

Oxford  
**Grammar** 1  
for Schools



Student's DVD-Rom

OXFORD

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# Oxford **Grammar** 1 for Schools

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Martin Moore

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# Introduction

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

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

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

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

## Student's DVD-ROM

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

## Key to the symbols

 0.0 (0.0 = track number)	Listening activity
	Speaking activity
	Game
	Extended writing activity
	Pronunciation activity
	Song
	Introductory exercise
	Moderately challenging exercise
	Most challenging exercise

A difficulty rating is given to each exercise. The scale of difficulty is relative to each unit, so there are exercises with one, two, and three stars in every unit.



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# 1 Letters

I can say and write the alphabet.



A apple

A A \_\_\_\_\_

a a \_\_\_\_\_

**Aa**



B bus

B \_\_\_\_\_

b \_\_\_\_\_

**Bb**



C cake

C \_\_\_\_\_

c \_\_\_\_\_

**Cc**



D dog

D \_\_\_\_\_

d \_\_\_\_\_

**Dd**



E elephant

E \_\_\_\_\_

e \_\_\_\_\_

**Ee**



F fish

F \_\_\_\_\_

f \_\_\_\_\_

**Ff**



G guitar

G \_\_\_\_\_

g \_\_\_\_\_

**Gg**



H house

H \_\_\_\_\_

h \_\_\_\_\_

**Hh**



I insect

I \_\_\_\_\_

i \_\_\_\_\_

**Ii**



J jacket

J \_\_\_\_\_

j \_\_\_\_\_

**Jj**



K key

K \_\_\_\_\_

k \_\_\_\_\_

**Kk**



L lamp

L \_\_\_\_\_

l \_\_\_\_\_

**Ll**





M mouse

M \_\_\_\_\_

m \_\_\_\_\_

Mm



U umbrella

U \_\_\_\_\_

u \_\_\_\_\_

Uu



N nose

N \_\_\_\_\_

n \_\_\_\_\_

Nn



V van

V \_\_\_\_\_

v \_\_\_\_\_

Vv



O orange

O \_\_\_\_\_

o \_\_\_\_\_

Oo



W window

W \_\_\_\_\_

w \_\_\_\_\_

Ww



P pencil

P \_\_\_\_\_

p \_\_\_\_\_

Pp



X X-ray

X \_\_\_\_\_

x \_\_\_\_\_

Xx



Q queen

Q \_\_\_\_\_

q \_\_\_\_\_

Qq



Y yacht

Y \_\_\_\_\_

y \_\_\_\_\_

Yy



R ruler

R \_\_\_\_\_

r \_\_\_\_\_

Rr



Z zebra

Z \_\_\_\_\_

z \_\_\_\_\_

Zz



S sofa

S \_\_\_\_\_

s \_\_\_\_\_

Ss



\*1 1.1 Listen, point and repeat the letters and words.



\*2 Write the capital letters and small letters.

\*3

Say a letter. Your partner points to the picture.

T table

T \_\_\_\_\_

t \_\_\_\_\_

Tt



Yes.



**\*4** **1.2** Listen to the song. Then sing!



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m n o p q r s t u v w x y z

**\*5** Write the letters in the correct order.



▶ bdac a b c d

1 i h j \_\_\_\_\_

2 u s t r \_\_\_\_\_

3 k n m l \_\_\_\_\_

4 w x v y \_\_\_\_\_

5 d g f e \_\_\_\_\_

6 o q n p \_\_\_\_\_

7 l k j i \_\_\_\_\_

**\*6** Join the letters in order. Write the word.

The word is \_\_\_\_\_.





- \*7** Say two letters from the alphabet. Your partner says the next two letters.

l, m

n, o

- \*8** **1.3** Complete the words with the missing letters. Then listen and check your answers.

a a d b e f i n e s u

► nose

- 1 ta\_\_le
- 2 ora\_\_ge
- 3 so\_\_a
- 4 c\_\_ke
- 5 win\_\_ow
- 6 r\_\_ler
- 7 l\_\_mp
- 8 umbr\_\_lla
- 9 f\_\_sh
- 10 mou\_\_e

- \*9** **1.4** Circle the letter you hear.

- \*9** **1.4** Circle the letter you hear.

► H J/Y

- 1 F/L/S
- 2 A/E/I
- 3 D/G/T
- 4 I/U/Y
- 5 B/D/P
- 6 U/V/W
- 7 C/K/Q
- 8 S/X/Z
- 9 E/I/O
- 10 G/H/J
- 11 B/P/V
- 12 M/N/W

- \*10** **1.5** Listen. Which letter don't you hear?



G	U		D
M		Z	P
A	E	L	

- \*11** **GAME** Play in groups. Write letters on the card. One person says letters. The first person to hear all their letters is the winner.


- \*12** Match the word in capital letters with the word in small letters. Circle the correct word.

► LAMP lump (lamp) damp

- 1 CAKE lake take cake
- 2 NOSE lose nose note
- 3 FISH fish fist dish
- 4 MOUSE house mouse noise
- 5 WATCH match water watch
- 6 KEY key hey keg
- 7 JACKET packet racket jacket
- 8 RULER ruler rider ruler
- 9 WINDOW wisdom widow window
- 10 ZEBRA cobra zebra tiger



- \*\*\* 13 Look at the pictures and write the words in capital letters in the crossword.



- \*\*\* 14 Write the words in small letters.

- DOG dog  
 1 SOFA \_\_\_\_\_  
 2 PENCIL \_\_\_\_\_  
 3 APPLE \_\_\_\_\_  
 4 ZEBRA \_\_\_\_\_  
 5 QUEEN \_\_\_\_\_  
 6 X-RAY \_\_\_\_\_  
 7 ELEPHANT \_\_\_\_\_  
 8 BUS \_\_\_\_\_

- \*\*\* 15 1.6 Listen. Write the names.

- Tom \_\_\_\_\_ 4 \_\_\_\_\_  
 1 \_\_\_\_\_ 5 \_\_\_\_\_  
 2 \_\_\_\_\_ 6 \_\_\_\_\_  
 3 \_\_\_\_\_

- \*\*\* 16 Think of a name. Spell it for your partner to write.

H-E-L-E-N Helen.

Self-evaluation Rate your progress.

1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						



# 2 Numbers

I can say and write numbers up to 100.

## Numbers 0–10



0

zero

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

10

ten

\*1 **2.1** Listen and point. Then listen and repeat.

\*2 Write the numbers.

