.”
17 ........ girls are there? “12.”
18 ........ are they doing? “They’re watching TV.”

3 Complete the conversation with the correct question words.

Anna: Hi, Nick. 1) ........ What ... are you doing here?
Nick: I’m looking for a CD.
Anna: Oh look! I love this singer.
Nick: I don’t know her. 2) ........ is she?
Anna: She’s Briony Spinks. She’s great! I went to her concert.
Nick: Really? 3) ........ was the concert?
Anna: It was last week.
Nick: 4) ........ was it?
Anna: In the park.
Nick: 5) ........ did you go with?
Anna: I went with my friends. We had a great time.
Nick: 6) ........ people were at the concert?
Anna: Lots of people!
Nick: I’m going to buy her CD. 7) ........ does it cost?
Anna: It’s €20.
Nick: Great! Thanks, Anna!
Question Words

Speaking Activity

Find someone...
Ask your friends and complete the table. Use question words.

<table>
<thead>
<tr>
<th>Find someone ...</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 whose father is a doctor.</td>
<td></td>
</tr>
<tr>
<td>2 whose birthday is in spring.</td>
<td></td>
</tr>
<tr>
<td>3 who is the same age as you.</td>
<td></td>
</tr>
<tr>
<td>4 who lives near you.</td>
<td></td>
</tr>
<tr>
<td>5 who has got two brothers or sisters.</td>
<td></td>
</tr>
</tbody>
</table>

A: What does your father do, John?
B: He's a doctor.

Writing Activity

Tell your friend Cara about the following singer. Use the dialogue in Ex. 3 as a model.

Cara: Hi, ............... What are you doing here?
.............: I'm looking for a CD.

 Come to the concert on July 14th at the Olympic Stadium
Adjectives describe nouns.
An elephant is a **wild** animal. (What kind of an animal is it? Wild.)

Remember: Adjectives remain the same in the plural.
He is a **clever** boy. They are **clever** boys.

Adjectives can go before a noun or after the verb ‘to be’.
John is a **tall** man. John is **tall**.

1. Put the adjectives in the correct place.
   
   1. He’s a child. **(small)**
      
      *He’s a small child.*
   
   2. It’s an elephant. **(big)**
   
   3. It’s a garden. **(beautiful)**
   
   4. These are my sweets. **(favourite)**
   
   5. She’s got a smile. **(happy)**
   
   6. He’s got hair. **(short)**

2. Rewrite the sentences as in the example:

   1. This is a red car.
      
      *This car is red.*
   
   2. These are blue boots.
   
   3. This is a long dress.
   
   4. These are short trousers.
   
   5. This is an easy exercise.
   
   6. These are fat cats.
   
   7. This is a hungry boy.
   
   8. This is a nice girl.
Adjectives – Adverbs of manner

Listen and repeat. Then act out.

Don't eat so quickly, Peter!

But, Dad, I have to. I may lose my appetite otherwise.

Adverbs of manner

Adverbs of manner describe verbs.
He is eating his lunch quickly. (How is he eating his lunch? Quickly.)

We form adverbs of manner by adding -ly to the adjective.
careful – carefully loud – loudly BUT easy – easily

Some adjectives do not form their adverbs in the same way. These are:
good – well fast – fast hard – hard

3 Turn the following adjectives into adverbs.

1 loud – loudly 4 fast – fast 7 quick – quickly
2 good – well 5 easy – easily 8 noisy – noisily
3 careful – carefully 6 hard – hard 9 happy – happily

4 Complete the sentences. Use the phrases from the box below.

his car slowly
the guitar badly
French very well
animals beautifully
happily together
his food fast

1 Tim drives his car slowly.
2 Nadia plays the guitar badly.
3 Ivan usually eats his food fast.
4 Khalid speaks French very well.
5 Emma draws animals beautifully.
6 Anna and Carlos live happily together.

5 Rewrite the sentences as in the example:

1 She is a good dancer.
She dances well.
3 Kelly is a hard worker.
Kelly is a hard worker.
2 You are a quick learner.
You are a quick learner.
4 Janet is a beautiful singer.
Janet is a beautiful singer.
Alex is at a summer camp. He wants to find some excuses to return home. Complete his letter.

Dear Mum,

Life here is great. All the children behave very well. Some girls talk politely to me. I share a room with a girl called Anna. She is very kind and she says that I sing beautifully! Mrs Norris, the bus driver, drives very carefully.

I'm having a good time here. See you soon.

Love,
Alex

What's the adverb?

You are in two teams. Your teacher gives you a verb and you must find an adverb which goes with it. Each correct answer wins one point. The team with the most points wins.

Teacher: walk
Team A student 1: slowly
Teacher: Correct. One point for Team A.

Writing Activity

You are at a summer camp and you are having a good time. Write a letter to your parents. Use Ex. 6 as a model.

Dear ..............................................

Life here is ..................................................

..........................................................

..........................................................

..........................................................

..........................................................

..........................................................
Progress Check 10 (Units 19-20)

   1. “... What time ... is it?” “8:30 pm.”
   2. “... car is this?” “It’s my dad’s.”
   3. “... is she?” “She’s my sister.”
   4. “... is the milk?” “It’s in the fridge.”
   5. “... are you wearing your coat?” “Because it’s cold outside.”
   6. “... did she leave?” “At 6:20 am.”

2. Find the mistakes and correct them.
   1. How many sugar do you want?
   2. “Who is Bill?” “In the kitchen.”
   3. “When is the weather like?” “It’s hot.”
   4. “Where is your birthday?” “In May.”
   5. “Who bike is this?” “Mine.”
   6. “Who are you late?” “Because I couldn’t find a taxi.”

3. Fill in the gaps as in the example.
   1. Lucy is a beautiful girl.
   2. She paints beautifully.
   3. George learns quickly.
   4. He’s a learner.
   5. Ahmed is a driver.
   6. He drives easily.
   7. Renata plays tennis really well.
   8. She’s a tennis player.
   9. Isabel cooks very badly.
   10. She’s a cook.
   11. This is an easy question.
   12. I can answer it.
4 Listen and write. There is one example.

