Oxford Grammar for Schools 2

Student’s DVD-Rom

OXFORD
Introduction

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

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

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

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

**Student’s DVD-ROM**

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

**Key to the symbols**

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
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<tr>
<td>🎧 0.0 0.0 (=track number)</td>
<td>Listening activity</td>
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A difficulty rating is given to each exercise. The scale of difficulty is relative to each unit, so there are exercises with one, two, and three stars in every unit.
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<td>9 -ing form or to + base form</td>
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<td>12 Present continuous</td>
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<td>Revision 7</td>
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Word list 140
Irregular verb list 144
1 Plurals

I can recognize and use regular and irregular plurals.

Regular plurals

two babies  lots of leaves  three buses

Plurals usually end in -s.

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

Spelling rules

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

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

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

bus – buses  class – classes
toothbrush – toothbrushes  lunch – lunches
box – boxes  potato – potatoes

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

leaf – leaves  wife – wives

1 Write the plurals. Listen and check.

bus  dress  boy  hat  kite  life  party
orange  scarf  story  tomato

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<th>3s</th>
<th>-ies</th>
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2 Write the correct plural form of the words in the box.

box  city  knife  potato  tree  watch

3 three _________

4 two _________

5 two _________
Pronunciation

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

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

/iz/ Look – boxes of oranges and sandwiches.

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

*3 Listen to the sentences and repeat.

*4 Listen and repeat.

<table>
<thead>
<tr>
<th>/s/</th>
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<tbody>
<tr>
<td>cup</td>
<td>boy</td>
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<td>boys</td>
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<td>television</td>
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*5 Put the words into the correct list. Then listen and check.

hat, boxes, potatoes, chips, buses, bikes, bananas, horses, girls

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

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

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

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

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

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

8 Plurals
**10 Correct the mistakes.**

1. two mice → three mice
2. one people → people
3. five fish → fish
4. four child → four children
5. two feet
6. lots of tooth → lots of teeth
7. sheep

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

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

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

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

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

**Self-evaluation** Rate your progress.

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Affirmative and negative

There's a cinema in our town.

There isn't a swimming pool.

There are three people in the garden.

There aren't four people.

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

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

We often shorten there is to there's.

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

- There's a TV. ✓
- There are three people. □
- There's a cat. □
- There are two chairs. □
- There are two tables. □
- There's a sofa. □
- There's a sandwich. □

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

- There's a picture.
- □ three books.
- □ two boys.
- □ a phone.
- □ four biscuits.
- □ a cake.
- □ a computer.
There’s one school.

There are lots of cinemas.

There are two parks.

There are three cafés.

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

In my room, there’s a bed.

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

In my room, there’s a bed and there are two chairs ... and there’s ...
**Questions and short answers**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a bus?</td>
<td>Yes, there is.</td>
</tr>
<tr>
<td>Is there a train?</td>
<td>No, there isn’t.</td>
</tr>
<tr>
<td>Are there three cars?</td>
<td>Yes, there are.</td>
</tr>
<tr>
<td>Are there lots of people?</td>
<td>No, there aren’t.</td>
</tr>
</tbody>
</table>

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

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

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

Are there two women?

No, there aren’t.

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

lots of: trees  shops  animals  houses  people  cafés  restaurants

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

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

Is it Paris?

Yes, it is.

**Self-evaluation**

Rate your progress.

1 2 3 4 5 6 7 8 9 10

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

- Yes, there is.
  1 ______________________
  2 ______________________
  3 ______________________
  4 ______________________
  5 ______________________

*8 **2.3 Listen and check your answers to exercise 7.*
### A, an and some

**Countable nouns**

- There's a child.
- There's an apple.
- There's a tree.

**Uncountable nouns**

- There's some tea.
- There's some milk.

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

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

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

1. **Look, listen and point. Then listen and repeat.**
   - 1. There's a table.
   - 2. There's an orange.
   - 3. There are some eggs.
   - 4. There are some pears.
   - 5. There's some spaghetti.
   - 6. There's some milk.
   - 7. There's some sugar.

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

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

   **Countable nouns**

   - There's a / an ...
   - table

   **Uncountable nouns**

   - There is (There's) some ...
   - milk
Listen, repeat and check the meaning. Write C (countable) or U (uncountable).

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

Tick ✓ the correct form.

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

Make sentences with the words in the boxes.

There’s an orange.

<table>
<thead>
<tr>
<th>There</th>
<th>‘s</th>
<th>are</th>
<th>an</th>
<th>some</th>
</tr>
</thead>
<tbody>
<tr>
<td>orange.</td>
<td>coffee.</td>
<td>apples.</td>
<td>tea.</td>
<td>sandwiches.</td>
</tr>
</tbody>
</table>

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

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

Work in pairs. Cover exercise 6. Try to remember what’s on the table! Say There’s a ..., There’s some ... or There are some ...
### Some and any

**Negative**

<table>
<thead>
<tr>
<th>Countable nouns</th>
<th>Uncountable nouns</th>
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<tbody>
<tr>
<td>There aren’t any apples.</td>
<td>There isn’t any lemonade.</td>
</tr>
<tr>
<td>There aren’t any bananas.</td>
<td>There isn’t any sugar.</td>
</tr>
<tr>
<td>There aren’t any people.</td>
<td>There isn’t any money.</td>
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</tbody>
</table>

**Questions**

<table>
<thead>
<tr>
<th>Countable nouns</th>
<th>Uncountable nouns</th>
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<tbody>
<tr>
<td>Are there any oranges?</td>
<td>Is there any cheese?</td>
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<tr>
<td>Are there any biscuits?</td>
<td>Is there any ice cream?</td>
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<tr>
<td>Are there any children?</td>
<td>Is there any water?</td>
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In negative sentences and in questions, we use **any** before plural countable nouns and uncountable nouns.

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**8 3.3 Listen, read and repeat.**

Emma  
Is there any lemonade?

Dad  
No, sorry, there isn’t any lemonade.  
There’s some water.

Emma  
Are there any crisps?

Dad  
No, sorry, there aren’t any crisps.

Emma  
Oh. Are there any sandwiches?

Dad  
Yes, there are. There are some sandwiches and some apples.

---

**10 Write some or any.**

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

---

**11 3.4 Complete the dialogues. Listen and check.**

- Jane  
  Are there any biscuits ______? (biscuits ?)
  Ben  
  No, there aren’t any biscuits. (biscuits X)
  There are some crisps ______. (crisps ✓)

  1. Jane  
  Is ______? (ice cream ?)
  Ben  
  No, ______. (ice cream X)
  There ______. (yoghurt ✓)

  2. Jane  
  Are ______? (oranges ?)
  Ben  
  No, ______. (oranges X)
  There ______. (bananas ✓)

  3. Jane  
  Is ______? (orange juice ?)
  Ben  
  No, ______. (orange juice X)
  There ______. (tea ✓)

---

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

- lemonade
- water
- crisps
- sandwiches
- apples

---

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

1. sweets ?  
   sweets X  
   chocolate ✓

2. potatoes ?  
   potatoes X  
   pasta ✓

3. cheese ?  
   cheese X  
   milk ✓

4. pears ?  
   pears X  
   grapes ✓
13 **GAME** Work in pairs. Find eight more differences.

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

In picture 2, ....

14 **GAME** Play in pairs. Study Picture 2 for one minute, then cover it. Describe it to your partner.

Use *There’s* and *There are*. Can you remember twenty things?

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

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

No, there isn’t. ....

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

Jack  What's for lunch today? Are there any chips?
Dad  Yes, there's 1.
Jack  Great! And is there 2 pizza?
Dad  Sorry, no, there isn't 3 pizza.
Jack  Are there 4 burgers, and there 5 some tomato sauce.
Dad  Are there 6 sweets?
Jack  No thanks. Burgers and chips and sweets, please!

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

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

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

There’s some coffee...

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

There’s some coffee...

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

Tommy  Is there any soup?
Mum  Yes, 1.
Tommy  Great! And 2 sandwiches?
Mum  No, 3 sandwiches.
     4 tomatoes, 5 bread and 6 cheese.
Tommy  7 yoghurt?
Mum  8, 9 strawberry yoghurt. There 9 pears, too, and 10 bananas.
Tommy  Cool, thanks.
Reading and writing

1 Choose the best answer.
   ▶ Is there a swimming pool in your school, Tom?
     a ☑ No, there isn’t.
     b ☐ No, it isn’t.
     c ☐ No, there aren’t.

1 Are there lots of students?
   a ☐ Yes, they are.
   b ☑ Yes, there are.
   c ☐ Yes, there is.

2 Are there any computers in your classroom?
   a ☐ Yes, they’re computers.
   b ☐ Yes, they’re there.
   c ☑ Yes, there are.

3 Is there a dining room?
   a ☐ Yes, there’s.
   b ☐ Yes, there is.
   c ☑ Yes, there are.

4 Is the food nice?
   a ☐ Yes, they are.
   b ☐ Yes, there are.
   c ☑ Yes, it is.

5 Is there any sugar in the cupboard?
   a ☐ No, it isn’t.
   b ☐ No, there isn’t.
   c ☑ No, there aren’t.

6 Are your mum and dad at home?
   a ☐ No, he isn’t.
   b ☐ No, she isn’t.
   c ☑ No, they aren’t.

Listening

2 R1.1 Listen and tick ✓ the best answer.
   ▶ How many lions are there?
     a ☑ 1
     b ☐ 2
     c ☑ 3

2 Which animals are there in the park today?
   a ☑ 1
   b ☐ 2
   c ☑ 3

2 What can they see?
   a ☑ 1
   b ☐ 2
   c ☑ 3

2 What have they got for the picnic?
   a ☑ 1
   b ☐ 2
   c ☑ 3

2 What’s in the shop?
   a ☑ 1
   b ☐ 2
   c ☑ 3

Speaking

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

In picture 1, there are two lions.
Subject and object pronouns; possessive adjectives

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

Subject pronouns

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>We</td>
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<tr>
<td>You</td>
<td>You</td>
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<tr>
<td>He</td>
<td>They</td>
</tr>
<tr>
<td>She</td>
<td>They</td>
</tr>
<tr>
<td>It</td>
<td>They</td>
</tr>
</tbody>
</table>

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

* Jack *likes* chocolate. → *He* *likes* chocolate.
* Emma and Sam *live in* London. → *They* *live in* London.

**Circle the correct word.**

1. We are) They are sisters.
2. She’s / He’s fourteen.
3. You’re / We’re in the team!
4. It’s / He’s a mobile phone!
5. You’re / They’re cheese sandwiches.
6. You’re / They’re in year nine now.
7. She’s / He’s from Italy.
2 Complete the sentences with the words in the box.

I You (x2) He She It We They You

1 We’re friends.

2 __’re school books.

3 __’m thirteen.

4 __’re in class six.

5 __’s Anna.

6 __’re brothers.

7 __’s a birthday present.

8 __’s Tom.

3 Write the sentences with the correct personal pronoun.

1 John and Anna are brother and sister.

2 The time is two o’clock.

3 John, Anna and I are at school.

4 Anna is in Class 4.

5 You and John are in Class 10.

6 Sam and I are in Class 6.

7 Mr Black is a Science teacher.

8 Science is an interesting subject.

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

I you he she it we they

You’re George. She’s Mrs Smith.

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

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

Is it this picture here?

Yes, it is.
Possessive adjectives

I've got a new bike. It's my bike.

Jim's got two pets. They're his pets.

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

<table>
<thead>
<tr>
<th>Subject pronoun</th>
<th>Possessive adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
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<tr>
<td>he</td>
<td>his</td>
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<td>its</td>
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<tr>
<td>we</td>
<td>our</td>
</tr>
<tr>
<td>they</td>
<td>their</td>
</tr>
</tbody>
</table>

*6 4.1 Write the correct possessive adjective. Listen and check.

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

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

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

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

We're...

*8 Complete the sentences with the correct possessive adjectives.

1 It's his umbrella ______.
2 It's ______.
3 It's ______.
4 It's ______.
5 It's ______.
6 It's ______.
7 It's ____________.
We use object pronouns after verbs and after prepositions. They replace nouns.

<table>
<thead>
<tr>
<th>Subject pronoun</th>
<th>Object pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
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<tr>
<td>he</td>
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<tr>
<td>we</td>
<td>us</td>
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<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>

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

**10** Complete the sentences with the correct object pronoun.
- This message is for Rosie. It's for her.
- 1 Listen to the music. Listen to__.
- 2 Please open your books. Open__.
- 3 Look at Jack! Look at__!
- 4 Come with John and me. Come with__.
- 5 I like you and Kim. I like__.

**11** Complete the sentences with a personal pronoun or a possessive adjective. Listen and check.
- Jack's got a sister. Her name is Mary. She's got green eyes.
- 1 I'm 14 next week. ______ birthday is on Tuesday.
- 2 I've got two cousins, Tom and Harry. I like ______. ______'re good fun.
- 3 I've got some homework. ______'s difficult. Can you help ______?
- 4 I've got two brothers. ______ parents are teachers.
- 5 Where's John? Can you see ______?
**GAME**
Work in pairs. Choose a card and make a true sentence about the people with at least one of the words in the box. Win a point for each word from the box you use.

*he his she her they their*

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

**Find the missing words in the wordsearch.**
Look → ↓ ↘.

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

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

**Self-evaluation**
Rate your progress.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
</table>
Possessive forms

’s and s’ possessive forms

Ella’s cat is in the neighbours’ garden.