- |       |       |       |       |
|-------|-------|-------|-------|
| ▶ six | 6     | one   | _____ |
| three | _____ | seven | _____ |
| ten   | _____ | zero  | _____ |
| eight | _____ | four  | _____ |
| five  | _____ | nine  | _____ |
| two   | _____ |       |       |

\*3 **2.2** Write the words, then listen and check.

- |                  |   |       |
|------------------|---|-------|
| ▶ 7 <u>seven</u> | 6 | _____ |
| 4                | 3 | _____ |
| 10               | 1 | _____ |
| 5                | 8 | _____ |
| 9                | 0 | _____ |
| >                | < | _____ |
| 2                |   |       |

\*4 **2.3** Listen and write the phone numbers.



\*5 Work in pairs. Listen and write your partner's phone number. Then check.

My phone number is  
06 38 48 272.

06 38 48 272

OK. Your number is  
06 38 48 272.



# Numbers 11–20

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

20

twenty

9

Work in pairs. Say three numbers forwards or backwards. Your partner says the next number.

Ten, eleven, twelve ...

... thirteen.

Six, five, four ...

... three.

10 2.6 Listen to the people's ages. Match the names with the pictures.



a



e



b



f



c



g



d



h

- ▶ Anna g
- 1 Ben
- 2 Carla
- 3 Dave
- 4 Emily

- 4 Emily
- 5 Fred
- 6 Gemma
- 7 Harry

6 2.4 Listen and point. Then listen and repeat.

7 Write the numbers.

- ▶ sixteen 16 fifteen
- thirteen      twelve
- eighteen      fourteen
- eleven      nineteen
- twenty      seventeen

8 2.5 Listen and write the numbers.

▶ 14



## Numbers 21–100

**21**

twenty-one

**22**

twenty-two

**23**

twenty-three

**24**

twenty-four

**25**

twenty-five

**40**

forty

**50**

fifty

**60**

sixty

**70**

seventy

**26**

twenty-six

**27**

twenty-seven

**28**

twenty-eight

**29**

twenty-nine

**30**

thirty

**80**

eighty

**90**

ninety

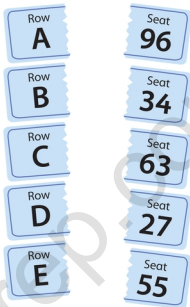
**100**

a hundred

**101**

a hundred and one

**\*12** **2.8** Look at the tickets for a football match. Listen and match the two halves.



▶ Row A 27

3 Row D     

1 Row B     

4 Row E     

2 Row C     

**\*13** **2.9** Write the words for the numbers. Then listen and check.



56 fifty-six  
 41                       
 35                       
 90                       
 84                       
 100                      
 22                       
 58                       
 73                       
 67                     

**\*14** **GAME** Work in pairs. Say a number between 20 and 29. Your partner adds 11. Keep going to a hundred.

Twenty-four.

Thirty-five.

Forty-six.

Fifty-seven.

**\*11** **2.7** Listen and point, then listen and repeat.





**#15 2.10** Listen and choose the correct price for each object.



► Dress £ 40 / 50 / 60

Hat £ 11 / 12 / 20

1 Shirt £ 12 / 16 / 17

Shoes £ 35 / 39 / 45

2 Skirt £ 19 / 50 / 91

Top £ 9 / 11 / 12

3 Trainers £ 23 / 35 / 43

Socks £ 6 / 7 / 8

4 Jacket £ 57 / 67 / 75

Jeans £ 24 / 25 / 42

**#17**

**GAME**

Work in pairs. Say a page number (1–100). Find the first word on that page.

Page 64.

Present.

**#16 2.11** Look at the picture again and calculate the total. Say your answers.

Then listen and check.

► Vicky buys the dress and the hat.

£50 + £12 = £62

1 Vicky buys the skirt and the top.

£\_\_\_\_\_ + £\_\_\_\_\_ = £\_\_\_\_\_

2 Sam buys the trainers and the shirt.

£\_\_\_\_\_ + £\_\_\_\_\_ = £\_\_\_\_\_

3 Vicky buys the top and the jeans.

£\_\_\_\_\_ + £\_\_\_\_\_ = £\_\_\_\_\_

4 Sam buys the socks and the shoes.

£\_\_\_\_\_ + £\_\_\_\_\_ = £\_\_\_\_\_

5 Vicky buys the jacket and the hat.

£\_\_\_\_\_ + £\_\_\_\_\_ = £\_\_\_\_\_

**Self-evaluation** Rate your progress.

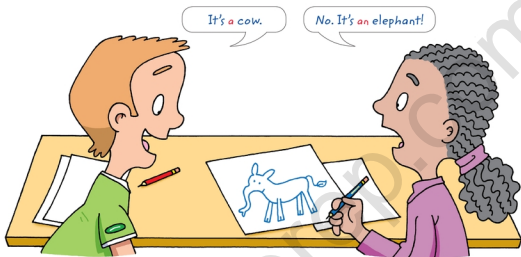


1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				



# 3 Articles

I can identify vowels and consonants. I can use **a** and **an**.



There are two types of letters. They are vowels and consonants.

## Vowels


a e i o u

We use **an** before a vowel.  
**an** elephant    **an** insect

## Consonants

b c d f g h j k l m n p q r s t v w x y z

We use **a** before a consonant.  
**a** bird    **a** cow

- \*1  3.1 Listen to the letters and write them in the correct column.

Consonant	Vowel
f	

- \*2 Write the words in the correct column.

cake insect fish elephant  
sofa guitar apple table pencil  
orange bus

Starts with a consonant	Starts with a vowel
cake	



3 3.2 Choose *a* or *an*. Listen and check.



1 *a* / an cat



2 *a* / an insect



3 *a* / an fish



4 *a* / an ostrich



5 *a* / an duck



6 *a* / an mouse



7 *a* / an orang-utan



8 *a* / an giraffe



9 *a* / an elephant



10 *a* / an antelope

4 Work in pairs. Look at the pictures on pages 6 and 7 and say a letter. Your partner says the object with *a* or *an*.

T

A table.

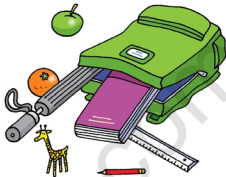
P

A pencil.

5



Write the objects in each bag. Use *a* or *an*. You can use each word more than once.



Andy's bag



Ronny's bag

apple book burger elephant  
giraffe insect orange pen pencil  
ruler umbrella

Andy's bag

a book

Ronny's bag

6 3.3 Look at the pictures in exercise 5 and listen. Is it Andy's bag or Ronny's bag?