1. When? last Saturday
2. Whose birthday? 
3. Where? 
4. How many people? 
5. What food? 
6. Who took Sally? 

5 Song

The sun is shining brightly
What shall we do today?
Let's all go to the seaside
So we can swim and play

The water's splashing gently
We're playing in the sea
We're swimming and we're sailing
We're laughing happily

We're happy by the seaside
We're playing in the sun
Why don't you come and join us?
We're having lots of fun
Comparison.

Listen and repeat. Then act out.

What's worse than it raining cats and dogs?
Raining elephants!

Which cows have the shortest tails?
The smallest ones.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>one syllable</td>
<td>long</td>
<td>longer than</td>
<td>the longest</td>
</tr>
<tr>
<td>two syllables</td>
<td>happy</td>
<td>happier than</td>
<td>the happiest</td>
</tr>
<tr>
<td>more than two syllables</td>
<td>beautiful</td>
<td>more beautiful than</td>
<td>the most beautiful</td>
</tr>
</tbody>
</table>

We use comparative adjectives to compare two people, animals or things. We often use the word than after the comparative adjective.
I'm taller than you.
She is more beautiful than Wendy.

We use superlative adjectives to compare three or more people, animals or things. We use the word the before the superlative adjective.
I'm the tallest student in class.
She's the most beautiful girl in class.

Note: We use in for places after a superlative adjective.
She's the cleverest student of all.
She's the cleverest student in class.

Spelling

tall – taller – tallest
small – smaller – smallest
strong – stronger – strongest

BUT

large – larger – largest
heavy – heavier – heaviest
big – bigger – biggest

Irregular form

good – better – best
much/many/a lot of – more – most
bad – worse – worst
1 Write the **comparative** and the **superlative** forms of the adjectives below.

1 tall ........................................... taller ........................................... the tallest ...........................................
2 funny ...........................................
3 nice ............................................
4 beautiful ......................................
5 slim ............................................
6 cold ............................................
7 good ............................................
8 easy ............................................
9 careful ..........................................
10 bad .............................................
11 fat .............................................
12 long ............................................

2 Look at the pictures, find the differences and complete the sentences. Use: *fat, tall, old, long, big* and *happy*.

1 In picture A, the lizard is ........................................... longer than ........................................... the lizard in picture B.
2 In picture B, the girl is ........................................... ........................................... the girl in picture A.
3 In picture B, the boy is ........................................... ........................................... the boy in picture A.
4 In picture A, the woman is ........................................... ........................................... the woman in picture B.
5 In picture B, the giraffe is ........................................... ........................................... the giraffe in picture A.
6 In picture A, the hippo is ........................................... ........................................... the hippo in picture B.
3. Complete the sentences. Then write yes or no.

<table>
<thead>
<tr>
<th>Name</th>
<th>Height</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aya</td>
<td>140 cm</td>
<td>9 years 8 months</td>
</tr>
<tr>
<td>Jill</td>
<td>145 cm</td>
<td>10 years 1 month</td>
</tr>
<tr>
<td>Luke</td>
<td>147 cm</td>
<td>10 years 3 months</td>
</tr>
<tr>
<td>Nora</td>
<td>142 cm</td>
<td>9 years 6 months</td>
</tr>
<tr>
<td>Pedro</td>
<td>143 cm</td>
<td>9 years 4 months</td>
</tr>
<tr>
<td>Khalid</td>
<td>146 cm</td>
<td>10 years 7 months</td>
</tr>
</tbody>
</table>

1. Pedro is older than Luke. \(\text{**no**}\)
2. Nora is \(\text{t.}\) than Aya.
3. Jill is \(\text{o.}\) than Pedro and Nora.
4. Khalid is \(\text{t.}\) than Luke.
5. Luke is \(\text{o.}\) than Khalid.
6. Aya is \(\text{t.}\) than Pedro.
7. Nora is \(\text{o.}\) than Pedro.
8. Luke is \(\text{t.}\) than Jill and Khalid.
9. Khalid is \(\text{o.}\) than Luke and Jill.

4. Read and write.

I usually live in a house or on a farm. I am 1) \(\text{smaller}\) than a rabbit but I’m 2) \(\text{big}\) than a snail. I am 3) \(\text{slow}\) than a cat but I’m 4) \(\text{clever}\) than a rabbit. I love cheese!

What am I?
I’m a 5)

5. Complete the dialogues.

1. A: Which countries did you visit last summer?
   B: England, Italy and Spain.
   A: Which did you like \(\text{the best}\) \(\text{good}\)?
   B: Italy. It’s \(\text{beautiful}\) country in the world.

2. A: Let’s buy a new computer.
   B: How much is \(\text{cheap}\) one?
   A: I don’t know. We can ask.

3. A: You must take some warm clothes with you.
   B: Why?
   A: It’s \(\text{cold}\) place in England.

   B: Are you sure? It’s \(\text{expensive}\) city in Spain!

5. A: How was your Maths test?
   B: It was \(\text{bad}\) of all.
   I couldn’t answer anything.

6. A: Tony is very tall.
   B: Yes. He’s \(\text{tall}\) boy in our class.

7. A: I want to buy a Porsche!
   B: Why?
   A: It’s \(\text{fast}\) car in the world!
6. Complete the sentences with of, in or than.

1. My room is larger _______ than yours.
2. The white car is the fastest _______ the three cars.
3. Watching TV is more interesting _______ listening to the radio.
4. He is the cleverest boy _______ his class.
5. She is richer _______ me.
6. They are the fastest runners _______ all.
7. Summer is hotter _______ winter.
8. Tom is the oldest _______ all.

7. Complete the sentences.

1. My car is _______ than yours. (fast)
2. She is the _______ all. (thin)
3. It is the _______ book of the three. (interesting)
4. Paula is _______ Fatimah. (short)
5. Maths is _______ History. (difficult)
6. She is the _______ her class. (pretty)
7. Tim is _______ Harry. (happy)
8. Dimitris is _______ Ivan. (careful)
9. Don is the _______ student _______ the class. (lazy)
10. Meera is _______ Nora. (beautiful)

8. Complete the sentences.

1. The red dress is _______ the _______ most expensive of all. (expensive)
2. John is _______ than Jim. (tall)
3. A horse is _______ than a cat. (big)
4. Tina is _______ than her brother. (short)
5. Luigi is _______ than Anton. (fat)
6. Sally is _______ girl in the class. (beautiful)
21 Comparisons

9 Correct the sentences.

1 I am tallest than you. ...........................................
2 She’s the more beautiful girl I know. ..................
3 Are you older of your brother? ...........................
4 I’ve got longest hair than you. .........................
5 Derek is thinner than me. .................................