We use ‘s or s’ after a noun to show possession.

Singular nouns
The apostrophe is before the -s.
Jack’s book is on the table.
My friend’s name is Tom.
His sister’s birthday is in May.

Plural nouns
The apostrophe is after the -s.
Joy is in the girls’ football team.
The babies’ names are Oscar and Grace.
The students’ bags are in the classroom.

Irregular plural nouns
The apostrophe is before the -s.
Here is the children’s room.
Where are the men’s toilets, please?
The women’s shoes are on the next floor.

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

1 the girls
2 Harry
3 my friends
4 the children
5 Sam
6 Mrs Clark
7 my grandparents
8 teacher

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

- It’s Harry’s _____ pen.
1 It’s ____________ book.
2 They’re ____________ bags.
3 It’s ____________ chocolate.
4 They’re ____________ socks.
5 They’re ____________ biscuits.
6 They’re ____________ shoes.
7 It’s ____________ car.
Ask questions to find out the information below. Tell the class.
1 two students’ favourite TV shows
2 one person’s favourite food
3 a girl’s birthday
4 a boy’s favourite musician
5 a pet’s name
6 three people’s parents’ names

Anna’s favourite TV show is ‘The Simpsons’.
George’s dad’s name is Peter.

Possessive pronouns

<table>
<thead>
<tr>
<th>possessive adjective</th>
<th>possessive pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>mine</td>
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<tr>
<td>your</td>
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<tr>
<td>their</td>
<td>theirs</td>
</tr>
</tbody>
</table>

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

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

a It’s hers.
b It’s mine.
c It’s theirs.
d It’s ours.
e It’s his.
f It’s yours.
▶ It’s my grandparents’ cat.
1 It’s my brother’s watch.
2 It’s my mother’s bag.
3 It’s your homework.
4 It’s our lunch.
5 It’s my room.
6 Complete the sentences with the correct possessive pronoun.
▶ It’s Ben’s phone. It’s his.
1 They’re my books. They’re ______.
2 It’s Marie’s DVD. It’s ______.
3 It’s our house. It’s ______.
4 They’re your bags. They’re ______.
5 It’s their car. It’s ______.
6 Give me the pen! It’s ______.
7 It’s my parents’ computer. It’s ______.
8 You can sit in that chair. It’s ______.
9 They are my sister’s CDs. They’re ______.
5.2 Circle the correct form. Then listen and check.

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

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

It's my world.
The world is ______.
It's ______ world.
And I feel fine.

Sing it together.
Sing it with me.
This world is ______.
It's for you and me.

It's ______ world too.
It's ______ and ______ world.

Sing it together...

1. ______ world,
2. ______ world.
3. ______ and ______.
4. ______, ______, ______.

The world is fine.

Sing it together...

Self-evaluation Rate your progress.

1. ( ) ( ) ( )
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13. ( ) ( ) ( )
14. ( ) ( ) ( )
15. ( ) ( ) ( )

Possessive forms
This, these, that, those

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

Singular: this

Plural: these

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

Singular: that

Plural: those

We use that and those to indicate people and things that are further away from us.
1 6.1 Choose the correct word, then listen and check.

* 1 Those / These are my books.

1 This is / That’s my mum.

2 These / Those cakes are great!

3 I like that / this picture.

4 That / This tea is cold.

5 Look at those / these photos.

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

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

3 Game

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

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

This is my bag.

Those are John’s pencils.

That’s a blue coat.
**Exercise 4** Complete the questions with *this, that, these or those.*

1. What's ______?
2. What are ______?
3. What's ______?
4. What are ______?
5. What are ______?
6. What's ______?
7. What are ______?
8. What's ______?
9. What's ______?
10. What are ______?

**Exercise 5** Complete the answers a–k with the correct form of *be.* Then match them with the questions from exercise 4.

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

**Exercise 6** Work in pairs. Look round the classroom. Take turns to ask and answer *What's this/that? What are these/those?*

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**Self-evaluation** Rate your progress.

<table>
<thead>
<tr>
<th>Number</th>
<th>Rating</th>
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<tbody>
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<td>1</td>
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<td>6</td>
<td></td>
</tr>
</tbody>
</table>

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Unit 6 29
Mini-revision
Units 4–6

Reading and writing

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

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

Hi. My name is Anna.
1 ______’m 12.

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

This is my brother.
6 ______’s 13.
7 ______ name is Tom.

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

2 Choose the correct word to complete the sentences.

Harry is ______ friend.

Harry is ______ friend.

a Joe b Joes c Joe’s

1 Look! ______ man is my teacher.
a That b He c Those

2 This is my favourite music. I love ______.
a them b it c him

3 Look. ______ are my new shoes.
a This b That c These

30
Units 4–6

Listening

3 Listen and draw lines.

Harry May Ben Lucy

Speaking

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

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

Harry’s bike is red. Her skirt is black.
**Reading and writing**

1. **Choose the best answer.**
   - Is this your book, Jane?
     - No, it's ______.
       a. Jill's
       b. Jill
       c. Jills

2. Are these Ben's socks?
   - No, they're ______.
     a. me
     b. my
     c. mine

3. Are there any pears?
   - Yes, and there are ______ apples.
     a. any
     b. some
     c. an

4. Is there any milk?
   - No, sorry. There isn't ______ milk.
     a. some
     b. any
     c. a

5. Is she your teacher?
   - Yes, she teaches ______ science.
     a. us
     b. we
     c. our

**Listening**

3. **Listen and colour and write.**

**Speaking**

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

2. Complete the sentences with the words in the box.
   - any, are, any, mine, my, Is, people, some, That, Those
   - There's some bread and there's a ______ bottle of water.
   1. ______ boys over there are ______ friends.
   2. ______ aren't ______ biscuits.
   3. There ______ lots of ______ in the park.
   4. ______ pen is ______.
   5. ______ there ______ milk?
Speaking

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

Picture c is different. There are three apples in the other pictures. There’s one apple in picture c.
I can recognize and use the present tense of be.

Affirmative and negative

<table>
<thead>
<tr>
<th>Long form</th>
<th>Short form</th>
<th>Long form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I’m</td>
<td>I am not</td>
<td>I’m not</td>
</tr>
<tr>
<td>You are</td>
<td>You’re</td>
<td>You are not</td>
<td>You aren’t</td>
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<tr>
<td>He is</td>
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<td>He is not</td>
<td>He isn’t</td>
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<td>She is</td>
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<tr>
<td>It is</td>
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<tr>
<td>They are</td>
<td>They’re</td>
<td>They are not</td>
<td>They aren’t</td>
</tr>
</tbody>
</table>

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

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

1 I’m a student.  2 We ___ friends.  3 He ___ thirteen.  4 She ___ my sister.  5 You ___ short.  6 It ___ a cat.  7 You ___ in class nine.

*2 Match the sentences 1–7 in exercise 1 with the correct pictures a–h.
3. Complete the negative sentences with the correct form of be. Listen and check.

I'm not a teacher.
1 They _______ students.
2 We _______ brothers.
3 He _______ twelve.
4 She _______ my mother.
5 You _______ tall.
6 It _______ a rabbit.
7 You _______ in class ten.

4. Circle the correct form to make true sentences.

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

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

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

6. Correct the information and write true sentences.

London is a small city.
1 We're in the UK.
2 It's 6 o'clock.
3 People from the USA are British.
4 Your dad is French.
5 Bananas are orange.
6 China is a small country.

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

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

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

To make questions, we put be before the subject. In positive short answers, we use the full form of the verb.
Yes, I am. (NOT Yes, I’m.) 
Yes, you are. (NOT Yes, you’re.)

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

- Is it 7 o’clock?
  - a No, I’m not.

- 1 Are you 16, John?
  - b Yes, we are.

- 2 Are Sam and Ben in your class?
  - c No, she isn’t.

- 3 Am I your partner?
  - d Yes, he is.

- 4 Are you and Emma friends?
  - e No, it isn’t.

- 5 Is Rosa Spanish?
  - f Yes, they are.

- 6 Is your brother tall?
  - g Yes, you are.

**9** 7.3 Write the questions and short answers. Then listen and check.

- Kate / from London? ✓
  - Is Kate from London? Yes, she is.

- 1 you / 18? ✗

- 2 your friends / students? ✓

- 3 Mr Harris / your teacher? ✓

- 4 your parents / doctors? ✗

- 5 I / in this class? ✗

- 6 it / lunch time? ✓

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

Mr Davis: Hello. I’m Mr Davis. Are you Joe?
Joe: Yes, I _________. Hello, Mr Davis.

Mr Davis: No, you _________. You’re in class ten.
Joe: _________. It Mrs Simpson’s class?

Mr Davis: Yes, it _________.
Joe: _________. Toby in her class too?

Mr Davis: No, he _________. He’s in my class.
Joe: _________. He your friend?

Mr Davis: Yes, he _________. Jack and Emma in class ten?
Joe: _________.

Mr Davis: Yes, they _________.
Joe: Good. They’re my friends too.

**11** 7.4 Now listen, check and read in pairs.
**Game**

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

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

**Read the email and complete the missing words.**

Hi! My name’s Josh. I’m from London, and I’m your new pen friend. I’m twelve. Are you twelve too?

There are four people in my family. My dad (his name is Peter), my mum (her name is Julie) and my little sister, Jessica. She’s nearly seven. Her birthday is in May.

My favourite subjects are English and maths and my favourite sport is basketball.

My school is in London. Is your school in a city too?

Please write soon.

Josh

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

Hi, Josh!

Thank you for your email.

Bye for now.

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

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__________________________

__________________________

__________________________

Self-evaluation Rate your progress.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
8 Have got
I can recognize and use have got.

Affirmative and negative

<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 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>
</tbody>
</table>

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

*1 8.1 Listen and point to the correct picture. Then practise in pairs.
2 Look at the pictures in exercise 1 again. Complete the sentences with the correct form of have got.

Picture a
They’ve got _____ new bikes.
They haven’t got _____ roller skates.

Picture b
He ______ two brothers.
He ______ two sisters.

Picture c
She ______ an ice-cream.
She ______ a cake.

Picture d
You ______ a lot of homework.
You ______ a holiday.

Picture e
They ______ some sandwiches.
They ______ any biscuits.

Picture f
I ______ short hair.
I ______ long hair.

3 Circle the correct answer.

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

4 Complete the sentences about you.

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

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

brothers cat curly fair green rabbits sisters straight

<table>
<thead>
<tr>
<th>Sam</th>
<th>Sally and Mandy</th>
</tr>
</thead>
<tbody>
<tr>
<td>hair</td>
<td>fair</td>
</tr>
<tr>
<td>eyes</td>
<td></td>
</tr>
<tr>
<td>family</td>
<td></td>
</tr>
<tr>
<td>pets</td>
<td></td>
</tr>
</tbody>
</table>

8.2 Complete the sentences. Listen again and check.

► Sam has fair hair and blue eyes.
1 He _____ two _____.
2 He _____ one _____.
3 He _____ three _____.

Sally and Mandy are sisters.
1 They _____ _____ hair.
2 They _____ _____ eyes.
3 They _____ any _____.
4 They _____ a _____.

38 Have got
Questions and short answers

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

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

- Have you got any money, Sam?
  1 Has Lucy got a brother?
  a No, they haven't.
  b No, I haven't. Sorry.
  c Yes, we have. Thanks.
  d No, he hasn't.
  e Yes, it has. It's happy.
  f No, you haven't. They're green.
  g No, she hasn't.

- Have you and your friends got a football?
  2 Yes, we have. Thanks.
  b No, we haven't.

- Have your grandparents got a big house?
  3 b Yes, they have. It's happy.

- Have I got blue eyes?
  4 No, I haven't.

- Has your dad got a motorbike?
  5 No, he hasn't.

- Has the cat got its dinner?
  6 No, she hasn't.

**8 Complete the questions and answers. Then practise in pairs.**

- Have you got a mobile phone?
  Yes, I have.

- 1 ______ your dad ______ a bike?
  No, he ______.

- 2 ______ you and your friends ______ lots of homework?
  Yes, we ______.

- 3 ______ Tom ______ long hair?
  No, he ______.

- 4 ______ your parents ______ a car?
  Yes, they ______.

- 5 ______ you ______ any pets?
  No, I ______.

- 6 ______ Maya ______ fair hair?
  Yes, she ______.

**9 8.4 Listen and complete the questionnaire.**

**Jackie**

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

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

- Have you got any brothers or sisters, Joe?
  Yes, I have. I've got a brother. His name is Harry.

  Joe's got a brother. His name is Harry.
Work in pairs. Look at the pictures and read the text. Complete the table.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Brother or sister?</th>
<th>Pets?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Ben</td>
<td>one sister</td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Self-evaluation  Rate your progress.

1  2  3  4  5  6  7  8  9  10  11  12
Reading and writing

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

- It's windy. ____________
- The children aren't at school. _________
- They've got some sweets. _________
- The girl is happy. _________
- Her shoes are black. _________
- The boy's got brown hair. _________
- He hasn't got a hat. _________

2 Complete the sentences with the verbs in the box.

I'm _______ 13. I _______ got two white rabbits. Their names _______ Sniff and Snuffle. Snuffle's _______ black ears. Sniff _______ got black ears. One ear _______ white and one ear _______ brown!