7



Write a list of things in your bag.  
Use *a* or *an*.



In my bag: a book,

9

GAME

Work in groups. Look at the pictures in exercise 8 and make a list. Take turns to add food to the list.

I'd like a tomato.

I'd like a tomato and an apple.

I'd like a tomato and an apple and a banana.

10

GAME

Work in groups. One person draws an animal. Everyone else has one minute to guess what it is!

It's a cow.

No.

It's a horse.

Yes. One point for 'horse' and one point for 'a'.

8 3.4 A or an? Tick ✓ or X. Listen and check.



apple



banana



pineapple



burger



carrot



tomato



onion



egg



cake



orange

- a apple ☒ carrot ☒ tomato ☒
- 1 an egg ☐ onion ☐ pineapple ☐
- 2 a burger ☐ cake ☐ egg ☐
- 3 an onion ☐ banana ☐ apple ☐
- 4 a orange ☐ tomato ☐ carrot ☐
- 5 an apple ☐ egg ☐ burger ☐

Self-evaluation Rate your progress.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10




## Reading and writing

1 Write the next two letters.

▶ a b c d e

1 l m n \_\_\_\_\_

2 q r s \_\_\_\_\_

3 h i j \_\_\_\_\_

4 u v w \_\_\_\_\_

5 e f g \_\_\_\_\_

6 k l m \_\_\_\_\_

7 d e f \_\_\_\_\_

8 o p q \_\_\_\_\_

2 Look at the pictures and the letters. Write the words.



▶ eazrb  
zebra



2 ktaejc  
\_\_\_\_\_



1 tgarui  
\_\_\_\_\_



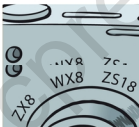
3 esumo  
\_\_\_\_\_

## Listening

3 ▶ R1.1 Listen and circle the number you hear.



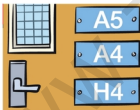
2



4



1



3



5



4 ▶ R1.2 Listen and complete the table with names and numbers.



	Name	Age
▶	Alex	12
1		
2		
3		
4		

## Speaking

5 ▶ R1.3 Look at the form and listen to the dialogue. Then answer the questions about yourself.

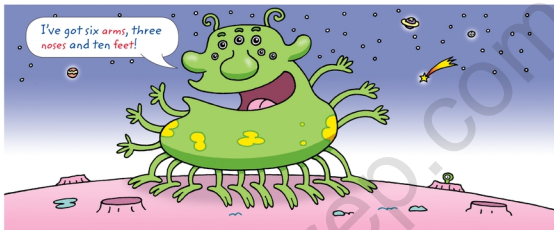


Name Paul  
Age 12  
Town Bristol  
Phone number 07840 697532



# 4 Plurals

I can recognize and use regular and irregular plurals.



## Regular -s plurals

We add -s to a noun to form the plural of many nouns.



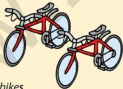
a pen



pens



a bike



bikes



a piano



pianos



But some nouns ending in o are different.

a potato  
a tomato

potatoes  
tomatoes

\*1 4.1 Write the words in the correct column.  
Listen and check.



books bag computers guitar jacket  
pens pencils phone rulers television

Singular	Plural
bag	books

\*2 Write the plurals.

- ▶ dog dogs
- 1 guitar \_\_\_\_\_
- 2 bag \_\_\_\_\_
- 3 phone \_\_\_\_\_
- 4 carrot \_\_\_\_\_
- 5 photo \_\_\_\_\_
- 6 umbrella \_\_\_\_\_
- 7 queen \_\_\_\_\_
- 8 snake \_\_\_\_\_
- 9 tomato \_\_\_\_\_
- 10 jacket \_\_\_\_\_



## Regular -es plurals



one watch    four watches



one bus    two buses



one box    three boxes

### Nouns ending in -s, -ss, -sh, -ch, -x

We add -es to form the plural of these nouns.

a bus                buses  
a watch            watches  
a box                boxes

### Pronunciation

The plural forms of nouns ending in -s, -ss, -sh, -ch, -x have an extra syllable.  
So do plural forms ending in -ses, -ges, -ces, -zes.



dress    dresses



watch    watches



house    houses



face    faces

### \*3 Write the plurals for the pictures.



▶ watch

watches



1 fox



2 dress



3 dish



4 beach



5 glass

### \*4 Tick ✓ the correct ending for each plural.



- |            |                                        |                              |
|------------|----------------------------------------|------------------------------|
| ▶ pen      | -s <input checked="" type="checkbox"/> | -es <input type="checkbox"/> |
| 1 bus      | -s <input type="checkbox"/>            | -es <input type="checkbox"/> |
| 2 page     | -s <input type="checkbox"/>            | -es <input type="checkbox"/> |
| 3 apple    | -s <input type="checkbox"/>            | -es <input type="checkbox"/> |
| 4 class    | -s <input type="checkbox"/>            | -es <input type="checkbox"/> |
| 5 van      | -s <input type="checkbox"/>            | -es <input type="checkbox"/> |
| 6 box      | -s <input type="checkbox"/>            | -es <input type="checkbox"/> |
| 7 horse    | -s <input type="checkbox"/>            | -es <input type="checkbox"/> |
| 8 cake     | -s <input type="checkbox"/>            | -es <input type="checkbox"/> |
| 9 sandwich | -s <input type="checkbox"/>            | -es <input type="checkbox"/> |
| 10 tomato  | -s <input type="checkbox"/>            | -es <input type="checkbox"/> |



- \*\*\* 5 4.2 Listen to the examples and write the plurals from exercise 4 in the correct column. Then listen and check.

No extra syllable	Extra syllable
pens	buses

## Regular -ies and -ves plurals

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

a baby → baby + -ies → babies



For nouns ending in vowel + -y, we add -s.

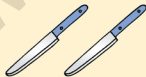
a boy → boys



For nouns ending in -f or -fe, we delete -f/-fe and add -ves.

a shelf → shelf + -ves → shelves

a knife → knife + -ves → knives



- \*6 Choose the correct plural form.



▶ puppies / puppies



4 shelves / shelves



1 lorries / lorries



5 keys / keys



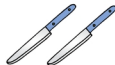
2 boys / boies



6 strawberries / strawberries



3 babys / babies



7 knives / knives

- \*7 Write the plurals.