Speaking Activity

Work with your friend and complete the table.

<table>
<thead>
<tr>
<th>Who ...</th>
<th>me</th>
<th>my friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>is a better student?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is better at sports?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is taller?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is older?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has got shorter hair?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has got longer arms?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing Activity

Write about you and your friend. Use the information from the Speaking Activity.

Me and my Friend

by ................

My name is .................... My friend’s name is ..............................
And - But - Or - Because

Listen and repeat. Then act out.

I'm short and fat.
I'm fat too but I'm tall.
I'm not short or fat.

You're different because these are special mirrors!

We use **and** to join two similar ideas.
He is tall. He is thin. → He is tall and thin.

We use **but** to join two different ideas.
I can dance. I can't sing. → I can dance but I can't sing.

We use **or** to join two possibilities.
I can come now. I can come tomorrow. → I can come now or tomorrow.

We use **because** to give a reason.
Why are you late? *Because* my car didn't work.

---

1 Read and complete the sentences with **and** or **but**.

1. I wanted to go skiing
   a) **but** I didn't have any skis.
   b) **and** mountain climbing.

2. I can play tennis
   a) **but** my brother is better than me.
   b) **or** volleyball.

3. The show was interesting
   a) **but** it was very long.
   b) **and** I liked it.

4. I've got her phone number
   a) **and** her email address.
   b) **but** I don't want to call her.

5. I've got a bike
   a) **but** I can't ride it.
   b) **or** rollerblades.
2 Join the sentences. Use **and**.

1. Harry is kind. He is friendly. **
2. The food was cheap. It was delicious.**
3. Martha can play football. She can play basketball.
4. I bought a hat. I bought a scarf.
5. The play was long. It was boring.
6. Judy is a mother. She is a doctor.

3 Choose the correct item.

1. He’s rich. He’s got a villa ........ a yacht.
   A and    B but    C or

2. She’s American ........ Canadian. I’m not sure.
   A and    B but    C or

3. I’ve got a sister ........ I haven’t got a brother.
   A and    B but    C or

4. I’m so angry ........ my brother took my bike.
   A and    B because    C or

5. Which dress should I buy? The red ........ the blue one?
   A and    B but    C or

6. Jill is rude ........ mean! I don’t like her at all!
   A and    B but    C or

7. He left the party early ........ got home late.
   A and    B but    C or

8. Will you come with us ........ will you stay here and watch TV?
   A and    B but    C or

9. I want to go shopping ........ I haven’t got any money.
   A and    B but    C or

10. “Why did you buy all these balloons?”
    “ ........ I’m having a party tomorrow!”
   A Because    B But    C Or

4 Correct the sentences.

1. Has she got dark hair **but** fair hair?

2. I’m late or I missed the train.

3. Tina is rich or famous.

4. I can’t ride a horse **because** I can ride a bike.

5. I can sing **but** play the guitar at the same time.

6. Are you coming **and** are you staying here?

7. I’m crying or I’m very sad.

8. She’s here or she doesn’t want to talk to you.
Brain GYM

How many excuses to the following question can you find in 2 minutes? Compare them with your friends.

Why didn’t you do your homework?

Because my brother hid my schoolbag.

Writing Activity

In groups, decide on and write the six best excuses for not doing your homework.
Progress Check 11 (Units 21-22)

1. Look at the pictures and complete the sentences.

1. Zahra is taller than Kelly. (tall)
2. It is in Finland in England. (cold)
3. John is his brother Peter. (young)
4. The brown sweater is the blue one. (expensive)
5. Buddy is Blackie. (thin)
6. The pink rabbit is the yellow one. (hungry)
7. My sandwich is yours. (big)
8. The Glamour Hotel is the Grand Hotel. (modern)

2. Complete the text with and, or, but, because.

Dear Sue,

Greetings from sunny Spain. It's very hot 1) and sunny here. The hotel is excellent 2) it's very small. There are only ten rooms. The people here are very kind 3) friendly. Guess what! I met a girl. Her name is Carla. She is from Brazil 4) Argentina. I'm not sure.

I want to buy Mum a hat 5) a T-shirt. Which one do you think she'll like more? Oh yes, I almost forgot. I want to send Frank an email 6) I lost his email address. Can you send it to me, please?

I have to run now 7) I am going to meet Carla in five minutes 8)

I don't want to be late.

Talk to you soon.

Bob
3 Write sentences as in the example:

1. the Sahara Desert / be / dry place / in Africa
   The Sahara Desert is the driest place in Africa.

2. Mount Everest / be / high mountain / in world

3. the Nile / be / long river / in world

4. Judy / be / pretty girl / I know

5. Athens / be / big city / in Greece

6. George / be / careful drive / I know

4 Listen and write. There is one example.

The Animal Park

When? 1 Friday
How many kinds of animals? 2
Biggest animal? 3
Favourite animal? 4
Favourite animal's food? 5
Name of Animal Park? 6 Park

5 You're a fast runner
   But I can run faster
   I am the fastest
   I'm faster than you

   Anything you can do
   I can do better
   I can do anything
   Better than you

   You're a good singer
   But I can sing better
   I'm the best singer
   I'm better than you
Revision 1 (Units 1-2)

1. Underline the correct word.
   - He / Him is 10 years old.
   - I / Me am from England.
   - He can’t do it. Help he / him, please.
   - Where’s Nadia? Can you see she / her?
   - We / Us can go to the cinema.
   - Give they / them these pens, please.

2. Look at the pictures and write questions and answers.
   Has he got a bike?
   No, he hasn’t. He’s got a car.
   1. a piano?
   2. a parrot?
   3. a TV?
   4. a kite?
   5. short hair?