Listening

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

<table>
<thead>
<tr>
<th>Laptop</th>
<th>Phone</th>
<th>MP3 player</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ben</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toby</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 R4.2 Listen and write.

LUCY'S PENFRIEND

Name? Linda _______
Boy or girl? _______
Age? _______
Hair? _______ Eyes? _______
Brothers and sisters? _______

Speaking

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

windy sunny happy sad
on a beach at school
an ice cream a blue dress
a grey T-shirt black/white shoes
fair hair brown hair
I can recognize and use the -ing form as a noun.
I can recognize and use to + base form.

- ing form

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

Spelling rules

Most verbs add -ing
play – playing
visit – visiting
fall – falling
show – showing

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

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

*1 Listen and repeat. Underline the -ing sounds.

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

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

1 I enjoy ______ (watch) DVDs.
2 ______ (ski) is difficult.
3 ______ (wash) the car is Tom’s job.
4 My sister likes ______ (play) basketball.
5 We love ______ (listen) to music.
6 ______ (eat) lots of fruit is good for you.
We often shorten would like to ‘d like.
I’d like to have lunch now, please.

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

*4 Use the prompts to make sentences.

I want / watch / TV

I want to watch TV.

1 John wants / buy / a DVD.

2 Jackie would like / visit us / tomorrow.

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

4 I want / ask / a question.

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

6 Do you want / play / basketball?

1 Jess ___________________________________.

2 Rick ___________________________________.

3 Amy ___________________________________.

4 Lee ___________________________________.

5 Tamsin ___________________________________.

doesn’t like + play football  likes + read
enjoys + dance  hates + write
likes + sleep  loves + eat

Ted likes sleeping.
5 Put the words in order to make sentences and questions.

- go / would / Katy / to / now / like / home
  
  **Katy would like to go home now.**

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

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

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

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

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

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

**Instant Messaging**

- **My messages**

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

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

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

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

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

  Good idea. See you tomorrow. Bye.

7 Write the correct form of the verb in brackets.

- My brother loves **climbing** (climb) trees.

1 Do you like ______ (buy) clothes?

2 I want ______ (have) guitar lessons.

3 Maya doesn’t like ______ (clean) her room.

4 My mum hates ______ (drive).

5 We’d like ______ (go) shopping.

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

<table>
<thead>
<tr>
<th></th>
<th>love</th>
<th>like</th>
<th>don’t like</th>
<th>hate</th>
</tr>
</thead>
<tbody>
<tr>
<td>read</td>
<td>☑</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch TV</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>play sport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>get up early</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tidy my room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shop for clothes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to the cinema</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Self-evaluation** Rate your progress.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>9</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The imperative; Let’s

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

The imperative

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

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>base form of verb</td>
<td>don’t + base form</td>
</tr>
<tr>
<td>Help!</td>
<td></td>
</tr>
<tr>
<td>Please sit down.</td>
<td>Don’t worry.</td>
</tr>
<tr>
<td>Be quiet, please.</td>
<td>Please don’t run.</td>
</tr>
<tr>
<td></td>
<td>Don’t touch, please.</td>
</tr>
</tbody>
</table>

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

**1** Complete the instructions on the signs a–h.
Use verbs in the box.
be buy feed pick talk wash wear take

1. Don’t pick the flowers. (a)
2. tickets here. (e)
3. Now your hands. (b)
4. careful. (f)
5. Please clean trainers. (c)
6. SILENCE! Don’t photographs. (g)
7. Don’t the animals. (d)

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

1. a park  
2. a toilet  
3. a zoo  
4. a train station  
5. a river  
6. a sports hall  
7. an exam room  
8. a museum  

Unit 10 45
Listen and complete the instructions.

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

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

 Spell your name. J-O-H-N.

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

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

1. Don’t ____________

2. ____________

3. Don’t ____________

4. Don’t ____________

5. ____________
Let's

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

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s play a game.</td>
<td>Let’s not go out.</td>
</tr>
<tr>
<td>Let’s hurry.</td>
<td>Let’s not be late.</td>
</tr>
</tbody>
</table>

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

- Let’s sit down.

1 Let’s not eat it.

2 Let’s not ride on that.

3 Let’s go swimming.

4 Let’s help.

7 Work in pairs. Make suggestions with Let’s. Use the verbs and phrases in the box.

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

- You and your friend are hungry.  
  Let's have lunch.

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

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

- Let’s not have lunch.

9 10.2 Listen to four conversations. Tick ✓ the activities the people choose.

<table>
<thead>
<tr>
<th>go swimming</th>
<th>go shopping</th>
<th>go to the cinema</th>
<th>make a cake</th>
<th>do our homework</th>
<th>watch TV</th>
<th>play computer games</th>
<th>listen to music</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Self-evaluation  Rate your progress.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mini-revision  Units 9–10

**Reading and writing**

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Katie</th>
<th>Bella</th>
<th>Rosy</th>
</tr>
</thead>
<tbody>
<tr>
<td>swim</td>
<td>❤❤❤</td>
<td></td>
<td></td>
</tr>
<tr>
<td>run</td>
<td></td>
<td>✗</td>
<td>❤❤</td>
</tr>
<tr>
<td>play basketball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch TV</td>
<td>❤❤</td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>read</td>
<td></td>
<td></td>
<td>❤❤</td>
</tr>
<tr>
<td>play computer games</td>
<td></td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>eat ice-cream</td>
<td></td>
<td></td>
<td>❤❤❤</td>
</tr>
</tbody>
</table>

- ❤❤❤ = love  ❤❤ = like/enjoy ✗ = hate
- Katie loves swimming.
- Bella would like to come to the library.

1. Rosy enjoys __________________________.
2. ________ wants to come to the swimming pool.
3. Bella hates __________________________
4. Rosy loves __________________________

2. Choose the best answer.

- **Nick:** ______ you like to have a drink now?
  - Paul: Yes, please.
  - a Do  b Would  c Are

1. Sally: I'm tired. ______ sit down!
  - Mum: Good idea. I'm tired too.
  - a I want  b I'd like  c Let's

2. **Teacher:** It's hot in here. Please ______ that window.
  - John: OK.
  - a to open  b opening  c open

3. **Rick:** Can I have chips again please, Mum?
  - Mum: OK, but remember, ______ chips every day isn't a good idea.
  - a to eat  b eating  c eat

4. **Dad:** Sssh. Please don't ______
  - **Jack:** Sorry, Dad.
  - a to shout  b shouting  c shout

5. **Jack:** Are you OK, Sam?
  - **Sam:** No, I want ______ home.
  - a to go  b going  c go

**Listening**

3. R5.1 Listen and write the correct name.

Jack Ben John Tom Peter Jim

- Ben loves

1. ________ likes

2. ________ likes

3. ________ enjoys

4. ________ likes

5. ________ likes

**Speaking**

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

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

---

I don't like cycling. What about you? I enjoy it. I'd like to...
Reading and writing

1 Choose the best answer.
   ▶ Would you like ______ a DVD?
     Good idea!
     a □ watch
     b □ to watch
     c □ watching

1 What's your favourite sport?
   ______.
     a □ Run
     b □ To run
     c □ Running

2 Has May got a brother?
   Yes, she ______.
     a □ has.
     b □ 's.
     c □ 's got.

3 Are you twelve?
   No, I ______.
     a □ aren't
     b □ isn't.
     c □ 'm not.

4 Do you like ______?
   No, I hate it!
     a □ swim
     b □ to swim
     c □ swimming

5 That's a good film.
   OK, ______ watch it.
     a □ I want
     b □ I'd like
     c □ Let's

6 Good morning, Miss Taylor.
   Hello, Class six. Please ______ down.
     a □ to sit
     b □ sit
     c □ sitting

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

are doing got help is like not play want would

▶ Paul and Ted are in my class. Our teacher is ______ Mr Wilson.
1 Peter ______ like to go to the cinema. Do you ______ to go too?
2 I haven't ______ my books. ______ John got his?
3 I don't ______ playing computer games. I enjoy ______ puzzles.
4 Let's ______ watch TV. Let's ______ a game.
5 Please ______ me with my homework, it's difficult!

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

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

There are ______ boys in Carl's family and ______.

The boys all like ______. Carl wants to ______ one day. Harriet is Carl's ______. She doesn't ______. She likes ______.
Listening

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

Which girl is Sara?

Which boy is Tom?

What’s his favourite sport?

What does Lucy want to do?

What’s in the bag?

What does Emma want to do?

Speaking

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

He’s got four brothers and a sister. She likes swimming. They’ve got brown hair.

6 Work in pairs. Draw some of your friends!

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

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

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

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

Stand on one leg! Touch your nose!
Uses of the present simple

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

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

Spelling rules
Verbs ending -ch, -o, -sh and -x add -es.
he/she/it watches, goes, loses, washes, relaxes
Verbs ending consonant + -y delete y and add -ies.
he/she/it studies, carries
Verbs ending vowel + -y add -s.
he/she/it plays, buys

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

*1 **11.1** Listen and repeat.
1 like, likes jump, jumps
2 finish, finishes catch, catches
3 hurry, hurries go, goes
4 do, does miss, misses
5 have, has sit, sits

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

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

*4 Circle the correct form.
- Ben and Clive (play) / plays badminton on Sundays.
1 I have / has a music lesson on Fridays.
2 David hate / hates shopping.
3 My mum understand / understands Spanish.
4 Plants need / needs water and sun light.
5 The Earth go / goes round the sun.
6 My dad goes / go to work by bus.
7 She study / studies history at school.
**5  11.3 Make sentences about Jack. Use the correct form of the verbs in the box. Listen and check.**

![Images of Jack in various situations](image)

- drink
- eat
- get
- go
- have
- put

**85**

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

- I live in Manchester.
  
  I don't live in Manchester.

- I go to bed at seven.
  
  I don't go to bed at seven.

- He has a maths lesson this morning.
  
  He doesn't have a maths lesson this morning.

- They go to school seven days a week.
  
  They don't go to school seven days a week.

- The sun shines at night.
  
  The sun doesn't shine at night.

- I love Monday mornings.
  
  I don't love Monday mornings.

- My school starts at eleven.
  
  My school doesn't start at eleven.
Questions and short answers

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Short answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I go?</td>
<td>Yes, I do. / No, I don’t.</td>
</tr>
<tr>
<td>Do you go?</td>
<td>Yes, you do. / No, you don’t.</td>
</tr>
<tr>
<td>Does he go?</td>
<td>Yes, he does. / No, he doesn’t.</td>
</tr>
<tr>
<td>Does she go?</td>
<td>Yes, she does. / No, she doesn’t.</td>
</tr>
<tr>
<td>Does it go?</td>
<td>Yes, it does. / No, it doesn’t.</td>
</tr>
<tr>
<td>Do we go?</td>
<td>Yes, we do. / No, we don’t.</td>
</tr>
<tr>
<td>Do you go?</td>
<td>Yes, we do. / No, we don’t.</td>
</tr>
<tr>
<td>Do they go?</td>
<td>Yes, they do. / No, they don’t.</td>
</tr>
</tbody>
</table>

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

Do you play basketball?
Yes, I do. I play at school.

1 Rob walk to school?
No, he ______. He goes by train.

2 you want to have lunch now?
Yes, I ______. Good idea!

3 the post office open on Sundays?
No, it ______. Sorry.

4 your parents like pop music?
Yes, they ______.

5 Tom like coffee?
No, he ______. He hates it!

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

1 Do you like pasta? Yes, I do / No, I don’t.

2 you and your friends send text messages?

3 your dad make your dinner?

4 you play the piano?

5 your mother work in an office?

6 your grandparents live near you?

7 we have science on Tuesdays?
Listen again and check your answers to exercise 11. Then ask and answer in pairs.

Listen and match the words with the pictures. Then sing!

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

2. Oh Tony he works very hard.
   He drives for miles and miles.
   But when he sees us in the street
   He always waves and smiles.

3. Tony gets up early.
   And puts on his postman’s hat.
   He eats his breakfast quickly
   And feeds his dog and cat.

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

5. Tony doesn’t like the rain.
   He stays inside his van.
   But when the sun shines, Tony smiles.
   He is a happy man.

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

Self-evaluation  Rate your progress.

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

Present simple
Use of the present continuous

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

<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 going</td>
<td>I'm going</td>
</tr>
<tr>
<td>You are going</td>
<td>You're going</td>
</tr>
<tr>
<td>He is going</td>
<td>He's going</td>
</tr>
<tr>
<td>She is going</td>
<td>She's going</td>
</tr>
<tr>
<td>It is going</td>
<td>It's going</td>
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<tr>
<td>We are going</td>
<td>We're going</td>
</tr>
<tr>
<td>You are going</td>
<td>You're going</td>
</tr>
<tr>
<td>They are going</td>
<td>They're going</td>
</tr>
</tbody>
</table>

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

1. We ________ fun. (have)

2. They _________. (not sleep)

3. He __________________. (not dance)

4. You ___________________. (not study)

5. It ___________________. (rain)
2 Use the verbs in brackets to say what the person is doing. Correct the sentences.

- He's drawing. (write)
  He isn't drawing. He's writing.

1 She's eating. (drink)

2 They're having breakfast. (play)

3 He's talking on the phone. (listen to music)

4 They're jumping. (swim)

5 He's sitting. (stand)

6 She's walking. (run)

3 12.1 Look at the picture and listen. Number the people in order.

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

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

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

5 12.3 Listen and number the sentences 1–5.