- ▶ family families
- 1 day \_\_\_\_\_
- 2 story \_\_\_\_\_
- 3 thief \_\_\_\_\_
- 4 monkey \_\_\_\_\_
- 5 body \_\_\_\_\_
- 6 party \_\_\_\_\_
- 7 toy \_\_\_\_\_
- 8 life \_\_\_\_\_
- 9 city \_\_\_\_\_
- 10 key \_\_\_\_\_



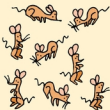
# Irregular plurals

Some nouns have irregular plurals.



a child

children



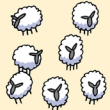
a mouse

mice



a man

men



a sheep

sheep



a woman

women



a foot

feet



a person

people



a tooth

teeth



a fish

fish



a goose

geese

8 4.3 Look at the pictures on the left and write the correct words. Listen and check.

▶ two teeth

- 1 three \_\_\_\_\_
- 2 four \_\_\_\_\_
- 3 five \_\_\_\_\_
- 4 six \_\_\_\_\_
- 5 seven \_\_\_\_\_
- 6 eight \_\_\_\_\_
- 7 nine \_\_\_\_\_
- 8 ten \_\_\_\_\_
- 9 eleven \_\_\_\_\_

9 4.4 Look at the nouns below, then count them in the picture. Listen and check.

bag box child glass fish man mouse  
nose strawberry woman



- ▶ one man
- 1 two \_\_\_\_\_
  - 2 three \_\_\_\_\_
  - 3 four \_\_\_\_\_
  - 4 five \_\_\_\_\_
  - 5 six \_\_\_\_\_
  - 6 seven \_\_\_\_\_
  - 7 eight \_\_\_\_\_
  - 8 nine \_\_\_\_\_
  - 9 fifteen \_\_\_\_\_

10 GAME Memory test. Study the picture in exercise 9 for one minute, count all the objects that are the same, then turn to page 135.




**✱11** Correct the mistake in each question.

- ▶ six cary men / houses  
six cars
- 1 one: woman / geese / page  
\_\_\_\_\_
- 2 three: feet / sofas / bus  
\_\_\_\_\_
- 3 two: tooth / sheep / people  
\_\_\_\_\_
- 4 one: mice / fish / dress  
\_\_\_\_\_
- 5 four: children / boys / horse  
\_\_\_\_\_
- 6 three: women / glass / fish  
\_\_\_\_\_


**12** Write the plural forms of the nouns in the correct box.

-s	-es
cakes	
-ies	Irregular











**13**  Work in pairs. Practise saying the plural forms of the words from this unit.


Bus.

Buses.

**14**  **4.5** Listen to someone talk about their classroom. Write the number you hear for each picture.



	<p>32</p>	
<p>a</p> 		<p>f</p> 
<p>b</p> 		<p>g</p> 
<p>c</p> 		<p>h</p> 
<p>d</p> 		<p>i</p> 

**15**  Write about your class. Use the words from exercise 14.

In my class, there are twenty-seven people. There are ...

### Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊😊
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			



# 5 Subject pronouns

I can use personal subject pronouns.



## Singular

I  
you  
he  
she  
it

## Plural

we  
you  
they

We use **he** for a boy or a man.

Dad = **he**

We use **she** for a girl or a woman.

Mum = **she**

We use **it** for a thing or an animal.

a mouse = **it**

a table = **it**

We use **they** for groups of people, animals, and things.

Mum and Dad = **they**

two boys = **they**

two girls = **they**



\*1 5.1 Write the pronouns, then listen and check.

I you he she it it they they



\*2 5.2 Are the names male or female? Try to guess, then listen and check.

Anna Ben Bill Jack Jill Kim Lucy  
Mandy Mike Amy Tom Tony

Female	Male
Anna	

\*3 Write he or she for the names.

- ▶ Tom he  
1 Amy \_\_\_\_\_  
2 Kim \_\_\_\_\_  
3 Jack \_\_\_\_\_  
4 Ben \_\_\_\_\_  
5 Anna \_\_\_\_\_  
6 Mike \_\_\_\_\_  
7 Jill \_\_\_\_\_  
8 Lucy \_\_\_\_\_  
9 Bill \_\_\_\_\_  
10 Mandy \_\_\_\_\_  
11 Tony \_\_\_\_\_



#### 4 Choose the correct pronoun.



- ▶ he / she / it / **they**
- 1 he / she / it / they
- 2 he / she / it / they
- 3 he / she / it / they
- 4 he / she / it / they
- 5 he / she / it / they
- 6 he / she / it / they
- 7 he / she / it / they

#### 5 Write the correct pronoun for the bold words.



▶ **Beth and Ben** are British.

They are British.

- 1 **Bill** is American.  
\_\_\_\_\_ is American.
- 2 **Anna** is Scottish.  
\_\_\_\_\_ is Scottish.
- 3 **The tiger** is Indian.  
\_\_\_\_\_ is Indian.
- 4 **Tom and I** are Irish.  
\_\_\_\_\_ are Irish.
- 5 **You and Alice** are Australian.  
\_\_\_\_\_ are Australian.
- 6 **The guitar** is Spanish.  
\_\_\_\_\_ is Spanish.
- 7 **The shoes** are Italian.  
\_\_\_\_\_ are Italian.
- 8 **Jill and Isabel** are English.  
\_\_\_\_\_ are English.

#### 6

Work in pairs. Your partner says a pronoun. Point to a person, people or thing in the classroom, and say a sentence with the pronoun.



#### 7 5.3 Look at the table and read the sentences. Write the name(s). Listen and check.

Name	Age	Nationality
Charlie	12	British
Emily	14	American
Heidi	12	American
Ben	14	British



- ▶ They are 14. Emily and Ben
- 1 He is British. \_\_\_\_\_
- 2 We are 12. \_\_\_\_\_
- 3 She is 14. \_\_\_\_\_
- 4 They are American. \_\_\_\_\_
- 5 He is 14. \_\_\_\_\_
- 6 We are British. \_\_\_\_\_

#### Self-evaluation Rate your progress.

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



## Reading and writing

1 Look at the pictures and write *it, he, she or they*.



▶ they

3 \_\_\_\_\_



1 \_\_\_\_\_



4 \_\_\_\_\_



2 \_\_\_\_\_



5 \_\_\_\_\_

2 Look at the first letter of each word. Is it a vowel or consonant? Write V or C.

▶ desk

C

6 bus \_\_\_\_\_

▶ egg

V

7 insect \_\_\_\_\_

1 umbrella \_\_\_\_\_

8 yacht \_\_\_\_\_

2 eye \_\_\_\_\_

9 orange \_\_\_\_\_

3 foot \_\_\_\_\_

10 dog \_\_\_\_\_

4 house \_\_\_\_\_

11 nose \_\_\_\_\_

5 animal \_\_\_\_\_

12 apple \_\_\_\_\_

3 Choose the correct word.

▶ a an / two foot

1 a / an / two children

2 a / an / two apple

3 a / an / two dress

4 a / an / two men

5 a / an / two onion

## Listening

4 ▶ **R2.1** Listen and look at the pictures. Write A or B.