3. Put the words in the correct order to make sentences as in the example:
   - from / I / London / am
     I am from London.
   1. home / she / at / isn’t
   2. a / Nadia / ride / can’t / horse
   3. fly / you / a / kite / can?
   4. I / short / got / haven’t / hair
   5. sea / they / swim / the / can / in

4. Circle the correct word.
   - a / some tea
   - a / some cheese
   - a / some book
   - a / some juice
   - a / some water
   - a / some boy
   - a / some girl
   - a / some bread
   - a / some flag
   - a / some honey
   - a / some milk
   - a / some bird

(Points: 10)
(Points: 10)
(Points: 22)
5 Look at the pictures and complete the sentences.

1. are
2. is a
3. are
4. are
5. is a

6 Write the plurals.

- box - **boxes**
- 1 parrot -
- 2 banana -
- 3 ox -
- 4 dolphin -
- 5 bus -
- 6 glass -
- 7 watch -
- 8 child -
- 9 potato -
- 10 butterfly -
- 11 boy -
- 12 baby -
- 13 thief -
- 14 foot -

7 Correct the sentences.

- Can I have a **jar** of milk, please?
- 1 They are dark hair.
- 2 **Those** is my new scarf.
- 3 Can I have a water, please?
- 4 Two **cans** of bread, please.
- 5 Are **them** your friends?
Revision 2 (Units 1-4)

1. Circle the correct word.
   1. He’s got flowers. They’re his.
      It’s her.
   2. She’s got an umbrella. It’s hers.
   3. We’ve got shorts. They are our shorts.
      They are ours.
   4. I’ve got a guitar. It’s my mine.
   5. They’ve got a TV. It’s their theirs.

2. Write the plurals.
   1. woman – women
   2. goose –
   3. leaf –
   4. mouse –
   5. roof –
   6. table –
   7. bus –
   8. child –
   9. knife –
   10. dress –
   11. video –

3. Read and tick (√).
   1. This is John’s car. ☑
      This is Johns’ car.
   2. He is ten years old.
      He has got ten years old.
   3. Mike has got a new bike.
      Mike have got a new bike.
   4. Bring two knives, please.
      Bring two knifes, please.
   5. Can you buy a carton of bread?
      Can you buy a loaf of bread?
Revision 2

4 Write some or any.

There is ...some... cake on the table.
1. There aren’t ...tomatoes in the fridge.
2. Is there ...sugar in the jar?
3. There are ...children in the park.
4. Are there ...books on the table?
5. There isn’t ...butter in the fridge.
6. There are ...girls in the classroom.
7. Are there ...birds in the trees?
8. There aren’t ...bikes in the street.

5 Look at the picture and write questions and answers.

cakes
Are there any cakes? 
No, there aren’t.

1. strawberries

2. meat

3. apples

4. cheese

5. milk

6. oranges

6 Correct the sentences.

That are oxen.  Those

1. Can I have a carton of soup, please?

2. They’re house is big.

3. The childrens’ room is very small.

4. They are five boys in my class.

5. The boy’s names are Jack and Bill.
1 Correct the sentences.

Their my friends.  \( \Rightarrow \) They're...  
1 Look at he. He's so funny!  
2 Martha has got two babys.  
3 The mens' shirts are over there.  
4 Your Mike's brother. Right?  
5 This T-shirt isn't my.

(Points: ——)  
5\times4  20

2 Complete the text with the present continuous.

This is me and my family. We are at the park. My sister \( \Rightarrow \) is painting \( \Rightarrow \) (paint) a picture. Can you see my two brothers? They \( \Rightarrow \) 1) \( \Rightarrow \) (ride) their bikes. My mum 2) \( \Rightarrow \) (sit) on a bench. She 3) \( \Rightarrow \) (read) a book. Look at my dad. He 4) \( \Rightarrow \) (write) an email. Can you see me? I'm under the tree. I 5) \( \Rightarrow \) (play) my guitar.

(Points: ——)  
5\times3  15

3 Complete the text with the present simple.

This is Anna. She \( \Rightarrow \) lives \( \Rightarrow \) (live) in a big house.  
Anna 1) \( \Rightarrow \) (get up) early every morning. She 2) \( \Rightarrow \) (brush) her teeth, 3) \( \Rightarrow \) (have) a shower and 4) \( \Rightarrow \) (catch) the bus to school. After school, Anna and her brother Sean 5) \( \Rightarrow \) (go) swimming. They love swimming!

(Points: ——)  
5\times3  15
4 Complete the questions and answers.

Do they like fish?
1. you want some juice?
2. Fatimah sleeping?
3. they doing their homework?
4. Pete and Sue like pizza?
5. Carmen help her mother?

No, they don’t.
Yes, 
No, 
Yes, 
No, 

Points: 15

5 Choose the correct item.

He milk for breakfast.
A always drinks
B drinks always
C always drink

1. We usually at home in the evening.
A stay
B are staying
C stays

2. She lunch at the moment.
A cooks
B is cook
C is cooking

3. Why late?
A you always are
B are you always
C always are you

4. They to Spain on holiday.
A often goes
B are often going
C often go

5. Listen! The birds !
A are singing
B is singing
C sing

Points: 20

6 Complete the text with the present continuous or the present simple.

John usually goes (go) to the park every Sunday. He 1) (meet) his friends there and they usually 2) (play) football. Today John isn’t at the park. He is at home. He 3) (help) his father. They 4) (cook) dinner for all the family. It’s John’s mother’s birthday and they 5) (have) a surprise birthday party.

Points: 15

Total: 100
Revision 4 (Units 1-8)

1 Read and match.

Has she got a new car?  
1 Are you Tom’s sister?  
2 Have we got a new teacher?  
3 Can you carry my bag for me?  
4 Is Emma’s mum a doctor?  
5 Can you stand on one leg?  

A Yes, I am. Are you his friend George?  
B Sorry, I can’t. It’s very heavy.  
C Yes, I can. Look!  
D No she isn’t. Nora’s mum is a doctor.  
E No, she hasn’t. She’s got a new motorbike.  
F Yes, we have. His name is Mr Robbins.

2 Underline the correct word.

This book is my / mine.  
1 Mr Smith is their / theirs teacher.  
2 There / It is a vase on the table.  
3 This is our / ours house.  
4 My / Mine dog is black and white.  
5 Can I have a glass / loaf of water?  
6 The black skirt is her / hers.  
7 This is John’s book. It’s his / her.  
8 This car is their / theirs.  
9 Dr Black is her / hers doctor.