1 A woman is buying some fruit.

A baby is crying.

Some people are watching a football match.

A boy is running.

Some people are skiing.
6 **12.4** Listen to five more situations. After each one, say what's happening.

"Some boys are playing tennis."

7 **12.5** Listen and check your answers to exercise 6.

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

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

**Hi!**
How are you? We're on holiday but I'm not having a very good time. The weather's bad - it **isn't** raining. Dad's laptop. Mum and Dad **are** posting cards. I want to go home!
Bye for now
Josh

**Hi again**
We **are** having a great time now! The weather's great - it **is** shining. Lots of people **are** swimming! There's no football today.
See you soon
Josh

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

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

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

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

**Instant Messaging**

- **Sandy** Hi. **Are you doing** (you / do) your homework?
  
- **Rick** No, I'm not. I'm playing a game.
  
- **Sandy** (you / listen) to music too?
  
- **Rick** Yes, I... I've got a new album.
  
- **Sandy** (your parents / work) today?
  
- **Rick** No, they **aren't**. They don't work on Saturdays.
  
- **Sandy** (your brother / play) football this morning?
  
- **Rick** No, he **isn't**. There's no football today.
  
- **Sandy** Oh, it **isn't** (it / rain)?
  
- **Rick** Yes, it **is**. We're staying at home today.
**11** Work in pairs. Ask and answer questions about Rick from exercise 10.

- Rick / do / his homework?
  
  Is Rick doing his homework?

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

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

- you / wear / jeans today?
  Are you wearing jeans today?
  Yes, I am / No, I'm not.

  1. you / sit / next to a window?
  2. you / listen / to music?
  3. you / use / a pen?
  4. your best friend / sit / next to you?
  5. your teacher / smile?
  6. your friends / study?

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

not enjoy have look have ride sit wave not wave wear

Hi,

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

In this picture, Jack and Robbie are sitting on a London bus. They 1 ______ at Buckingham Palace. Jack 2 ______ to the Queen, but she 3 ______ to him!

I like this picture. I'm with my friend Emma. We 4 ______ lunch. I 5 ______ my new sunglasses.

We 6 ______ on the London Eye. Emma and I are happy, but Jack and Robbie 7 ______ it. They don't like flying! Well, how are you? Are you 8 ______ a good time? Write and tell me!
Complete the email below. Use the words in the box and your own ideas.

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

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

In this picture, my friends

I like this picture. I’m with

We
I’m not

Well, how are you?

Listen to ten questions and answer. Who can answer first?

No, I’m not!

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

A boy is … No, a man is …

A man is riding a bike? Correct!

Self-evaluation Rate your progress.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
Present simple and present continuous

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

**13.1 Circle the correct option. Listen and check.**

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

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

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

---

**Present simple**

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

**Present continuous**

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

**Present simple**

Ella **studies** maths at university.

**Present continuous**

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

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

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

We use the present continuous to talk about things in progress now. We often use it with **now** or **at the moment**.
2 Write sentences and questions. Use the present simple or present continuous form of the verb.

- Ben / have / a big breakfast every day.

  Ben has a big breakfast every day.

1 Sssh! The baby / sleep!

2 you / do / your homework at the moment?

3 I / not like / bananas.

4 We / live / at number 23.

5 the sun / shine / now?

6 We / have / lunch at 12.30 every day.

7 Jean / not / go / to school on Wednesday afternoons.

8 It / not rain / now.

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

- (get up)

  Do you get up at seven every morning?
  No, I don’t. I get up at nine on Saturdays.

1 (do)

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

2 (work)

  ____ your dad ____ in an office every day?
  No, he _____. He ____ ____ at home today.

3 (wear)

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

4 (listen)

  ____ you ____ to music every day?
  Yes, I _____. I ____ ____ to my favourite band right now.

5 (play)

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

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

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

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

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

3 He ________ (not wear) any shoes.

4 A cat ________ (sleep) on a chair.

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

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

7 He ________ (not like) tidying his room!
Look at the information in the table and make sentences about Clive, Julie, and Claire. Use the present simple and the present continuous.

### Clive
- a builder
- build / houses
- work / six days a week
- football, weekends
- spiders

**NOW**
- not work
- watch / TV
- drink tea
- eat pizza

### Julie and Claire
- shop assistants
- sell clothes
- work / five days a week
- fashion, pop music
- rain

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

13.3 Listen and check your answers to exercise 6.

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

**Clive**

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

**Julie and Claire**

Clive’s a builder. He

Julie and Claire

Complete the notes about you, then write sentences.

**About me**

I’m a student

I go to __________________ school.

_____  _____  _____

**NOW**

(sit)  _____  _____  _____

(wear)  _____  _____  _____

(study)  _____  _____  _____

I’m a student. I go to

_____  _____  _____

**At the moment, I’m**

_____  _____  _____

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

**My dad**

About him

postman

gets up at 5

_____  _____  _____

**NOW**

_____  _____  _____

My dad’s a postman. He ...

At the moment, he’s ...
Look at the photo and complete the text. Write the correct form of the verbs in the box.

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

This is a photo of my family. My sister Jenny is wearing a long skirt and a pink top. She's a student — she ___ 1 ___ to London University and she ___ 2 ___ History.

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

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

Self-evaluation  Rate your progress.

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

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

Sheep eat grass.
The sheep are standing in the field.
Mini-revision Units 11–13

Reading and writing

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

reads ˈrɛdz ˈs reading walks ˈs walking
work ɪək ˈs working teaches ˈtɛʧɪz ˈəren’t teaching

Kyle is a student. He reads a lot of books. Today he’s on holiday. He ________ in the mountains.

Joe is a postman. Every day he ________ round the town delivering letters. He ________ now. He ________ a book.

Speaking

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

He’s wearing a yellow T-shirt. They teach in a school.

Sid and Dan ________ in a school. Sid ________ French and Dan’s subject is maths. They ________ now. They’re having lunch.
Past simple: Be

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

Was and were: affirmative and negative

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

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

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

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long form</td>
<td>Long form</td>
</tr>
<tr>
<td>I was</td>
<td>I was not</td>
</tr>
<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>
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</tr>
<tr>
<td>You were</td>
<td>You were not</td>
</tr>
<tr>
<td>They were</td>
<td>They were not</td>
</tr>
</tbody>
</table>

*1 Circle the correct option

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

*2 Rewrite the sentences in the past simple.

- I’m not at home.
  
  I wasn’t at home.

- 1 They aren’t hungry.

- 2 Lucy isn’t here.

- 3 You and I are very lucky.

- 4 I’m busy.

- 5 You’re funny!

- 6 The weather is terrible.
**Was and were: questions and short answers**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was I ...?</td>
<td>Yes, I was. / No, I wasn’t.</td>
</tr>
<tr>
<td>Were you ...?</td>
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<tr>
<td>Was he ...?</td>
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</tr>
<tr>
<td>Was she ...?</td>
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</tr>
<tr>
<td>Was it ...?</td>
<td>Yes, it was. / No, it wasn’t.</td>
</tr>
<tr>
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<td>Yes, we were. / No, we weren’t.</td>
</tr>
<tr>
<td>Were you ...?</td>
<td>Yes, you were. / No, you weren’t.</td>
</tr>
<tr>
<td>Were they ...?</td>
<td>Yes, they were. / No, they weren’t.</td>
</tr>
</tbody>
</table>

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

- you / at your friend’s house / last night / were
  
  **Were you at your friend’s house last night?**
  Yes, I was.

1. your parents at home / yesterday / were
   
   No, they ______.

2. Tom / this morning / on the bus / was
   
   No, he ______.

3. it / sunny / was / last Saturday
   
   Yes, it ______.

4. in the team / were / last week / you
   
   No, I ______.

5. the shops / open / were / last Sunday
   
   Yes, they ______.

6. they / at the party / were / last night
   
   Yes, they ______.

**4** Listen. Underline the /wɔz/ sounds and circle the /wɔz/ sounds.

**Was it hot and sunny?**

No, it wasn’t. It was cold and it was wet. The weather was terrible.

**5** Listen and repeat.

1. **Was it a good film?**
   No, it wasn’t. It was boring.

2. **Was it a nice trip?**
   Yes, it was. It was great.

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

1. an easy exam?
   No / difficult

2. a long journey?
   Yes / terrible

3. a nice meal?
   Yes / fantastic

4. a beautiful place?
   No / ugly

5. a good book?
   Yes / interesting
Complete the questions with was and were.

Was it your birthday last week?
Yes, it was. It was my birthday last Wednesday.

Was at school yesterday?
No, Ted and Harry weren’t at school yesterday.

Was at home last night?
Yes, I was.

Was on the school bus this morning?
No, Julie wasn’t on the school bus this morning.

Was at the party last Saturday?
Yes, he was. Jack was there.

Was at Jack’s party?
No, we weren’t.

Was late for school yesterday?
Yes, I was.

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

Were Tim and Jenny in Paris on Monday?
Yes, they were. Was it sunny?
No, it wasn’t.

Were Tim and Jenny in Paris on Monday?
Yes.

Were Tim and Jenny in Paris on Monday?
Yes, they were.

Was it sunny?
No.

Was Tim and Jenny in Paris on Monday?
Yes.

Was it sunny?
No.

Were Tim and Jenny in Paris on Monday?
Yes.

Was it sunny?
No.
### There was and there were

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

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>There was a big cake!</td>
<td>There wasn't any ice-cream.</td>
</tr>
<tr>
<td>There were some nice sandwiches.</td>
<td>There weren't any crisps.</td>
</tr>
</tbody>
</table>

#### Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was there any music?</td>
<td>Yes, there was. No, there wasn't.</td>
</tr>
<tr>
<td>Were there any games?</td>
<td>Yes, there were. No, there weren't.</td>
</tr>
</tbody>
</table>

### Listening

*9 Listen to Tim talking about his holiday. Tick ✓ or cross ✗ the things in the box.

- swimming pool
- table tennis table
- computer room
- shops
- TV
- beach
- the sea
- mountains
- cafés
- restaurant
- museum

### Self-evaluation

Rate your progress.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<th>9</th>
<th>10</th>
<th>11</th>
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</thead>
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</tbody>
</table>
Past simple: regular and irregular verbs

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

Regular verbs: affirmative and negative

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

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

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

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

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

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>regular verbs</strong></td>
<td></td>
</tr>
<tr>
<td>base form + ed</td>
<td>didn’t (= did not) + base form</td>
</tr>
<tr>
<td>watched</td>
<td>didn’t watch</td>
</tr>
<tr>
<td>played</td>
<td>didn’t play</td>
</tr>
<tr>
<td>waited</td>
<td>didn’t wait</td>
</tr>
<tr>
<td>looked</td>
<td>didn’t look</td>
</tr>
<tr>
<td><strong>verbs ending vowel + consonant</strong></td>
<td></td>
</tr>
<tr>
<td>stop – stopped</td>
<td>didn’t stop</td>
</tr>
<tr>
<td>travel – travelled</td>
<td>didn’t travel</td>
</tr>
<tr>
<td>BUT snow – snowed</td>
<td>didn’t snow</td>
</tr>
<tr>
<td><strong>verbs ending -e</strong></td>
<td></td>
</tr>
<tr>
<td>dance – danced</td>
<td>didn’t dance</td>
</tr>
<tr>
<td>like – liked</td>
<td>didn’t like</td>
</tr>
<tr>
<td><strong>verbs ending consonant + -y</strong></td>
<td></td>
</tr>
<tr>
<td>hurry – hurried</td>
<td>didn’t hurry</td>
</tr>
<tr>
<td>carry – carried</td>
<td>didn’t carry</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Listen and repeat.

/t/ jumped, washed, looked, danced
/d/ played, studied, lived, listened
/id/ visited, wanted, needed, decided

Put the words into the correct lists. Then listen and check.

added arrived asked called cried laughed started waited walked

Listen and repeat, then practise in pairs.

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

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

Last Sunday, I stayed in bed, watched TV, listened to music and played computer games.
Irregular verbs: affirmative and negative

Many verbs have irregular past simple forms.

<table>
<thead>
<tr>
<th>Base form</th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>came</td>
<td>didn't come</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>didn't do</td>
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<td>get</td>
<td>got</td>
<td>didn't get</td>
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<td>go</td>
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<td>didn't go</td>
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<td>have</td>
<td>had</td>
<td>didn't have</td>
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<tr>
<td>make</td>
<td>made</td>
<td>didn't make</td>
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<tr>
<td>say</td>
<td>said</td>
<td>didn't say</td>
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<tr>
<td>see</td>
<td>saw</td>
<td>didn't see</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>didn't take</td>
</tr>
</tbody>
</table>

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

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

1. We ______ (have) a great time last weekend.
2. Joe ______ (see) an accident this morning.
3. They ______ (not go) to the cinema last night.
4. You ______ (do) a lot of homework last Saturday!
5. Mum ______ (make) some sandwiches for us.
6. I ______ (not have) breakfast this morning.
7. David ______ (take) a lot of photos last week.
8. I ______ (not get) your message yesterday.
10. I ______ (say) ‘hello’ to Sam when he went by, but he ______ (not see) me.

*Rewrite the sentences in the past simple.*

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

*Play in groups or round the class.*

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

I went to the cinema last Saturday.

I didn’t go to the cinema last Saturday.

I got your message yesterday.