▶ Picture A

1 Picture \_\_\_\_\_

2 Picture \_\_\_\_\_



3 Picture \_\_\_\_\_

4 Picture \_\_\_\_\_

5 Picture \_\_\_\_\_

5 ▶ **R2.2** Listen and write the names.



Sam



Anna



Ann and Sue



Big Ben

▶ Sam is in Manchester.

1 \_\_\_\_\_ is old.

2 \_\_\_\_\_ is British.

3 \_\_\_\_\_ is 14.

4 \_\_\_\_\_ are 13.

5 \_\_\_\_\_ is in London.

## Speaking

6 What's in your bag? Tell your partner.

*Three books, a pencil, two pens, ...*



# Revision 1 Units 1-5

## Reading and writing

- 1 Look at the numbers and the letters.  
Write the words.

▶ 11 veneel eleven

1 70 tevnyes \_\_\_\_\_

2 8 tgihe \_\_\_\_\_

3 15 tinfele \_\_\_\_\_

4 12 vetlew \_\_\_\_\_

5 30 ghitr \_\_\_\_\_

6 54 fyfti-rfuo \_\_\_\_\_

7 99 nntyel-nnei \_\_\_\_\_

- 2 Look at the code. Write the next letter in the alphabet to make a word.

▶ o d m p e n  
↓ ↓ ↓  
p e n

1 a t r \_\_\_\_\_

2 s g d x \_\_\_\_\_

3 e h u d \_\_\_\_\_

4 x n t \_\_\_\_\_

5 v h m c n v \_\_\_\_\_

- 3 Tick the correct pronoun.

▶ three boys he ☐ she ☐ they ☒

1 a woman he ☐ she ☐ they ☐

2 an umbrella he ☐ she ☐ it ☐

3 two men he ☐ she ☐ they ☐

4 a boy he ☐ she ☐ it ☐

5 three children he ☐ she ☐ they ☐

- 4 Look at the picture. Write the objects in the correct column.



a	an
table	



5 Write the correct plural forms.

- ▶ a watch                      3 a baby  
two watches              two \_\_\_\_\_  
1 a bike                      4 a box  
three \_\_\_\_\_              three \_\_\_\_\_  
2 a child                      5 a tooth  
four \_\_\_\_\_              two \_\_\_\_\_

## Listening

6 ▶ R3.1 Listen and tick ✓ the box.



▶ a ☒

b ☐

c ☐



1 a ☐

b ☐

c ☐



2 a ☐

b ☐

c ☐



3 a ☐

b ☐

c ☐



4 a ☐

b ☐

c ☐



5 a ☐

b ☐

c ☐

7 ▶ R3.2 Listen and write the animals for each number.



one	
seven	
eight	
fifteen	
twenty-four	
seventy-five	<u>sheep</u>

## Speaking

8 ▶ R3.3 Read and listen. Then answer the questions about your family.



Mum's name Jill  
Age 38  
Dad's name Jason  
Age 42

Mum's name \_\_\_\_\_  
Age \_\_\_\_\_  
Dad's name \_\_\_\_\_  
Age \_\_\_\_\_



# 6 Be: present simple

I can recognize and use the present simple forms of the verb **be**.

## Be: present simple affirmative

	Full form	Short form
Singular	I am	I'm
	you are	you're
	he is	he's
	she is	she's
Plural	it is	it's
	we are	we're
	you are	you're
	they are	they're

There are full forms and short forms of the present simple of the verb **be**.

*I am sixteen.*

*I'm sixteen.*

*She is tall.*

*She's tall.*

*They are American.*

*They're American.*

We normally use short forms in conversation and full forms in formal writing.



### \*1 6.1 Write the correct full form of **be**.

Listen and check.

▶ She is fourteen.

1 We \_\_\_\_\_ Indian.

2 It \_\_\_\_\_ Spanish.

3 I \_\_\_\_\_ twelve.

4 Harry and Toby \_\_\_\_\_ Scottish.

5 You \_\_\_\_\_ eleven.

6 He \_\_\_\_\_ Turkish.

7 Jack and I \_\_\_\_\_ thirteen.

8 The car \_\_\_\_\_ two years old.

9 Mandy \_\_\_\_\_ American.

10 The children \_\_\_\_\_ eight years old.

### \*2 Write the full forms.

▶ she's she is 4 I'm \_\_\_\_\_

1 you're \_\_\_\_\_ 5 we're \_\_\_\_\_

2 they're \_\_\_\_\_ 6 he's \_\_\_\_\_

3 it's \_\_\_\_\_

### \*3 Tick ✓ the correct sentences.

▶ You am Russian. ☐

You are Russian. ☒

1 We are Australian. ☐

We is Australian. ☐

2 I am thirteen years old. ☐

I thirteen years old. ☐

3 Ed are ten. ☐

Ed is ten. ☐

4 They're Korean. ☐

They Korean. ☐

5 Jess and I am British. ☐

Jess and I are British. ☐

6 It an elephant. ☐

It's an elephant. ☐

7 You're eleven. ☐

You's eleven. ☐



4 6.2 Look at the pictures and complete the sentences with the correct pronoun and short form of be. Listen and check.



► They're \_\_\_\_\_ happy.



4 \_\_\_\_\_ funny.



1 \_\_\_\_\_ sad.



5 \_\_\_\_\_ old.



2 \_\_\_\_\_ tall.



6 \_\_\_\_\_ beautiful.



3 \_\_\_\_\_ big.



7 \_\_\_\_\_ angry.



## Be: present simple negative

	Full form	Short form
Singular	I am not	I'm not
	you are not	you aren't
	he is not	he isn't
	she is not	she isn't
Plural	it is not	it isn't
	we are not	we aren't
	you are not	you aren't
	they are not	they aren't

Note that the short form for *I* is different from the other short forms.

*I'm not angry.*

*He isn't American. You aren't old.*

### \*5 Write the full forms of the negative of be.

- ▶ She is not happy.
- 1 It \_\_\_\_\_ beautiful.
- 2 Jane and Theo \_\_\_\_\_ tall.
- 3 We \_\_\_\_\_ sad.
- 4 Dave \_\_\_\_\_ angry.
- 5 I \_\_\_\_\_ happy.
- 6 My car \_\_\_\_\_ old.
- 7 You \_\_\_\_\_ funny.
- 8 My feet \_\_\_\_\_ big.