3 Put the verbs into the present simple or the present continuous.

Helen: Hello, Nadia. What ...are you doing... (you/do)?  
Nadia: I 1) .................. (cook) dinner.  
Helen: But you 2) .................. (never/cook) dinner on Saturdays.  
          You 3) .................. (always/eat) out.  
Nadia: Not today. My grandson Matthew 4) .................. (be) here. He  
          5) .................. (fix) my garage door. I 6) .................. (make) his  
          favourite meal, lemon chicken.  
Helen: Lemon chicken? Can I come, too?

4 Write the opposites.

Don’t talk!    Talk!  
1 Open the window!  
2 Don’t stamp your feet!  
3 Stand up!  
4 Make a noise!  
5 Stop!

(Points: ———)

(5x3  15)
5) Look at the picture and circle the correct word.

There is a poster (above) / on the bed.
1. There is a book under / on the bed.
2. There is an umbrella under / in the bed.
3. There is a desk next to / behind the bed.
4. There are two chairs behind / in front of the desk.
5. There is a box opposite / between the two chairs.

(Points: ——— 15)

6) Look at the picture and complete the text. Use: in, between, in front of, next to, above, on.

This is Falls Street. There are a lot of shops .......... Falls Street. There is a supermarket
1) ................. the bank and the greengrocer's. There is a nice café 2)
the greengrocer's. Can you see Mr Smith? His house is 3) ............... ours. Can you see
the man 4) ............... the bank? That's my dad. He works there. What's my dog, Spot,
doing 5) ............... that car? Spot, come here!

(Points: ——— 15)

(Total: 100)
1 Underline the correct word.

Tina is my / mine sister.
1 He's got five box / boxes.
2 There is / are two men in the garden.
3 That skirt is her / hers.
4 Is there some / any cola left?
5 My / Mine brother is tall.
6 This is Sue / Sue's bike.
7 That is your / yours pen.
8 These are our / ours bags.
9 This is Bob / Bob's train.
10 There aren't some / any plates on the table.

(Points: 10 x 2 = 20)

2 Put the verbs into the present simple or the present continuous.

The children are playing (play) outside now.
1 He sometimes goes (go) to the cinema.
2 I do (do) my homework at the moment.
3 I read (read) the newspaper every morning.
4 I am eating (eat) my dinner now.
5 She usually reads (read) a book before she goes (go) to bed.
6 He writes (write) an email to his friend every night.

(Points: 6 x 3 = 18)

3 Choose the correct item.

Our lesson begins at 9 o'clock.
A in B on C at
1 My birthday is in November.
A in B on C at
2 I usually go jogging in the afternoon.
A in B on C at
3 The shops are not open on Sundays.
A in B on C at
4 What fruit do you eat in winter?
A in B on C at
5 His birthday party is Saturday.
A in B on C at
6 I have a shower before I get dressed.
A before B after C now
7 Foxes hunt at night.
A in B on C at
8 Paul's birthday is in July 4th.
A in B on C at
9 My guitar lesson is Tuesday.
A in B on C at
10 What are you doing here midnight?
A in B on C at
11 I brush my teeth before I have lunch.
A before B after C now
12 Mother's Day is in March.
A in B on C at
13 My holidays begin in August 15th.
A in B on C at

(Points: 13 x 2 = 26)
4. Look at the picture and answer the questions. Use the prepositions in the box.

<table>
<thead>
<tr>
<th>in</th>
<th>behind</th>
<th>on</th>
<th>under</th>
<th>next to</th>
<th>between</th>
<th>above</th>
</tr>
</thead>
</table>

Where's the woman?
She's ______ the house.

1. Where's the man?
He's ______ the window.

2. Where's the horse?
It's ______ the man.

3. Where's the bird?
It's ______ the house.

4. Where are the trees?
They're ______ the house.

5. Where's the rabbit?
It's ______ the trees.

6. Where's the cat?
It's ______ the roof.

Points: ______ (6x3 = 18)

5. Complete the questions and write the answers.

How much ______ is there? How many ______ are there? How much ______ is there? How much ______ is there? How much ______ is there? How much ______ is there? How much ______ is there? How much ______ is there?

1. milk
2. apples
3. lemonade
4. jam
5. cheese
6. glasses
7. cereal

(a carton)

Points: ______ (6x3 = 18)

Total: ______ (100)
Revision 6 (Units 1-12)

1. Underline the correct word.
   1. The cat is **hers** / her.
   2. The car is **your** / yours.
   3. These / This books are mine.
   4. Can I have a / an egg?
   5. I want a jar / loaf of coffee.
   6. There is some / any water in the vase.

   (Points: 6x2 12)

2. Complete the sentences. Use **There is** / **There are** or **How much** / **How many**.
   1. There **are** some eggs in the basket.
   2. Some butter is in the fridge.
   3. Knives are there on the table?
   4. Popcorn is there in the box?
   5. Some birds are in the tree.
   6. A mouse under the bed.
   7. Horses are there in the field?
   8. Some apples in the fridge.
   9. Some flowers in the vase.
   10. Books have you got?

   (Points: 10x2 20)

3. Write the sentences. Use **be going to**.
   1. (clean/the windows)
   2. (make/a cake)
   3. (feed/the baby)
   4. (play/tennis)
   5. (take/photos)

   (Points: 5x4 20)
4. Look at the picture and fill in the correct preposition.

There is a plant 1) on the table. There is a phone 2) on the book and the plant. There is a picture 3) on the table. There is a cat 4) on the floor. There is a shopping bag 5) on the chair. There is a newspaper 6) on the shopping bag. 7) On the chair there is an umbrella.

5. Put the verbs into the present simple or the present continuous.

Kate: Hello, Peter. What 1) are you doing (you do)?
Peter: Nothing much. I 2) sit (you want) here with my dog, Rex.
Kate: 2) do you want (you want) to take Rex for a walk on the beach?
Peter: No, Rex 3) not (you like) the sea! He 4) be afraid of the water.
Kate: 5) do you like (he like) going to the park?
Peter: Yes, he 6) do (he like) Let’s go to the park!