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

My cousins didn’t come to my house at the weekend....
12 Look at the irregular verb table on page 144. Complete the sentences with the past simple form of the verbs in the box.

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

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

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

2. We were on holiday last week. I ____________ six postcards.

3. This dog hasn’t got a home. We ____________ it in the street.

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

5. I didn’t walk to school this morning. I ____________ the bus.

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

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

8. The children were thirsty and they ____________ lots of lemonade.

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

10. We didn’t go to Spain on holiday this year. We ____________ to Turkey.

Regular and irregular verbs: questions and short answers

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

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

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

- Did you enjoy the party?  c  
- 1. Did your parents come to the school concert?  __  
- 2. Did Bob go to Spain last summer?  __  
- 3. Did it rain yesterday?  __  
- 4. Did Julie have her music lesson yesterday?  __  
- 5. Did you and your brother take the dog to the park?  __  
- 6. Did I get the wrong answer?  __  

- a Yes, they did. They enjoyed it very much.
- b No, she didn’t. She had it last Saturday.
- c Yes, I did. It was great.
- d No, it didn’t. It was sunny.
- e No, you didn’t. You were right.
- f No, he didn’t. He went to Italy.
- g Yes, we did. It was fun.
Complete the questions with you and the verb in brackets and write answers. Ask and answer in pairs.

**Did you watch** (watch) TV last night?

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

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

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

**Did he** (catch) the bus?  **No, he didn't.**

Unit 15  73
Cover exercise 17. Practise telling the story in pairs.

Ted didn’t want to do his homework...

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

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

Hi!
I had a terrible day today.
(It / start / yesterday – I / do / a bad thing)
It started yesterday –

(I / not do / my homework. I / go / to a football match, and I / have / a great time)

(There / be / TV cameras, but I / not see / them)

(My teacher, Mr Jones, / watch / the match last night. He / see / me on TV)

(This morning I said to him, ‘I / have / a headache last night and I not / do my homework.’)

(He asked / ‘you / get / your headache at the match?’)

(I / say / ‘Sorry’, of course but he / be / very angry. He / not laugh)

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

Work in pairs or groups. Say a number and a letter from the table below. Another student makes a sentence in the past simple with the verb in that box.

A correct sentence = 1 point.
A correct and true sentence = 2 points!

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>go</td>
<td>watch</td>
<td>make</td>
<td>come</td>
<td>open</td>
</tr>
<tr>
<td>B</td>
<td>phone</td>
<td>be</td>
<td>listen to</td>
<td>do</td>
<td>work</td>
</tr>
<tr>
<td>C</td>
<td>wait</td>
<td>arrive</td>
<td>enjoy</td>
<td>say</td>
<td>take</td>
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<tr>
<td>D</td>
<td>be</td>
<td>carry</td>
<td>want</td>
<td>get up</td>
<td>play</td>
</tr>
<tr>
<td>E</td>
<td>have</td>
<td>kick</td>
<td>see</td>
<td>look for</td>
<td>get</td>
</tr>
</tbody>
</table>

Self-evaluation Rate your progress.

I wanted to stay in bed this morning. SAD
I played a computer game last night.

74 Past simple: regular and irregular verbs
Reading and writing

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

2. Was there any food?
   a. Yes, there is.
   b. Yes, it was.
   c. Yes, there was.

3. Did you enjoy it?
   a. Yes, it was great.
   b. Yes, I like it.
   c. Yes, I do.

4. Did you see Tim and Danny there?
   a. No, I didn't see.
   b. No, I didn't.
   c. No, they didn't.

5. Were your parents there?
   a. Yes, they were.
   b. Yes, there were.
   c. Yes, they were my parents.

6. Did you stay until the end?
   a. Yes, I stayed.
   b. Yes, I did.
   c. Yes, I was.

Listening

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

   - Monday
   - Tuesday
   - Wednesday

   - Monday
   - Tuesday
   - Wednesday

Speaking

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

   Jack went to the beach on Saturday.
   He played with his friends.
   It was a nice day.
   He had a great time.
Reading and writing

1 Choose the best answer.

Joe  Do you like cheese?
Daisy  Yes, I ______.
  a  like
  b  am
  c  do

1 Joe  ______ home now?
  a  Are you going
  b  Do you go
  c  Am I going

Daisy  No, I’m not.

2 Joe  What’s your dad’s job?
  a  teach
  b  ’s teaching
  c  ’s a teacher

Daisy  He ______.

3 Joe  Does your brother go to school?
  a  isn’t
  b  doesn’t
  c  don’t

Daisy  No, he ______.

4 Joe  Did you have a nice time yesterday?
  a  is
  b  were
  c  was

Daisy  Yes, thanks, it ______ great.

5 Joe  Did Sam do his homework last night?
  a  doesn’t
  b  didn’t
  c  don’t

Daisy  No, he ______.

2 Complete the story with the words below.

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

3 Listen and tick ✓ the best answer.

Where did Polly have her picnic?

1 What did they eat?

2 What does Polly do every Saturday?

3 Which is Polly’s T-shirt?

4 What’s Polly’s brother doing?

5 Where is Polly’s grandmother?

Speaking

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

The girls didn’t have a picnic in the park. They didn’t have a picnic in the garden. They had a picnic in the living room.
There are two kinds of questions:

- **Yes/no questions.**
  - *Do you like chocolate? Yes, I do.*
  - *Did Tom enjoy the party? No, he didn’t.*

- **Wh- questions.** These begin with question words like *who, whose, what* and *which.*

<table>
<thead>
<tr>
<th>Questions about people</th>
<th>who</th>
<th>Who sits next to you in class?</th>
<th>Sam.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Who are those people?</td>
<td>My friends.</td>
</tr>
<tr>
<td>Questions about possession</td>
<td>whose</td>
<td>Whose book is this?</td>
<td>It's mine.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whose CDs are those?</td>
<td>They’re John’s.</td>
</tr>
<tr>
<td>Questions about things</td>
<td>what</td>
<td>What are you doing?</td>
<td>I’m doing my homework.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What’s that?</td>
<td>It’s an MP3 player.</td>
</tr>
<tr>
<td>Questions about choices (people or things)</td>
<td>which</td>
<td>Which boy is your brother?</td>
<td>That boy, over there.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(I can see several boys.)</td>
<td>The blue one.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Which jacket is yours?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(I can see several jackets.)</td>
<td></td>
</tr>
</tbody>
</table>
**1 16.1 Listen and repeat. Then practise in pairs. Change the words in red.**

1  
**Hi, I'm Joe. What's your name?**

**Hi, Joe. I'm Harry.**

2  
**Which class are you in?**

**Class 3.**

3  
**Whose class is this?**

**It's Mrs Black's.**

4  
**Who's your favourite actor?**

**Rupert Grint.**

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

**Who's your best friend? f**

1  **Whose shoes are these?**  a

2  **What's your phone number?**  b

3  **Which desk is Tom's?**  c

4  **What's your favourite colour?**  d

5  **Whose coat is on the floor?**  e

6  **There's a blue scarf and a yellow one – which is yours?**  f

a  579298
b  This is his, here.
c  Blue.
d  They're Ben's.
e  The blue one.
f  Jodie.
g  It's mine. Sorry.

**3 Circle the correct question word.**

**Who's / Whose / Who is this bag – yours or Nessa's?**

1  **What / Who is your teacher's name?**

2  **Which / What is your bag?**

3  **Who / Whose are these books?**

4  **Which / What is the answer to question 1?**

5  **Who / Whose sits next to you in class?**

6  **Which / What hand do you write with?**

7  **What / Who is that boy?**

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

**What's your surname?**

1  Chocolate cake or lemon cake?  Which

2  _ teaches you maths?

3  _ do you do on Saturdays?

4  _ is the President of the USA?

5  _ home is Buckingham Palace?

6  _ is the capital of France?

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

**What's your surname?**  

**Clark.**

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

**Who who which what what whose whose**

**Whose bike is that?**  (bike)

It's Sarah's.

1  _ is my friend.

2  _ teaches you maths?

3  _ do you do on Saturdays?

4  _ is the President of the USA?

5  _ home is Buckingham Palace?

6  _ is the capital of France?
Expressions with what ...

* 7 16.2 Listen and repeat.
1 What's the weather like? It's raining.

2 What's (John) like? He's very nice.

3 What's the matter? Nothing. I'm fine.

4 What's the time? Six o'clock.

5 What about having lunch now? Good idea.

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

Are you OK, Sam? What's the matter?
Nothing. I'm OK, thanks.
1 ___________ in London at the moment? The sun's shining!
2 ___________, Jenny? It's half past nine. Hurry up!
3 ___________? Is there a problem? Well, yes – I'm hungry!
4 ___________? Maya? She's very friendly. I like her.
5 ___________ watching a film? Yes, let's do that!
6 ___________? Terrible. It's cold and wet.

* 9 GAME Play in pairs. Student A turn to page 136 and student B turn to page 139. Take turns to ask questions and find the answers.

What's the weather like?
It's hot and sunny.

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

Self-evaluation  Rate your progress.

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<thead>
<tr>
<th>1</th>
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<tbody>
<tr>
<td>😊</td>
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<td>😊</td>
</tr>
</tbody>
</table>

Question words: Who, whose, what, which
Question words: Where …? When …? Why …? How …?

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

Where, when, why, how

<table>
<thead>
<tr>
<th>Questions about reason</th>
<th>why</th>
<th>Why are you laughing?</th>
<th>Why do you need an umbrella?</th>
<th>(Because) this book is funny. (Because) it’s raining!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions about time</td>
<td>when</td>
<td>When does this lesson end?</td>
<td>When did you go to France?</td>
<td>At twelve o’clock. Last summer.</td>
</tr>
<tr>
<td>Questions about manner</td>
<td>how</td>
<td>How do you go to school?</td>
<td>How did he know the answer?</td>
<td>I walk. He used the internet!</td>
</tr>
</tbody>
</table>

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

1. Where’s your bag? It’s under the desk.
2. Why do you study English? Because I like it.
3. When’s your birthday? April 15th.
Circle the correct option.

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

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

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

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

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

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

Expressions with how

A lot of expressions begin with how.

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

We use **How about** to make suggestions. It means the same as **What about** and Let’s.
Listen and repeat.

How are you? I'm fine, thanks.

How old are you? I'm 13.

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

How about (playing) a game of cards? Good idea.

No, thanks.

How are you? I'm -fine, thanks.

Very well. And you?

Very well. An¿ and you?

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

How about (playing) a game of cards? Good idea.

No, thanks.

Write one word in each gap.

How old are you, Kate?

1 How do you spell your surname, Harry?
2 How is your brother?
3 How a drink?
4 How going to the cinema?
5 I'm fine. ______ you?

Match the questions in exercise 6 with the correct answers a–f. Listen and check.

How old are you, Kate?

1 How do you spell your surname, Harry?
2 How is your brother?
3 How a drink?
4 How going to the cinema?
5 I'm fine. ______ you?

How about (playing) a game of cards? Good idea.

No, thanks.

Choose the correct answer.

When does school start?

a At 8.30.
b In Birmingham.
c Yes, it does.

1 Why are they running?

a Because they're late for school.
b Yes, they are.
c They're going home.

2 How about some music?

a I don't like it.
b Yes, good idea.
c I like pop music.

3 How are you?

a Yes, I am.
b How do you do?
c Fine, thanks.

4 When's your birthday?

a Tomorrow!
b No, it isn't.
c No, it's John's.

5 How do you go to school?

a Every day.
b I walk.
c In London.

6 How is your brother?

a He's twelve.
b I'm fine, thanks.
c He's fine.

Complete the questions, then ask and answer in pairs.

How are you?

1 ______ do you spell your surname?
2 ______ old are you?
3 ______ do you live?
4 ______'s your birthday?
5 ______ do you go to school?

How are you? I'm fine, thanks.
10 Read the answers, and write the questions. Start each question with how, when, why or where.

**1** When do you get up? I get up at seven.

**2** My name? J-O-S-H.

**3** I’m hungry because I didn’t have any breakfast.

**4** The shops close at 5.30.

**5** I do my homework in my bedroom.

**6** Good idea. Which DVD do you want to watch?

11 Listen and check your answers to exercise 10.

12 Read and listen. Then sing!

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

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

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

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

Self-evaluation Rate your progress.

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</table>

Question words: Where, when, why, how
Question words: How much ...?, How many ...?

I can recognize and use How much and How many.

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

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

A lot means the same as lots. We use a lot with both countable and uncountable nouns. There are a lot of students. There's a lot of milk.

(See Unit 3 for more about uncountable and countable nouns.)

1 Put the words in the correct column.

- children
- desks
- eggs
- meat
- men
- money
- rice
- tea
- teachers
- water

<table>
<thead>
<tr>
<th>How much...?</th>
<th>How many...?</th>
</tr>
</thead>
<tbody>
<tr>
<td>children</td>
<td></td>
</tr>
</tbody>
</table>

2 Choose the correct word.

- How much / many chairs are there?
- 1 How much / many homework have you got?
- 2 How much / many butter is there?
- 3 How much / many brothers has Tom got?
- 4 How much / many chocolate have you got?
- 5 How much / many was your new watch?
- 6 How much / many are the biscuits, please?
Work in pairs. Ask and answer questions about the prices of the things below.

- crisps 80p
- milk £1.50
- lemonade £2.00
- bananas 60p each
- chocolate £1.35
- sweets 20p each

- How much are the crisps? 80p. How much is the lemonade?