### \*6 6.3 Change the sentences to the negative. Use short forms. Listen and check.

- ▶ Sue's beautiful.  
Sue isn't beautiful.
- 1 They're angry. \_\_\_\_\_
- 2 I'm happy. \_\_\_\_\_
- 3 It's big. \_\_\_\_\_
- 4 Ben and I are sad. \_\_\_\_\_
- 5 You're funny. \_\_\_\_\_
- 6 Tim's tall. \_\_\_\_\_

### \*7 6.4 Listen and choose the correct picture. Write the letter.



a



e



b



f



c



g



d



h

- |            |         |
|------------|---------|
| 1 <u>b</u> | 5 _____ |
| 2 _____    | 6 _____ |
| 3 _____    | 7 _____ |
| 4 _____    | 8 _____ |

### \*8 Work in pairs. Tell your partner something that is not true, using the verb be. Your partner corrects you.

*I'm six.*

*You aren't six. You're twelve.*

*Milly's tall.*

*She isn't tall. She's short.*



## Be: present simple questions

To form questions with the verb **be**, we change the order of the words. We put the verb before the subject.

*Are you happy? Is Lucy British? Are they thirteen?*

Singular	Am I ... ?
	Are you ... ?
	Is he ... ?
	Is she ... ?
Plural	Are we ... ?
	Are you ... ?
	Are they ... ?

When we reply to a question, we often use a short answer.

*Are you Sam? Yes, I am.*

### Short answers

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

**\*9 6.5** Write the words in the correct order to make questions. Listen and check.

▶ you / French / are

*Are you French?*

1 tall / he / is

2 are / angry / they

3 I / funny / am

4 Peter / is / eighteen

5 Scottish / are / you

**\*10** Write questions.

▶ Alice / beautiful

*Is Alice beautiful?*

1 you / angry

2 I / tall

3 Bella / a teacher

4 the burger / good

5 you / thirteen

6 the children / happy

**\*11** Write short answers for the questions in exercise 10.

▶ Yes, *she is.*

1 No,

2 Yes,

3 No,

4 No,

5 Yes,

6 Yes,

**\*12**  **6.6** Look, read and listen. Then sing along.

It's my birthday today.

It's my birthday today.

Am I happy?

Yes, I'm happy.

I am twelve years old.

I am twelve years old.

Am I happy?

Yes, I'm happy.

All my friends are here.

All my friends are here.

Are they happy?

Yes, they're happy.

It's a beautiful day.

And I'm twelve years old.

And I'm happy.

Yes, I'm happy.



Work in pairs. Ask and answer questions using adjectives and short answers.

angry beautiful big happy old tall blue green red white

Are Jack and Ben happy?

No, they aren't.

Is the car red?

No, it isn't.



Memory test. Close your book and tell your partner about the picture.

Jack and Ben are tall.

The car is old.

Write about you and a friend.

I'm Carrie. My friend is Helen.  
We're British. I'm twelve.  
I'm not tall. I'm happy. Helen is eleven. She isn't big. She's funny.

GAME

Think of a famous person. Your partner asks questions to find out who it is. Answer the questions.

Is it a man or a woman?

Is he/she American/British/Russian ... ?

Is he/she a singer/an actor/a footballer?

Is he/she tall/old/funny/beautiful ... ?

Is he a singer?

Yes, he is.

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊😊
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			



# 7 Have got

I can recognize and use the present simple forms of **have got**.

## Have got: affirmative and negative



We use **have got** to talk about possession.  
*I've got a red pen. They haven't got a computer.*

### Affirmative

Full form	Short form
I have got	I've got
you have got	you've got
he has got she has got it has got	he's got she's got it's got
we have got	we've got
you have got	you've got
they have got	they've got

### Negative

Full form	Short form
I have not got	I haven't got
you have not got	you haven't got
he has not got she has not got it has not got	he hasn't got she hasn't got it hasn't got
we have not got	we haven't got
you have not got	you haven't got
they have not got	they haven't got

### \*1 Circle the correct form.

- She **have got** / **has got** a blue pencil.
- I **have got** / **has got** a big book.
  - We **have got** / **has got** two cats.
  - He **have got** / **has got** a blue car.
  - You **have got** / **has got** a bike.
  - My phone **have got** / **has got** a camera.
  - Sue and Tom **have got** / **has got** a nice teacher.
  - The children **have got** / **has got** computers.

### \*2 7.1 Complete the affirmative sentences with 's got or 've got. Then listen and check.

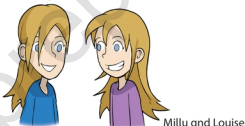
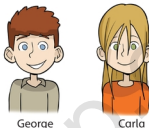
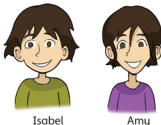
- She's **got** \_\_\_\_\_ an old phone.
- I \_\_\_\_\_ a blue bag.
  - We \_\_\_\_\_ two dogs.
  - He \_\_\_\_\_ a big television.
  - They \_\_\_\_\_ a new ball.
  - You \_\_\_\_\_ an old car.
  - It \_\_\_\_\_ four legs.



**7.2** Complete the negative sentences with *have not* or *has not*. Listen and check.

- ▶ You have not got a guitar.
- We \_\_\_\_\_ got a television.
  - He \_\_\_\_\_ got a bike.
  - They \_\_\_\_\_ got a piano.
  - Cathy \_\_\_\_\_ got a red pen.
  - I \_\_\_\_\_ got a good phone.
  - You \_\_\_\_\_ got a dog.
  - Jenny \_\_\_\_\_ got an umbrella.
  - Kate and Jamie \_\_\_\_\_ got a computer.

**7.3** Look at the pictures and complete the sentences with *has got*, *have got*, *hasn't got* and *haven't got*. Listen and check.



- ▶ George has got short red hair.
- Isabel \_\_\_\_\_ brown eyes.
  - Tom and Max \_\_\_\_\_ blue eyes.
  - Carla \_\_\_\_\_ dark hair.
  - Milly and Louise \_\_\_\_\_ blue eyes.
  - Amy \_\_\_\_\_ short dark hair.
  - Tom and Max \_\_\_\_\_ green eyes.
  - Milly and Louise \_\_\_\_\_ short hair.
  - Isabel \_\_\_\_\_ fair hair.