6. Write the sentences.

the boys / play the drums (love)

The boys love playing the drums.

1) John / go to the dentist’s (hate)

2) Ann / do the housework (not want)

3) the children / play with their toys (like)

4) the girls / go to the beach (like)

5) Erica / eat ice cream (love)
Choose the correct item.

1. Look at .......! He's so tall!
   A he    B him    C his
   1 ....... is from Japan.
   A She    B Her    C Hers
   2 Are there ....... letters for me?
   A some    B any    C a
   3 ....... a car in the street?
   A Is there B Are there C Is it
   4 What do you do ....... the afternoon?
   A in B on C at
   5 We ....... to the theatre on Fridays.
   A are sometimes go
   B go sometimes
   C sometimes go
   6 You ....... drink milk. It's good for you.
   A must B mustn't C may
   7 ....... some eggs in the fridge.
   A There are B They are C There is
   8 ....... sugar do you want?
   A How B How much C How many
   9 I like ....... fishing.
   A go B going C to going
   10 Lucy ....... in a big hotel.
   A is going to stay
   B is going stay
   C is going to stay

Put the verbs into the present simple or the present continuous.

Ann: Where is John? ....... (he/play) football?
Sally: No, he usually 1) ....... (play) football but his back
2) ....... (hurt) today.
Ann: So what 3) ....... (he/do)?
Sally: He's in the living room. He 4) ....... (lie) on the sofa and he
5) ....... (watch) the football match on TV.

Look at the picture and complete the sentences. Use in, on, under, between or behind.

There's a bag ....... the bed.
1 The table is ....... the bed and the wardrobe.
2 There are two blue socks ....... the table.
3 There is a brown cat ....... the computer.
4 There is a white cat ....... the wardrobe.
5 There is a poster ....... the wall.
4. Choose the correct sentence.

You want to watch a TV programme. What do you say?
A May I watch this TV programme?
B Do I have to watch this TV programme?

1. Your friend is very thirsty. What do you say?
   A Shall I bring you a glass of water?
   B Must I bring you a glass of water?

2. Your father is talking to you about your new school. You do not want to wear a school uniform. What do you say?
   A May I wear a uniform?
   B Do I have to wear a uniform?

3. It's very cold and the window is open. What do you say?
   A Do I have to close the window?
   B May I close the window?

4. Your mum is carrying some bags. They're heavy. What do you say?
   A Shall I help you, Mum?
   B Do I have to help you, Mum?

5. You want to use your teacher's dictionary to look up a word. What do you say?
   A May I use your dictionary?
   B Shall I use your dictionary?

(Points: __________)
(5x5 = 25)

5. Write the questions and answers.

(Mark/at the circus/yesterday)
   Was Mark at the circus yesterday?
   Yes, he was.

1. (the boys/at the park/yesterday evening)

2. (Mary/at the zoo/last Sunday)

3. (Juan/in London/last summer)

4. (the girls/at a party/yesterday afternoon)

5. (Cara/at the theatre/last night)

(Points: __________)
(5x4 = 20)

(Total: __________)
(100)
Revision 8 (Units 1-16)

1. Circle the correct item.
   1. There are **some**/any glasses on the table.
   2. Is there **some**/any milk left?
   3. How much/How many honey have you got?
   4. How much/How many milk do we need?
   5. There is **some**/any cheese in the pie.
   6. There aren't **some**/any apples in the bag.
   7. How much/How many pens have you got?

   (*Points: ___* 7x2 14)

2. Join the sentences. Use before or after.
   1. I always have breakfast. I go to school.
      *I always have breakfast before I go to school.*
   2. We wash the dishes. We have dinner.
   3. Janet always reads a book. She goes to sleep.
   4. Mike always brushes his teeth. He has a meal.

   (*Points: ___* 4x3 12)

3. Look at the picture and complete the text. Use the correct preposition from the list.

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   Look at this pet shop. There is a goldfish bowl **on** the table. There is a goldfish
   1) **in** the bowl. The bowl is
   2) **on** a cat and a box of cat biscuits.
   There is a rabbit 3) **in front of** the table.
   Can you see the plants 4) **behind** the table? There is a ball 5) **under** them. Can
   you see the shelf 6) **above** the plants?
   There's a mouse there. It's 7) **behind** the cat food.

   (*Points: ___* 7x3 21)
4 Choose the correct item.

Tony ........... fishing every weekend.
A is going       B goes
C is going to go

1 Liz ........... her new dress at the party next Saturday.
A wearing       B wears
C is going to wear

2 I ........... a cake. Come and see!
A am making     B make
C going to make

3 We ........... Mark’s birthday on Saturday.
A celebrating   B celebrate
C are going to celebrate

4 Mum ........... lunch right now.
A is cooking    B cooks
C is going to cook

5 How often ........ tennis?
A do you playing     B do you play
C do you going to play

Points: ________
(5x3) 15

5 Underline the correct word.

Can I / Must I go to the zoo, please? All my friends are going!
1 You can / must be kind to your cousin. She doesn’t know anyone else here.
2 I can / could walk when I was one year old.
3 Do I have to / May I come with you? I’m so tired.

4 Can I / Do I have to go to the cinema?
There’s a film on I want to see.
5 Must I / May I leave the table, please?
6 You can’t / mustn’t go to the cinema tonight.
7 You mustn’t / may not tell lies. It’s bad.
8 Shall I / Must I make you a cup of tea?

Points: ________
(8x3) 24

6 Write am, is, are, was or were.

I .............. at school right now.

1 Zahra .............. at a party last night.
2 It .................... hot today.
3 You and Ahmed ................ late yesterday morning.

4 We ................ at the cinema at the moment.

5 They .......... in Rome last month.
6 I ................ at home last night.
7 He ............... at his grandma’s last Sunday.

Points: ________
(7x2) 14

Total: ________
(100)
Revision 9 (Units 1-18)

1 Fill in the correct preposition.

On Sundays the children get up 1) ............. 10 o'clock 2) ............. the morning. They watch TV and then they go to the park. 3) ............. the afternoon they usually go to the cinema. They go to bed 4) ............. 9 o'clock 5) ............. night.