Complete the dialogues with much or many.

1. How ____ cheese is there in the fridge?
   - A lot.

2. How ____ people were at the concert?
   - Not ____.

3. How ____ ice cream is there?
   - Not ____.

4. How ____ photos did you take?
   - Ten.

5. How ____ books are in your bag?
   - Lots.

6. How ____ are the pens?
   - They’re £3.50.

7. How ____ sugar have we got?
   - None.

8. How ____ girls are in your class?
   - Twelve.

9. How ____ is this book?
   - £5.50.

10. How ____ apples are there?
    - None.

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

Question words: How much, how many
How much are the pencils?  
1. How much is the lemonade?  
2. How many biscuits are there?  
3. How much orange juice is there?  
4. How many pencils are there?  
5. How much milk is there?  
6. How much are the biscuits?  
7. How much is the orange juice?  
8. How much water is there?  

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

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

- pencils £1.25 each  
- notebooks £2.00 each  
- pencil cases £5.00  
- rulers £2.50  
- postcards 75p  
- bottle of lemonade £1.50  
- carton of orange juice £1.00  
- pot of tea £2.00  
- biscuits 50p each  
- cakes £2.25 each

How much are the notebooks?  
- £2. How many notebooks are there?
8 Look at the picture and complete the questions. Write How much or How many.

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

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

How many people are skating?

Eleven. How much bread is there?

A lot.

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

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

12 Write more How much/How many questions about the picture. Use the ideas in the box or your own ideas.

... girls are skating? ... food is there?
... people are in the picture?
... ducks are there? ... snow is there?
... children are skating?
... is the bread? ... coffee is there?

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

1 Choose the best answer.
   - What about a game of table tennis?
     a  Yes, OK. Good idea.
     b  Yes, I do.
     c  Yes, there is.

1 How much money have you got?
   a  Yes, I've got some money.
   b  Yes, I have.
   c  £2.50

2 How do you go to school?
   a  every day
   b  by bus
   c  in London

3 What's the matter?
   a  Nothing, I'm fine.
   b  No, there isn't.
   c  none

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

5 How much are the biscuits?
   a  There are six.
   b  50p each
   c  not many

6 How about an ice cream?
   a  That's £3, please.
   b  Yes, there are.
   c  Yes, please.

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

<table>
<thead>
<tr>
<th>How</th>
<th>What</th>
<th>Where</th>
<th>Which</th>
<th>Whose</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi! <strong>How</strong> are you?</td>
<td>I'm fine, thanks.</td>
<td></td>
<td></td>
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<tr>
<td>1 <strong>_____</strong> jacket is that?</td>
<td>It's Jenny's.</td>
<td></td>
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<tr>
<td>2 <strong>_____</strong> bag is yours?</td>
<td>The black one, there.</td>
<td></td>
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<tr>
<td>3 <strong>_____</strong> is your book?</td>
<td>It's on the teacher's table.</td>
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<tr>
<td>4 <strong>_____</strong> does John need the computer?</td>
<td>Because he wants to write an email.</td>
<td></td>
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<tr>
<td>5 <strong>_____</strong> would you like for lunch?</td>
<td>Pasta, please.</td>
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</table>

3 **Listen and complete the sentences.**

- I talked to Joe Ashton. He lives in **London**.
- He's **1** years old.
- He's got **2** brothers.
- Joe is in Class **1**.
- His favourite subject is **4**.
- His English teacher is **5**.
Listening

4  R10.2 Listen and colour and write.

Speaking

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

how  how many  how old  what  when

Name? __________
Age? __________
Birthday? __________
Brothers/sisters? __________
Favourite subject? __________

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

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

How many oranges are there?
What colour is the man's scarf?
How much are the potatoes?
I can recognize and use **can** and **could** for ability, permission and requests.

### Can and could: ability

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<tr>
<th>Affirmative</th>
<th>Negative</th>
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<tr>
<td><strong>Present</strong></td>
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<tr>
<td>I can play the drums.</td>
<td>I can’t play the piano.</td>
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<tr>
<td>Einstein could speak German and English.</td>
<td>He couldn’t speak Japanese.</td>
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<tr>
<td><strong>Past</strong></td>
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</tbody>
</table>

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

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

1. **I can** read.
2. Mozart _____ read music.
3. Shakespeare _____ send text messages.
4. I _____ speak Chinese.
5. Michael Jackson _____ sing and dance.
6. I _____ count to ten in English.

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

<table>
<thead>
<tr>
<th>Chris now</th>
<th>Chris age 5</th>
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<tbody>
<tr>
<td>swim ✓</td>
<td>dance ✓ play a musical instrument ✓</td>
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</table>

<table>
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<tr>
<th>Jane and Laura now</th>
<th>Jane and Laura age 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>speak French and English ✓ speak Italian ✗</td>
<td>write their names ✓ read ✗</td>
</tr>
</tbody>
</table>

- Chris **can** swim. He **can’t** ski **.**
- Young Chris **could** _____. He _____ play a musical instrument.
- Jane and Laura _____ speak French and English. They **can’t** _____ Italian.
- Young Jane and Laura _____ write their names. They **couldn’t** _____.

---

*Unit 19 91*
Questions and short answers

Can you speak Spanish?  Yes, I can.
No, I can’t.

Could you speak Spanish last year?  Yes, I could.
No, I couldn’t.

*3 Complete the questions and answers.

1. Can Lee swim?  Yes, he can.

2. Can you ski last year?  No, I can’t.

3. Can your brother ride a bike?  No, he can’t. He’s only three!

4. Can you understand the lesson yesterday?  Yes, I can.

5. Can you do this crossword puzzle?  No, we can’t. It’s really difficult.

6. Can you see the board, Tom?  No, I can’t.

Can, could

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

Can you juggle?

No, I can’t. Can you?

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

Could you swim?

No, I couldn’t. Could you?

Work in pairs. Ask and answer questions with can.

Can you see the board, Tom?

No, I can’t.

Can you understand English last year?

Yes, I can.

1. juggle?

2. dive?

3. stand on your head?

4. say the alphabet in English?

5. play a musical instrument?

Work in pairs. Ask and answer questions with can.

Can you see the board, Tom?

No, I can’t.

Can you understand English last year?

Yes, I can.

1. swim?

2. read?

3. dance?

4. sing?

5. use a computer?
Can and could: permissions and requests

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

We use can or could to ask for permission.

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

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

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

a OK. What’s the problem?
b Yes, sure. Here they are.
c Yes, sure. Cheese or egg?
d Yes. It’s 6 o’clock.
e OK, but hurry up!
f No, you can’t. Sorry. I need it.
Work in pairs. Read the situations. Ask your partner for permission to do something, or make a request.

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

  Can I open the window, please?
  
  Yes. Sure.

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

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

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

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

Can I share your book, please?

Sure. No problem.

Self-evaluation  Rate your progress.

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Must, have to and shall

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

Must, mustn’t

We use must and mustn’t to talk about rules and laws, or to give strong advice.
You must do it. (It’s necessary, it’s the rule or law.)
You mustn’t do it. (It’s against the rule or law.)

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

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drivers must drive</td>
<td>Drivers mustn’t drive</td>
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<tr>
<td>on the left in the UK.</td>
<td>on the right in the UK.</td>
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<tr>
<td>I must remember Jack’s birthday.</td>
<td>I mustn’t forget Jack’s birthday.</td>
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</table>

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

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

1. You mustn’t pick the flowers.
2. You must walk on the paths.
3. You mustn’t use the bins.
4. You mustn’t light fires.
5. You mustn’t take photos.

*2 Make true sentences. Complete the sentences with must or mustn’t.

1. In the UK, drivers must drive on the left.
2. We must listen to our teachers.
3. You must pay for things in shops.
4. You must copy your friend’s homework.
5. Drivers mustn’t text and drive.
6. It’s very cold. I must find my scarf.
Have to is very similar to **must**. We use it to talk about things that are necessary. 

**You have to do it.** = It's necessary. It's the rule.

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

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

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

*1 to / I / clean my teeth / have / after breakfast
   I have to clean my teeth after breakfast.*

1 finish our homework / have / this evening / to / we

2 go to his music lesson / this afternoon / Paul

3 go home now / you

4 Mandy / make lunch today / to

5 help their mum today / Tim and Ella / have
**4 Use** **have** **to** and **has** **to** **to** **make** **questions** **and** **short** **answers.**

How much do you have to pay for a ticket?

£5.

Ben to wash the dishes?

No, he doesn’t.

we to wear our best clothes today?

Yes, you do.

Where I have put my homework?

On the teacher’s table.

John to do an exam?

Yes, he does.

we have finish the salad?

Yes, you do.

What time you have go home?

Eight o’clock.

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

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

Do you have to get up early at weekends?

No, I don’t.

you / have to / work / this evening?

what time / our teacher / have to / get / to school?

I / have to / do / the next exercise / too?

what / you / have to / do / after this lesson?

we / have to / come / to school / tomorrow?

our teacher / have to / teach / all the classes / in the school?

**6 Game**

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

policeman  actor  teacher  shop assistant  taxi driver  pop star  builder  vet

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

Do you have to work at weekends?  
Yes, I do.

Do you have to wear a uniform?  
No, I don’t.

Are you a doctor?  
No, I’m not.

Do you work with animals?  
Yes, I do.

Are you a vet?  
Yes, that’s right!
Had to

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

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they must/have to study today.</td>
<td>I/you/we/they had to study last week.</td>
</tr>
</tbody>
</table>

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

1 I must go home.  
   I had to go home.

2 They have to stay at school.

3 She must clean her room.

4 Jack has to go out.

5 We must be careful.

6 My parents have to work.

8 Ben had a busy day yesterday. Look at the list and say what he had to do.

He had to take the dog for a walk.

take dog for walk ✓
go to supermarket for mum
do maths homework
clean room

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

clean room  do homework  go shopping
wash up  walk to school  help mum/dad
make breakfast  go shopping

I had to make breakfast yesterday.
**Shall for offers**

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

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

- Picture five.

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

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

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

- Shall I lay the table?
- Yes, please. Thanks.

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

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

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

**Self-evaluation Rate your progress.**

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<td>10</td>
<td>11</td>
<td>12</td>
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</tbody>
</table>
Reading and writing

1 Complete the sentences. Choose from the box.
   can’t couldn’t had has have mustn’t Shall

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

2 Choose the correct words to complete the story.

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

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

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

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

3 \(\text{R11.1}\) Jack and his mum are at the zoo. Listen and tick \(\checkmark\) the best answer.

- What can Jack do?

1 Which picture is wrong?

2 What do they decide to do now?

3 What does Jack want?

4 Which book does Jack choose?

Speaking

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

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

Rosie’s dad gets up at six every day. He has to ...
Prepositions of place

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

1. Work in pairs. Cover the words in the presentation. Point at the pictures. Your partner says where the cat is.
   - The cat is under the chair.

2. 21.1 Find a pen. Listen and put the pen in the correct place.
   - Put the pen in a bag.

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

4. 21.2 Look at the pictures. Listen and repeat.
   - John is opposite Dave.
   - John is in front of Dave.
   - Sue, Jo and Pat are all near Emma.
   - Sue is next to Emma.
5 **21.3 Look at the pictures and complete the sentences with prepositions. Then listen and check.**

- on the desk
- 1 on the desk
- 2 on the bag
- 3 on the board
- 4 on the door
- 5 on the station
- 6 on the station
- 7 on the man
- 8 on the tree
- 9 on the house and the post office

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

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

7 **Circle the correct answer.**

- Is it under that desk?
- Is it in your bag?
- Is it near me?

8 **GAME**

- No, it isn’t.
Prepositions of time

- on + days, dates
  - on Monday
  - on my birthday
  - on New Year’s Day
  - on the twelfth of April

- at + exact times
  - at 6.15
  - at lunch time
  - at half past four
  - at break time

- in + periods of time
  - in 2050
  - in the spring, in the summer,
  - in the autumn, in the winter
  - in July, in March, in October

We use on, at, and in to talk about times and dates.

Note:
- on (Thursday) morning/afternoon/evening
- in the morning, afternoon, evening
- at night
- at the weekend

**9** Match the phrases 1–5 with the time expressions a–f. Listen and check.
- Our party is on _____________.
- The bus leaves at _____________.
- Do you make your bed in _____________.
- The weather is great in _____________.
- Where do you go at _____________.
- Do we have science on _____________.

- a the morning?
- b lunch time?
- c nine o’clock.
- d Tuesday?
- e the third of July.
- f the summer.

**10** Write on, at or in.
- I’d like to go to Paris _____________.
- Lunch is _____________.
- Let’s meet _____________.
- Harry does his homework _____________.
- My brother was born _____________.
- We swim in the sea _____________.
- Last year we went skiing _____________.

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

1. My birthday is on _____________.
2. I was born in _____________.
3. I don’t go to school on _____________.
4. I have lunch at _____________.
5. It doesn’t snow in _____________.
6. I clean my teeth in _____________.
7. I started school in _____________.
8. Lessons start at _____________.

104 Prepositions of place and time
We use **after** to talk about the order of events.

*My birthday is the day after my sister’s.*

Let’s *meet the day after tomorrow.*

Note where we put the comma.

**After** lunch, we went shopping.

*We went shopping after lunch.*

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

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

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

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

**12** Read the sentences. What happened first?

Write 1 and 2 in the correct place.