- 5** Work in pairs. Say one affirmative and one negative sentence about a person in the pictures in exercise 4. Your partner guesses the person or people.

long / short	fair / dark / red	hair
	blue / brown / green	eyes

They've got long, fair hair.  
They haven't got brown eyes.

Milly and Louise.

Yes.

- 6** Write a description of a person or people in your class. One thing isn't true.

Ivy has got long, fair hair and blue eyes.

- 7** Show your description from exercise 6 to your partner. Your partner says the mistake.

Ivy hasn't got long hair. She's got short hair.

Yes.



## Have got: questions and short answers

To form questions with **have got**, we put the subject between **have** and **got**.

*Have you got a pencil? Has she got a sister?*

### Questions

Have I got ... ?

Have you got ... ?

Has he got ... ?

Has she got ... ?

Has it got ... ?

Have we got ... ?

Have you got ... ?

Have they got ... ?

When we answer a question, we often use a short answer.

*Have you got a pencil? Yes, I have.*

*Has Jill got a sister? No, she hasn't.*

### Short answers

Yes, I have.

No, I haven't.

Yes, you have.

No, you haven't.

Yes, he has.

No, he hasn't.

Yes, she has.

No, she hasn't.

Yes, it has.

No, it hasn't.

Yes, we have.

No, we haven't.

Yes, you have.

No, you haven't.

Yes, they have.

No, they haven't.

- \*8** **7.4** Write the words in the correct order to make questions. Listen and check.

- ▶ she / got / has Has she got a blue car?  
 1 have / got / they \_\_\_\_\_ brown eyes?  
 2 you / have / got \_\_\_\_\_ a big bedroom?  
 3 he / has / got \_\_\_\_\_ dark hair?  
 4 got / we / have \_\_\_\_\_ a new teacher?  
 5 has / got / Claire \_\_\_\_\_ a green pen?  
 6 got / I / have \_\_\_\_\_ a nice cake?  
 7 Sally / got / has \_\_\_\_\_ blue eyes?

- \*9** Write questions.

- ▶ Pat / a bike  
Has Pat got a bike?  
 1 Tony / a phone \_\_\_\_\_  
 2 Anna / a camera \_\_\_\_\_  
 3 Pat and Anna / computers \_\_\_\_\_  
 4 Jill / a guitar \_\_\_\_\_  
 5 Tony and Jill / bikes \_\_\_\_\_  
 6 Tony / a computer \_\_\_\_\_

- \*10** **7.5** Look at the pictures and listen to the questions from exercise 9. Write short answers.



Pat



Tony



Anna



Jill

- ▶ Yes, he has.




- 1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_



- 11** Work in groups. Write your group's names in the table. Then ask questions and complete the table with ticks ✓ or crosses X.

Has Mike got a phone?

Yes, he has.

Names			
Mike	✓	✓	X
Rosy	X	✓	✓
Oscar	X	✓	X

- 12** Use the information in the table in exercise 11. Write sentences.

Mike has got a phone. He hasn't got a bike. Rosy and Oscar have got phones. They haven't got computers.

- 13** Find the mistake in each sentence. Write correct sentences.

► Pete have got red hair.

Pete has got red hair.

1 Have got you a phone?

2 Julia and I got blue eyes.

3 Has the children got a new teacher?

4 Suzy haven't got long hair.

5 They got a computer?

6 We's got two cars.

- 14** 7.6 Listen to the dialogue. Tick ✓ the objects that Ryan has got and cross X the objects he hasn't got.



- T-shirts ☒
- trousers ☐
- shoes ☐
- socks ☐
- jacket ☐
- hat ☐
- camera ☐
- pen ☐
- phone ☐



**\*15 7.7** Listen to the dialogue and complete the sentences.



book dress hat jeans phone  
shoes T-shirts

Mum Have you got everything for the holiday?

Daisy Yes! I've got T-shirts, <sup>1</sup> \_\_\_\_\_ and  
<sup>2</sup> \_\_\_\_\_.

Mum Good. Have you got a <sup>3</sup> \_\_\_\_\_?

Daisy Oh ... No, I haven't.

Mum And have you got a <sup>4</sup> \_\_\_\_\_?

Daisy No. I haven't got a <sup>5</sup> \_\_\_\_\_.

Mum It's hot in Spain. You need a <sup>6</sup> \_\_\_\_\_.

Daisy I've got my <sup>7</sup> \_\_\_\_\_.

Mum But have you got a <sup>8</sup> \_\_\_\_\_ to read?

Daisy Yes, I have. I've got *Oliver Twist*.

**\*16 GAME** Work in pairs. Choose a person in the picture, but don't tell your partner. Your partner asks questions and guesses the person.

Has she got dark hair?

No, she hasn't.



**\*17** Write sentences about one of the people in the picture in exercise 16. Then write sentences about yourself.

Carla has got dark hair. She's got a red shirt, ...

I've got ...

**Self-evaluation** Rate your progress.

	😊	😊😊	😊😊😊😊
1			
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17			



## Reading and writing

### 1 Tick the correct word to complete the sentences.

- He is funny. ☐ am ☒ is ☐ are  
 1 You is tall. ☐ am ☐ is ☐ are  
 2 They isn't nice. ☐ 'm not ☐ isn't ☐ aren't  
 3 I are young. ☐ I ☐ She ☐ They  
 4 I am angry. ☐ am ☐ is ☐ are  
 5 I isn't big. ☐ I ☐ It ☐ They

### 2 Look at the pictures and complete the sentences with the correct form of *have got*.



- He's got a camera.  
 1 She isn't a guitar.  
 2 I isn't a phone.  
 3 You isn't a pen.  
 4 He isn't a watch.  
 5 They isn't a computer.

### 3 Complete the questions.

- Are you British?  
 1 isn't you got a brother?  
 2 isn't Katie angry?  
 3 isn't we got the camera?  
 4 isn't Tim got a computer?  
 5 isn't the car old?  
 6 isn't they got a dog?

### 4 Look at the picture. Complete the text with words from the box.



haven't got   hasn't got   is  
isn't   have got   is   aren't

Tom is 12 years old. He's got dark hair and brown eyes. He isn't tall.  
 Anna isn't 13 years old. She isn't dark hair. She's got blue eyes.  
 Tom and Anna isn't British. They're American.  
 They isn't burgers but they isn't chips.



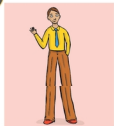
5 Match the questions and short answers.