Points: 20

2 Look at the picture and complete the sentences. Use in front of, behind, between, next to, opposite.

There's a purple car in front of a green lorry.
1 There's a yellow car ............. the green lorry and a pink lorry.
2 There's a taxi ............. the pink lorry.
3 There's a man ............. a boy.
4 The boy and the man are standing ............. the bus stop.

Points: 4

3 Mr Harmer is telling his son what he must or mustn't do. Fill in the gaps with must or mustn't.

You mustn't forget to do your homework.
1 You ............. drink your milk.
2 You ............. come home late.
3 You ............. be so noisy!
4 You ............. remember to feed the rabbit.
5 You ............. leave your room untidy.
6 You ............. wash your hands before you eat dinner.
7 You ............. fight with your sister.
8 You ............. help your mother.
9 You ............. visit your grandparents.

Points: 18
4 Underline the correct item.

She sleeps / is sleeping now.
1 They go / went to the cinema last night.
2 They want to visit / visiting Greece next year.
3 Look at her! She is crying / cried.
4 He is waking / woke up late yesterday.
5 She loves making / make cakes.
6 We are going to visit / visit our grandparents tomorrow.
7 Look! That cat climbs / is climbing up the tree!
8 We didn't / don't go to school yesterday.
9 He had / is having a bath at the moment.

Points: ———
(9x2 18)

5 Complete the sentences with: have to or don’t have to.

- wash the dishes x
- serve the meals ✓
- wear a uniform ✓
- work in the mornings x
- be polite to customers ✓
- get up early x

You ... don't have to ... wash the dishes.
1 You ................ serve the meals.
2 You ................ wear a uniform.
3 You ................ work in the mornings.
4 You ................ be polite to customers.
5 You ................ get up early.

Points: ———
(5x4 20)

6 Match. Then write.

A: Jenny ... is going to bring you some lemons ...
B: Really? I'll make a lemon pie then ...

1 A: Monica and Karl  .........................
   B: Really? I  .........................

2 A: It  .........................
   B: Really? We  .........................

3 A: I  .........................
   B: Really? I  .........................

4 A: Meera  .........................
   B: Really? She  .........................

Points: ———
(4x5 20)

(Total: ——— 100)
1 Write the sentences in the plural.

1 This is a ball. .......................... 3 That is a bed. ..........................

2 That is a fox. .......................... 4 That is a bus. ..........................

2 This is a baby. .......................... 5 This is a horse. ..........................

2 Underline the correct item.

John wants some / any bananas. ..........................

1 Have you got some / any money? ..........................

2 How much / many butter is there? ..........................

3 He came at / on five o'clock. ..........................

4 There are some / any children in the park. ..........................

5 Are there some / any apples left? ..........................

6 How much / many oranges are there? ..........................

7 What do you do in / on the summer? ..........................

8 I want to go / going to the cinema. ..........................

9 Do you like swimming / to swimming? ..........................

P (5x2) Points: 10

2 Underline the correct item.

John wants some / any bananas. ..........................

1 Have you got some / any money? ..........................

2 How much / many butter is there? ..........................

3 He came at / on five o'clock. ..........................

4 There are some / any children in the park. ..........................

5 Are there some / any apples left? ..........................

6 How much / many oranges are there? ..........................

7 What do you do in / on the summer? ..........................

8 I want to go / going to the cinema. ..........................

9 Do you like swimming / to swimming? ..........................

P (5x2) Points: 10

3 Fill in the correct word from the box.

mine your his hers its ours her their

The radio is ...his... (Tom) ..........................

1 When is ..... birthday? (you) ..........................

2 This book is ..... . (I) ..........................

3 ..... house is big. (Pedro & Isabel) ..........................

4 These pens are .... (Aya & I) ..........................

5 These flowers are ..... . (Mother) ..........................

6 ..... hair is very long. (Camila) ..........................

7 That is ..... bed. (cat) ..........................

3 Fill in the correct word from the box.

mine your his hers its ours her their

The radio is ...his... (Tom) ..........................

1 When is ..... birthday? (you) ..........................

2 This book is ..... . (I) ..........................

3 ..... house is big. (Pedro & Isabel) ..........................

4 These pens are .... (Aya & I) ..........................

5 These flowers are ..... . (Mother) ..........................

6 ..... hair is very long. (Camila) ..........................

7 That is ..... bed. (cat) ..........................

P (5x1) Points: 9

4 Put the verbs into the present simple or the present continuous.

Bob ..... is washing ..... (wash) his car at the moment.

1 My sister ..... (eat) her dinner now.

2 I always ..... (do) my homework in the evening.

3 Mother usually ..... (do) the housework at the weekend.

4 Khalid ..... (tidy) his room now.

5 They usually ..... (go) on holiday in August.

6 Jane always ..... (go) to bed early.

7 My dad usually ..... (sleep) in the afternoon.

8 He ..... (write) an email at present.

4 Put the verbs into the present simple or the present continuous.

Bob ..... is washing ..... (wash) his car at the moment.

1 My sister ..... (eat) her dinner now.

2 I always ..... (do) my homework in the evening.

3 Mother usually ..... (do) the housework at the weekend.

4 Khalid ..... (tidy) his room now.

5 They usually ..... (go) on holiday in August.

6 Jane always ..... (go) to bed early.

7 My dad usually ..... (sleep) in the afternoon.

8 He ..... (write) an email at present.

P (8x1) Points: 14
5 Complete the text with the correct preposition.

My name is Peter. I live ______ New York. I have an apartment 1) _______ the 8th floor of an apartment block. My friend Sue lives in an flat 2) _______ mine 3) _______ the 9th floor. Sue and I like getting together 4) _______ Sundays. We usually meet 5) _______ one o'clock 6) _______ the afternoon and have lunch together. Then we go for a walk or stay at home and watch TV. 7) _______ the summer we usually have our lunch 8) _______ Central Park. It’s so beautiful there!