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

**Self-evaluation**

Rate your progress.

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*Unit 21 105*
Revision 6

Unit 21

Reading and writing

1 Choose the best answer.
   ▶ Our house is ______ the park.
     a ☑ near
     b ☐ between
     c ☐ at
   1 The party starts ______ six o'clock.
     a ☐ in
     b ☐ on
     c ☐ at
   2 Mum and Dad are ______ the living room.
     a ☐ in
     b ☐ at
     c ☐ on
   3 We have a holiday ______ the summer.
     a ☐ at
     b ☐ in
     c ☐ on
   4 May's birthday is ______ Tuesday.
     a ☐ at
     b ☐ in
     c ☐ on
   5 School starts ______ 8.30.
     a ☐ at
     b ☐ in
     c ☐ on

2 Complete the sentences with at, in or on.
   ▶ Her birthday is on ______ Saturday.
     1 ______ the summer, I go swimming after school.
     2 He has a guitar lesson ______ lunch time.
     3 My dad was born ______ 1970.
     4 The film starts ______ 7.30. Don't be late!
     5 My baby brother usually goes to sleep ______ the afternoon.
     6 I go out with my friends ______ the weekend.

Listening

3 R12.1 Listen and tick ☑ the best answer.
   ▶ Where are the glasses?
     a ✗
     b ☑
     c ✗
   1 Where do they meet?
     a a
     b ☑
     c c
   2 Which boy is Tom's cousin?
     a a
     b c
     c b
   3 What does Joe do on Saturday afternoons?
     a a
     b c
     c b
   4 Which cake does Sally choose?
     a b
     b c
     c a

Speaking

4 Look at the first four questions in exercise 3. How are the pictures different? Tell your partner.
   "In the first picture, the glasses are in the bag. In the second picture, they're ..."
22 Indirect objects

I can recognize and use verbs with indirect objects.

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

<table>
<thead>
<tr>
<th>Verb</th>
<th>Person</th>
<th>Thing</th>
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<tr>
<td>Give</td>
<td>John</td>
<td>the book.</td>
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<td>Can you lend</td>
<td>me</td>
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<td>Jack showed</td>
<td>his parents</td>
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<td>Take</td>
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<td>a cup of tea.</td>
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<td>He teaches</td>
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<td>I'm writing</td>
<td>Sara</td>
<td>a message.</td>
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OR

<table>
<thead>
<tr>
<th>Verb</th>
<th>Thing</th>
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<td>Give</td>
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The verb tell can have two objects but we can only make sentences in one way.

Tell me the time. ✔️ Tell the time to me. ✗

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

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

*2 22.2 Tick ✔️ if the sentence is correct or add to in the correct place.

1. Uncle Bill always sends me a birthday present. ✔️
2. Who teaches you science? ✗
3. Please take this note Anna. ✗
4. Did you write Claire a letter? ✗
5. Please lend your bike Jim. ✗
6. Did Jan give her chocolate you? ✗
**Write each sentence in a different way.**

1. I'm sending a message to my brother.
2. I like that song. Can you teach me it, please?
3. I've got a new computer. Shall I show it to you?
4. Could you give these books to the teacher?
5. Please take this note to your parents.
6. Ben writes a letter to his penfriend every week.

**Put the words in brackets in the correct place in the sentences.**

1. I want to give a present. (Sue)
   I want to give Sue a present.
2. Can you write a note, please? (Jack)
3. Let's tell our idea. (Mum)
4. My dad is teaching French. (me)
5. Can you tell your address? (Mr Black)
6. Please lend your ruler. (to him)
7. Can you show the answer? (to the class)
8. I like telling stories. (my little sister)

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

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

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

1. You don't know what the maths homework is. (tell)
   Please tell me about the maths homework.
   Not now. I'm too busy.
   OK.
2. You want to borrow five euros. (lend)
3. Your partner has some delicious cake. (give)
4. You would like your parents to see your partner's new bike. (show)
5. Your partner knows a great song in English. (teach)
6. You have a message for your partner's teacher. (give)
**GAME**

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

- show
- tell
- give
- lend
- teach
- take

**Underline all the verbs that take two objects.**

Show me your homework!

Tell me the time.

Give me your pen.

Show the class your bag.

Tell us your favourite colour.

---

**22.2**

Read and listen to the song.

Bye!
See you soon!
Have a good time!

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

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

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

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**Self-evaluation**

Rate your progress.

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**Relative pronouns: who, which and where**

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

**Who, which and where**

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

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

A dictionary is a book **which** explains words.

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

This is the house **where** I was born.

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

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

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

1. **the man / is / who / Tim Berners-Lee / invented the internet**

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

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

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

4. **who / was / the person / Alexander Fleming / discovered penicilllin**

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

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

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

8. **who / A dentist / people's teeth / a person / looks after / is**
2 Complete the sentences with who, which or where.
   • Look! There’s the girl who was on TV.
   1 Sam’s got a phone which speaks to him.
   2 I know a place where you can get fantastic cakes.
   3 I’ve got a friend who speaks three languages.
   4 Where’s the key which opens the cupboard?
   5 I need a quiet room where I can study.
   6 I’ve got three tops and I don’t know which one to wear!

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

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

• Who was Marconi?
  He was the man who invented the radio.

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

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

5 Play in groups or as a class. Read the descriptions. Who can say the correct answer first?
   1 This is the country which won the last football World Cup.
   2 This is a bird which lives at the Antarctic and can’t fly.*
   3 This is a country where there are volcanoes.*
   4 This is a student who is wearing something blue.
   5 This is a teacher who lives near the school.
   6 This is a shop where you can buy English books.
   7 This is an animal that sleeps all winter.*
   8 This is an area where coffee grows.*

   * (Check your answers on page 136)

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

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

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

No.
Is it a shark?

Yes!
Is it a crocodile?

Self-evaluation Rate your progress.

1
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7

Unit 23 111
Mini-revision  Units 22–23

Reading and writing

1 Read and choose the correct words.

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

On Wednesday morning, Jess went to school. Her teacher said, 'Please give me/to me/me to your stories, Class Six.' Jess looked in her bag and took out a homework book. She was very surprised because it wasn’t hers! Jess showed the book at/to/for her teacher.

'I think I know the person who/which/were has my book,' she said.

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

Listening

2 Listen and draw lines.

Speaking

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

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

Hattie.

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

Jess and her brother did their homework in the kitchen.

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

We use to + base form to talk about purpose.

1 Match 1–6 with a–g.

- We go to school
- I do exercise
- I use my phone
- My mum goes to the supermarket
- You need a sweater
- I must hurry
- I use a dictionary

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

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

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

- Noah went to the park to play football.
- Ella stayed at home __________.
- I'm putting on my shoes __________.
- Amy's going to the baker's __________.
- Dad gets a newspaper __________.
- Stuart uses a computer __________.
Johnny went to market to sell some bread, to sell some bread, to sell some bread.
He sold the bread to earn some money, to earn some money, to earn some money.
He needed the money to buy more seeds, to buy more seeds, to buy more seeds.
He used the seeds to grow some corn, to grow some corn, to grow some corn.
He used all the corn to make more bread, to make more bread, to make more bread.
Johnny went to market to sell some bread, to sell some bread, to sell some bread.

**Self-evaluation** Rate your progress.

1  
2  
3  

114 to + base form for purpose
Conjunctions: and, but, or and because

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

And, but, or

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

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

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

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

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

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

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

- My favourite subject is English but I don't really like science.
- My favourite subject is _______ but I don't really like _______.
- I'd like to study _______ or _______ next year.
- I had _______ and _______ for breakfast this morning.
- I like watching _______ on TV and I like _______, too.
- I can _______ but I can't _______.
Because

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

*4 Complete the sentences with your own ideas. Tell the class.
   1 I like weekends because ____________________.
   2 My favourite singer/band is ____________________ because ____________________.
   3 I don’t watch ____________________ on TV because ____________________.

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

Hi Cathy,
How are you? I am writing because I know it’s your birthday tomorrow. Sam ________ I have got a present for you. It’s only small ________ it’s nice! Can we come to your house in the morning ________ the afternoon?
I must go now ________ mum is calling me. It’s dinner time ________ the food is on the table!
Please email ________ text soon!
Love Jackie

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

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

Tom didn’t go to school and he didn’t do his homework.
Tom didn’t go to school but he went shopping.
Tom didn’t go to school or football practice.
Tom didn’t go to school because he had a headache.

Self-evaluation
Rate your progress.

1 2 3 4 5 6
We use *when* as a conjunction to join two actions. The *when* clause can be the first or second clause in a sentence. If the *when* clause comes first in a sentence, it is followed by a comma.

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

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

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

- When I was a baby  
  \[ a \text{ he was very bad at it.} \]
- You didn't do any work  
  \[ b \text{ I spoke French every day.} \]
- She didn't like coffee  
  \[ c \text{ when you were on holiday.} \]
- When we lived in France  
  \[ d \text{ when she was young.} \]
- When he started the piano  
  \[ e \text{ I couldn't walk or talk.} \]
3 Write two sentences with *when* for each picture. Use the words in brackets and the phrases in the box.

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

1 (Ben)

2 (the children)

3 (Anna)

4 (my friends)

5 (the film)

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

*When Toby got home, he looked in the fridge.*
**5 Look at the pictures in the story.**
Find the things in the box.

- park
- wallet
- money
- police station
- bike

Tom wasn’t happy. He needed some money to buy a new bike.
Last Saturday, he went to the park.

Tom wasn’t happy. He needed

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

**6** 26.1 Now look at the pictures, read and listen.

**7** Work with a partner. Take turns to tell the story. Use the pictures and the words in the boxes below and exercise 5 to help you.

- sat down
- saw
- took
- asked for
- came
- gave
- surprised
- opened

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

Tom wasn’t happy. He needed

‘Thank you very much,’ said the man.
‘It was my wallet.’
Reading and writing

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

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

2 Choose the correct answer.

- Tom  Why are you going to the shop?
  - Sam  a  To buy some sweets.
  - Sam  b  Buy some sweets.
  - Sam  c  I buy some sweets.

- Tom  Do you like pizza?
  - Sam  a  Yes, and I don’t like tomatoes.
  - Sam  b  Yes, because I don’t like tomatoes.
  - Sam  c  Yes, but I don’t like tomatoes.

- Tom  What do you want to do?
  - Sam  a  Let’s go to the park to go shopping.
  - Sam  b  Let’s go to the park or go shopping.
  - Sam  c  Let’s go to the park but go shopping.

- Tom  What time do you do your homework?
  - Sam  a  I do my homework when I get home.
  - Sam  b  I get home when I do my homework.
  - Sam  c  I do my homework and I get home.

- Tom  Why are you running?
  - Sam  a  To be late.
  - Sam  b  Or I’m late.
  - Sam  c  Because I’m late.

- Tom  What would you like?
  - Sam  a  Crisps and orange juice.
  - Sam  b  Crisps because orange juice.
  - Sam  c  Crisps but orange juice.

Listening

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

- where to?  London
- purpose?  to
- with?  mum
- _______ didn’t go
- because
- 4 had lunch when
- 5 weather was

Speaking

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

Jenny went to London to...

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

Last summer I went to ... with ...
Reading and writing

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

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

2 Choose the best answer.

   ► Can you tell me the time, please?
   Sure. It’s half past three.
   a say  b say to  c tell

   1 Would you like to come to my party?
   I’d like to, but I can’t.
   a but  b and  c or

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

   3 Do you know that girl?
   The one who’s waving? Yes, she’s my friend Lucy.
   a which  b where  c who

   4 Can you lend me some money, please?
   Sorry, I can’t.
   a to me  b me  c –

   5 Why are you going to the shop?
   To buy some chocolate.
   a To buy  b Buying  c Buy

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

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

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

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

4 R15.1 Listen and complete the sentences.

Mary likes **swimming** and **basketball**.
Her favourite sport is ____________________________.
She likes it because ____________________________.
She goes swimming on ____________________________.
She doesn’t like ____________________________ because ____________________________.

Speaking

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

Last Saturday, Jack ...

1. go sweet shop old lady shopping
2. old lady drop pick up wallet help
3. can’t (couldn’t) find old lady give
4. pay (paid) for give say
Comparative and superlative adjectives

I can recognize and use comparative and superlative adjectives.

Comparative adjectives

You're older than me.

I think football is more exciting than tennis.

Your exam results are bad, but mine are worse than yours!

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

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

There are a few irregular adjectives.

good – better bad – worse

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

Complete the sentences with the correct comparative adjective.

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

- The River Nile is *longer than* the River Thames.
- My sister is *older* than me.
- Cars are *faster* than bicycles.
- 0/10 is *worse* than 1/10.
- I think pasta is *nicer* than rice.
- Egypt is *hotter* than Scotland.
- I’m *happier* than I was yesterday.
- The cinema is *more expensive* than the swimming pool.

**Superlative adjectives**

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

We use the before the superlative adjective.

<table>
<thead>
<tr>
<th>Short adjective</th>
<th>add <em>-est</em></th>
<th>the longest</th>
<th>the slowest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short adjective ending in <em>y</em></td>
<td>delete <em>-y</em> and add <em>-iest</em></td>
<td>the happiest</td>
<td>the funniest</td>
</tr>
<tr>
<td>Long adjective</td>
<td>use <em>most</em> + adjective</td>
<td>the most beautiful</td>
<td>the most exciting</td>
</tr>
<tr>
<td>Short words ending vowel + consonant</td>
<td>double the consonant and add <em>-est</em></td>
<td>the biggest</td>
<td>the hottest</td>
</tr>
</tbody>
</table>

There are a few irregular superlative adjectives.