6 Complete the sentences as in the example:

see the mountains
invite all our friends
try their delicious burgers
go snorkelling

A: We’re going to take a helicopter ride.
B: Oh, good. We’ll see the _______ mountains _______, then!
1 A: We’re going to go to the beach.
B: Really? I _______, then!
2 A: We’re going to have a party.
B: Oh, good. We _______, then!
3 A: They’re going to have a barbecue.
B: Really? We _______, then!
4 A: _______ wear a uniform at school.
B: _______ wear a uniform at school?
5 A: I want to go to the cinema. (may)
6 A: I want to use your computer. (can)
7 A: I don’t want to do my homework. (have to)
8 A: I want to visit my friend Jeff. (can)
9 A: I don’t want to get up early. (have to)
10 A: I’ll bring Emma an aspirin. (shall)

Points: 8x1 8

Points: 5x1 3

Points: 6x2 12
Choose the correct item.

1. John ........ a new bike yesterday.
   A buying    B bought    C buys

2. Mother ........ in the kitchen at the moment.
   A cooks      B cooked    C is cooking

3. We ........ to the cinema yesterday.
   A are going  B went      C go

4. He ........ football in the park yesterday.
   A plays      B is playing C played

5. They ........ dinner now.
   A ate        B are eating C eat

6. She ........ a letter at the moment.
   A wrote      B is writing C writes

7. I ........ my homework now.
   A did        B do        C am doing

(points: 14)


1. A: ........ Who are you?
   B: I’m Emma’s brother.

2. A: ........ is my bag?
   B: On your bed.

3. A: ........ is Peter?
   B: In the bedroom.

4. A: ........ coat is this?
   B: It’s mine.

5. A: ........ are you crying?
   B: I lost my dog.

6. A: ........ is your music lesson?
   B: At 8 o’clock.

7. A: ........ apples do we need?
   B: Seven.

8. A: ........ is that man?
   B: I think it’s Peter.

(points: 10)

Complete the text.

It was a cold dark night. Tom got out of his car ........ fast (fast) and walked to the door of the house. He opened the door ........ slow and went inside ........ silent. It was very late so he walked ........ careful upstairs. He didn’t want to wake Rose. Suddenly, a huge black cat ran ........ quick out of one of the rooms and jumped onto him. “Help!” he screamed ........ loud.

“It’s OK,” Rose answered ........ calm. “Meet Blackie. Our new pet cat!”

(points: 12)

Total: 100
Revision 11 (Units 1-22)

1. Look at the picture and choose the correct item.

This [is/are] a picture of my family. Look at 1) [our/us]! My parents 2) [is/are] called Fiona and Will. 3) My / Me mother is a pilot and my father is a doctor. Mark is my 4) [older/oldest] brother. 5) Him / He is standing behind my grandmother. My grandmother is sitting next to 6) [mine/me]. 7) She / Her name’s Kelly. Rob, my 8) [younger/youngest] brother, is sitting with 9) [our/ours] grandparents. We are outside our house. 10) It’s / Its in London.

Points: ___
(10x1  10)

2. Fill in the gaps with in, on or at.

1) We don’t go to school [in] the weekend.
2) We’ll meet [on] the evening.
3) It’s cold in the Sahara [at] night.
4) I had a music lesson [in] Monday.
5) Schools aren’t open [at] New Year’s Day.
6) You must come back [at] 11 o’clock.
8) I play tennis [on] Saturdays.

Points: ___
(8x1  8)

3. Look at the picture and number the phrases.

A: in the butcher’s
B: next to the boy
C: under the bank
D: on the butcher’s
E: in front of the butcher’s
F: above the bank

Points: ___
(6x1  6)
Revision 11

4. Write sentences.
   1. (He's / bad / at Maths / me)
   2. (I'm / careful / driver / in my family)
   3. (My car is / fast / yours)
   4. (It's / tall / tree / in the world)
   5. (I'm / old / you)

   She's the most beautiful girl I know...

   Points: ——
   (5x2 10)

5. Underline the correct item.
   I'm very tired! I think I will go / am going to go to bed early tonight.
   1. "You're going to be late for work!" "I will get / am going to get a taxi."
   2. I'm not sure but I think it will snow / is going to snow tomorrow.
   3. "Your shirt is dirty." "I know. I am going to wash / will wash it today."
   4. I will buy / am going to buy a suitcase today because I am going on holiday next week.
   5. I'm not sure but I think Kim will come / is going to come to the school party.

   Points: ——
   (5x2 10)

6. Read and match.

   a. Do I have to have a visa to travel to England?
   b. Yes, you can. But you have to keep it in a cage.
   c. Yes, but you mustn't forget to finish the exercise at home.
   d. No, it's OK. I'll walk.
   e. No, you don't have to have a visa.
   f. Sorry, no. The baby is sleeping.

   Points: ——
   (5x2 10)
7. Underline the correct question word.
   A: How / Who are you?
   B: Fine, thanks.
   1. A: Where / When is the cat?
      B: In the garden.
   2. A: What / When is your birthday?
      B: June 10th.

8. Choose the correct item.
   You must talk quiet / quietly in the library.
   1. Kurt is a good / well student.
   2. "I love your present!" she said happy / happily.
   3. My father gave me a beautiful / beautifully coat for my birthday.

9. Choose the correct item.
   Mother ...... the windows now.
   A cleaned    B is cleaning
   C is going to clean
   1. I ...... my favourite cartoon yesterday.
      A watched    B am going to watch
      C watch
      A is reading    B reads    C read
   3. I ...... a new CD tomorrow.
      A buy        B bought
      C am going to buy
   4. He ...... his grandfather to the park yesterday.
      A takes    B took
      C is going to take

3. A: What / Whose radio is this?
   B: Mary’s.
   4. A: What / Why nationality are you?
      B: Italian.
   5. A: How / What do you do?
      B: I’m a nurse.

   4. Be quiet / quietly! I’m trying to think!
   5. My brother always drives careful / carefully.
   6. I ran quick / quickly into the house.
   7. I was very angry / angrily with my little sister.
   8. This is a nice / nicely scarf!

5. Listen! The birds ...... in the garden.
   A sang        B are singing    C sing
   6. The girl ...... to her mother now.
      A is talking    B talks    C talked
   7. When ...... to London? Was it last year?
      A do you go    B are you going
      C did you go
   8. The film was long ...... boring.
      A because    B and    C or
   9. You can visit me today ...... tomorrow.
      A or    B because    C but
   10. I can’t sing ...... I can play the piano.
       A or    B and    C but

(Points: ______ 10)
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