*good* – *best*  *bad* – *worst*
4.27.2 Put the words in order to make sentences. Listen and check your answers.

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

2. young / in / Sam / the / is / the / singer / class. 
   
   Sam is the best singer in the class.

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

4. is / school / the / teacher / Mr Harris / in / the / nicest 
   
   Mr Harris is in the nicest school.

5. is / show / on / The Simpsons / the / funniest / TV. 
   
   The Simpsons is the funniest show on TV.

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

   - intelligent
   - fat
   - heavy
   - long
   - old
   - short
   - tall
   - thin
   - young

   Sam, Stan, Dan, Ella, Bella, Della

   - Sam is the tallest.
   - Stan is the heaviest and ___________.
   - Dan is ___________ and ___________.
   - Ella is ___________ and ___________.
   - Bella is ___________.
   - Della's got ___________ hair.

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

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

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

   Tigers are the most dangerous animals.
   Mice are smaller than tigers and elephants.
   Bicycles are the cheapest form of transport but they are also slower than cars and planes.

8. Game: Play in groups or as a class.

   Find the person who...
   - is the strongest
   - has the longest hair
   - has the curliest hair
   - has the heaviest bag
   - has the shortest name
   - is the tallest
   - is the youngest
   - can draw the best picture of a cat

   Self-evaluation Rate your progress.

   🌟 🌟 🌟 🌟 🌟
Adverbs of manner

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

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>loud</td>
<td>loudly</td>
</tr>
<tr>
<td>slow</td>
<td>slowly</td>
</tr>
</tbody>
</table>

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

Spelling rules

<table>
<thead>
<tr>
<th>Adjective ending -y</th>
<th>delete -y</th>
<th>add -ly</th>
<th>happy - happily</th>
<th>easy - easily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjective ending -ful</td>
<td>add -ly</td>
<td>care - fully</td>
<td>beautiful - beautifully</td>
<td></td>
</tr>
<tr>
<td>Adjective ending -ble</td>
<td>delete -e</td>
<td>add -y</td>
<td>comfortable - comfortably</td>
<td>terrible - terribly</td>
</tr>
</tbody>
</table>

There are a few irregular adverbs.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>well</td>
</tr>
<tr>
<td>fast</td>
<td>fast</td>
</tr>
<tr>
<td>hard</td>
<td>hard</td>
</tr>
</tbody>
</table>

She's a good singer. She sings **well**. The dog runs **fast**. They work **hard**.

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

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

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

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

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

You're dancing beautifully. He's...
Look at the pictures and complete the sentences with adverbs. Use the words in the box.

careful  comfortable  fast  good  happy  hard

1. She's carrying the eggs carefully.
2. He's studying _________.
3. They're doing _________.
4. He's running _________.
5. She's sitting _________.

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

bad  fast  loud  polite  quietly  slow

1. He's singing _________.
2. She's speaking _________.
3. He's speaking _________.
4. She's speaking _________.
5. They're speaking _________.
### Adverbs of frequency

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

Adverbs of frequency describe how frequently something happens.

We **often** use them with the present simple.

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

**Carl often wears jeans. Carl wears jeans a lot.**

**You’re often late for school. You’re late for school a lot.**

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

- **always** / gets up / Tim / at / o’clock / eight
  Tim **always gets up at eight o’clock.**
  1 happy / Lucy / is / always

- 2 are / on / Saturday / We / never / at / mornings / home

- 3 usually / to / bus / school / by / Jackie / goes

- 4 grandparents / sometimes / I / my / visit

- 5 shopping / go / mum / I / often / with / my

- 6 school / usually / tired / They / are / after

### 7 Complete the sentences with an appropriate adverb.

- John plays football six times a week. He **usually** plays football.
  1 Kate goes swimming four or five times a week. She **always** goes swimming.
  2 Ben runs in the morning seven days a week. He **never** runs in the morning.
  3 My dad doesn’t play sport. He **sometimes** plays sport.
  4 I play badminton one or two days every month. I **often** play badminton.

### 8 Write adverbs to make true sentences.

- 1 I **usually** play tennis.
- 2 I **sometimes** swim in the sea.
- 3 I **rarely** ride a horse.
- 4 I **often** ride a bicycle.
- 5 I **usually** play football.
- 6 I **never** run in the park.
Listen to the interview and complete the table. Then make sentences.

Jessie sometimes cleans her room.

<table>
<thead>
<tr>
<th>How often do you ...</th>
<th>always</th>
<th>usually</th>
<th>often</th>
<th>sometimes</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>clean your room?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>go to the park?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eat chocolate?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>speak English?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have a shower?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch sport on TV?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

How often do you ...?
- clean your room?
- go to the park?
- eat chocolate?
- speak English?
- have a shower?
- go to the cinema?

How often do you clean your room?
I never clean my room.

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

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

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

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

<table>
<thead>
<tr>
<th>always</th>
<th>very often / usually</th>
<th>often</th>
<th>sometimes</th>
<th>almost never</th>
<th>never</th>
</tr>
</thead>
</table>

How often do you speak Japanese at home?
Never.

How often do you watch films in English?

Self-evaluation
Rate your progress.

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

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

   ▶ Can you run faster than me?
   1 My sister is ________ than you.
   2 Which is the ________ beautiful picture?
   3 My parents are pleased because I did ________ in the exams.
   4 Are you a ________ dancer?
   5 We are all working ________.

2 Choose the best answer.

   ▶ Does Tom like football?
   No, he doesn’t, and he ________ plays it.
   a always
   b usually
   c never

1 How often do you ride your bike?
   a Yes, I do.
   b Yes, often.
   c Every day. I always go to school by bike.

2 Does it often rain in England?
   a Yes, it rains a lot.
   b Yes, it’s raining.
   c Yes, it rains.

3 What’s the weather like in March?
   a It’s cold but it usually snows.
   b It’s cold but it isn’t snowing.
   c It’s cold but it doesn’t usually snow.

4 How often do your parents go to the cinema?
   a Never. They don’t enjoy watching films.
   b They go.
   c They aren’t going a lot.

5 Do you eat chips a lot?
   a No, I never eat them.
   b No, I’m not eating them.
   c No, I often eat them.

3 Choose the correct answers.

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

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

The highest mountain in the UK is in Scotland. Its name is Ben Nevis and it’s 1344m high. That’s about 7500m shorter than Mount Everest!
Listening

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

<table>
<thead>
<tr>
<th>Charlie</th>
<th>Tom</th>
<th>Paul</th>
<th>Nick</th>
<th>Jane</th>
<th>Susan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 oldest</td>
<td>Jane</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 youngest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Speaking

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

Picture A

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

1 Choose the correct words.

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

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

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

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

When Robert got home, he phoned the number. After a minute or two, a young woman answered. ‘Hello,’ she said, ‘this is Barbara Jones.’

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

‘I wrote that when I was a little girl,’ she said. ‘I was six. I’m seventeen now!’

Robert lives near the sea _____________. Last week, there was a ____________ on the beach. When Robert looked in it, he saw a ____________ with a telephone number.

He phoned the number, and Barbara Jones ____________. She was the person who ____________. When did she write it?

When she ____________!

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

happy know lunch next to people school town

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

On his first day, Jack wasn’t very ____________. He didn’t have any friends and he didn’t ____________ any of the teachers.

At lunch time, he went to the dining room to have his ____________. He sat down in a place where there weren’t any ____________.

He thought about his old school and his old friends.

Then a boy sat down ____________ him.

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

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

4 Tick ✓ the best name for the story.

A new home for Jack.  
Jack meets an old friend.  
Jack’s first day.
5 Choose the best answer.

- Hi! How are you?
  a  [ ] Hi! I'm Sue.
  b  [x] I'm fine, thanks.
  c  [ ] S-U-E

1 How did you go to Paris?
  a  [ ] We went by train.
  b  [ ] It was great, thanks.
  c  [ ] Last summer.

2 Can I have a drink?
  a  [ ] Yes, please.
  b  [ ] Yes, sure.
  c  [ ] Yes, you have.

3 How often do you go swimming?
  a  [ ] No, I don't go swimming a lot.
  b  [ ] Yes, I go swimming.
  c  [ ] I sometimes go swimming on Saturdays.

4 Is it raining?
  a  [ ] Yes, it does.
  b  [ ] Yes, it is.
  c  [ ] Yes, it rains.

5 What’s your favourite sport?
  a  [ ] run
  b  [ ] running
  c  [ ] to run

Listening

6  R17.1 Listen and complete the notes.

- name Kelly Smith
- age ______
- address ______________________
  ______________________
- favourite subject ______________________
- sport likes ______________________
- doesn’t like ______________________
Work in pairs. Look and find the picture that is different. Say why.

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

On Monday he stayed at home and ...

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

Where do penguins live? They live in ...

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

Unit 1, student A

Regular and irregular plurals

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

Then listen to student B and draw the pictures.

Unit 9, student A

-ing form or to + base form

**9 GAME** Look at the two crosswords.

1 Match the clues a–h with the words they describe in Crossword 1.

2 Complete the Across and Down clue lists.

3 Tell student B the clues he/she asks for.

4 Ask student B for the clues for Crossword 2 and complete the crossword. The answers are all verbs in the -ing form or to + base form.

**Extra information**
Unit 11, student A

Present simple

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

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

Unit 12, caller

Present continuous

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

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

A man is riding a bike.

Unit 16

Question words: who, whose, what, which

*5 Answers to exercise 5.

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

Unit 16, student A

Question words: who, whose, what, which

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

Questions
1 What’s the weather like today?  
   It’s cold but sunny.

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

Answers
1 Cheese, please.  
   What kind of sandwich would you like?

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

Unit 23

Relative pronouns: who, which, where

*5 Answers to exercise 5.

2 penguin  
3 Countries with volcanoes include Iceland, Japan, Indonesia, USA, Ecuador, Mexico Italy and Indonesia. There are many others.  
7 Animals that sleep all winter include bears, mice, bats, hedgehogs, badgers, hamsters, lizards, snakes.  
8 Coffee grows in South America, Africa and South East Asia. The five biggest producers of coffee are Brazil, Vietnam, Colombia, Indonesia and the Honduras.
Unit 27, student A

Comparative and superlative adjectives

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

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>quick</td>
<td>quicker</td>
</tr>
<tr>
<td></td>
<td>louder</td>
</tr>
<tr>
<td>surprised</td>
<td>uglier</td>
</tr>
<tr>
<td>late</td>
<td>more beautiful</td>
</tr>
<tr>
<td>busy</td>
<td>thinner</td>
</tr>
<tr>
<td></td>
<td>more boring</td>
</tr>
<tr>
<td>sad</td>
<td>worse</td>
</tr>
<tr>
<td></td>
<td>hungrier</td>
</tr>
<tr>
<td>good</td>
<td></td>
</tr>
</tbody>
</table>

Unit 28, student A

Adverbs

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

<table>
<thead>
<tr>
<th>adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>badly</td>
</tr>
<tr>
<td>happy</td>
<td></td>
</tr>
<tr>
<td>quick</td>
<td></td>
</tr>
<tr>
<td></td>
<td>correctly</td>
</tr>
<tr>
<td>comfortable</td>
<td>easily</td>
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<tr>
<td>fast</td>
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<td>hard</td>
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</tr>
<tr>
<td>careful</td>
<td></td>
</tr>
</tbody>
</table>

Unit 1, student B

Regular and irregular plurals

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

1 Two men
2 Trees
3 Knives
4 Shoes
5 Watches
6 Bicycle

Extra information 137
Unit 9, student B

-ing form or to + base form

GAME Look at the two crosswords.

1 Ask student A for the clues so you can complete Crossword 1. The answers are all verbs in the -ing form or to + base form.

2 Match the clues a–h with the words they describe in Crossword 2.

3 Complete the Across and Down clue lists.

4 Tell student A the clues he/she asks for.

Crossword 1

Crossword 2

Unit 11, student B

Present simple

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

I go – she goes
1 you ______ – he gives
2 we have – it ______
3 they ______ – he studies
4 I write – she ______
5 you ______ – it washes
6 we try – he ______
7 they ______ – she watches
8 I fly – he ______
9 I ______ – she does
Unit 16, student B

Question words: who, whose, what, which

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

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

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

Unit 27, student B

Comparative and superlative adjectives

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

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>quick</td>
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<td>loud</td>
<td>more surprised</td>
</tr>
<tr>
<td>ugly</td>
<td>later</td>
</tr>
<tr>
<td>beautiful</td>
<td>busier</td>
</tr>
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<td>thin</td>
<td></td>
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<td>boring</td>
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<td></td>
</tr>
<tr>
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</tbody>
</table>

Unit 28, student B

Adverbs

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

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<th>adverb</th>
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</thead>
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<td>Unit</td>
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<td>------</td>
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<td>above</td>
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140  Word list
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<td>letter</td>
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<td>her</td>
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<td>library</td>
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<td>5</td>
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<td>18</td>
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<td>1</td>
<td>me</td>
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<td>4</td>
<td>mean</td>
<td>17</td>
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<td>4</td>
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<td>1</td>
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<td>4</td>
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<td>jump</td>
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<td>1</td>
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