- 1 Have you got a pen? d
- 2 Are you French? \_\_\_\_
- 3 Has she got a brother? \_\_\_\_
- 4 Have they got a car? \_\_\_\_
- 5 Is he American? \_\_\_\_
- 6 Are they British? \_\_\_\_

- a Yes, they have.
- b No, she hasn't.
- c Yes, he is.
- ~~d No, I haven't.~~
- e Yes, they are.
- f Yes, I am.

Listening

6 R4.1 Listen to the conversations. Write the correct number for each picture.



a \_\_\_\_



d \_\_\_\_



b \_\_\_\_



e 1



c \_\_\_\_



f \_\_\_\_

7 R4.2 Listen and complete the table.



Andy Katy Paul Sally

Name	Age	Nationality	Brothers	Sisters
	15	British	1	1
	18	Australian	0	1
	17	American	0	2
	12	Canadian	1	0

Speaking

8



R4.3 Listen and answer the questions.

Are you British?

No, I'm not.



# 8

## Possessive adjectives; possessive 's

I can use possessive adjectives and possessive 's.

### Possessive adjectives

Is this **your** phone?



No, it isn't **my** phone.  
It's **my sister's**.



His means that a boy or man has got something.  
**his** sister (He has got a sister.)

Her means that a girl or woman has got something.  
**her** sister (She has got a sister.)

Possessive adjectives do not change with a plural noun.

**your** pencil    **your** pencils  
**their** teacher    **their** teachers

#### Personal pronouns

#### Possessive adjectives

I

my

you

your

he

his

she

her

it

its

we

our

you

your

they

their

#### \*1 Complete the sentences with possessive adjectives.

- You are Ronny. **Your** bag is green.
- He is Tom. \_\_\_\_\_ bike is old.
  - I am Kate. \_\_\_\_\_ book is big.
  - They are Henry and Libby. \_\_\_\_\_ car is red.
  - She is Molly. \_\_\_\_\_ hair is short.
  - We are Ted and Iris. \_\_\_\_\_ house is nice.
  - It is a giraffe. \_\_\_\_\_ legs are long.
  - You are Jamie and Jill. \_\_\_\_\_ cats are beautiful.

#### \*2 8.1 Listen and write the correct possessive adjective.

- **our** phones
- \_\_\_\_\_ car
  - \_\_\_\_\_ computer
  - \_\_\_\_\_ books
  - \_\_\_\_\_ pen
  - \_\_\_\_\_ watches
  - \_\_\_\_\_ house
  - \_\_\_\_\_ bikes
  - \_\_\_\_\_ trousers



### \*\*\* 3 Complete the sentences with possessive adjectives.

► James and Alice have got a cat.

Their cat is small.

1 Edward and I have got bikes.

\_\_\_\_\_ bikes are red.

2 Frank has got two dogs.

\_\_\_\_\_ dogs are old.

3 I have got a computer.

\_\_\_\_\_ computer is new.

4 Kim and Martin have got a car.

\_\_\_\_\_ car is nice.

5 Amy has got jeans.

\_\_\_\_\_ jeans are blue.

6 Billy has got a camera.

\_\_\_\_\_ camera is expensive.

7 Dave and Dora have got a house.

\_\_\_\_\_ house is big.

8 Fred and I have got an English teacher.

\_\_\_\_\_ teacher is good.

9 You have got a mobile phone.

\_\_\_\_\_ mobile phone is new.

### \*\*\* 4 Look at the picture and complete the sentences with *his*, *her* or *their*.

► His trainers are white.

1 \_\_\_\_\_ shirt is blue.

2 \_\_\_\_\_ car is red.

3 \_\_\_\_\_ hair is dark.

4 \_\_\_\_\_ trainers are green.

5 \_\_\_\_\_ house is white.

6 \_\_\_\_\_ shirt is orange.

7 \_\_\_\_\_ dogs are brown.

8 \_\_\_\_\_ trousers are blue.

9 \_\_\_\_\_ trousers are white.

10 \_\_\_\_\_ hair is long.



### \*\*\* 5 Work in pairs. Ask your partner questions about their possessions. Use the words below.

bag eyes pen shirt shoes

What colour is your bag?

My bag is green.

### \*\*\* 6 Write sentences about you and your partner.

bag eyes pen shirt shoes

My shoes are black.

Her shoes are blue.

Our shirts are white.



## Possessive 's

We use an apostrophe (') to express possession.

*Beth's dog* The dog belongs to Beth.

*the children's bikes* The bikes belong to the children.

*the girls' room* The room belongs to the girls.

For a singular noun or name, we add 's.

*the teacher's bag*

*Beth's dog*

*Jack and Tom's brother*

For an irregular plural, we add 's.

*the children's bikes*

For a regular plural, we add '.

*the girls' room*

*the teachers' cars*

- \*7 **8.2** Look at the pictures and write Anna's or Ben's. Listen and check.



- Ben's guitar
- \_\_\_\_\_ watch
  - \_\_\_\_\_ computer
  - \_\_\_\_\_ dog
  - \_\_\_\_\_ phone
  - \_\_\_\_\_ shoes
  - \_\_\_\_\_ ball
  - \_\_\_\_\_ bike

- \*8 Write the singular possessive form.

► The car belongs to the teacher.  
the teacher's car

1 The computer belongs to the boy.  
the \_\_\_\_\_ computer

2 The T-shirt belongs to the girl.  
the \_\_\_\_\_ T-shirt

3 The books belong to the woman.  
the \_\_\_\_\_ books

4 The jacket belongs to my mum.  
my \_\_\_\_\_ jacket

5 The ball belongs to the dog.  
the \_\_\_\_\_ ball

6 The phone belongs to my dad.  
my \_\_\_\_\_ phone

- \*9 Complete the sentences with the regular and irregular plural possessive form.

► The teachers have got a computer.  
It is the teachers' computer.

1 The boys have got a dog.  
It is the \_\_\_\_\_ dog.

2 The girls have got a house.  
It is the \_\_\_\_\_ house.

3 The children have got homework.  
It is the \_\_\_\_\_ homework.

4 The cats have got water.  
It is the \_\_\_\_\_ water.

5 The men have got cars.  
They are the \_\_\_\_\_ cars.

6 The women have got bags.  
They are the \_\_\_\_\_ bags.

- \*10 Complete the phrases with 's or '.

► the teachers bag

1 the boy\_\_\_\_\_ phone

2 the girls\_\_\_\_\_ school

3 Tom\_\_\_\_\_ shirt

4 the teachers\_\_\_\_\_ room

5 the dog\_\_\_\_\_ nose

6 the children\_\_\_\_\_ books

7 Kim\_\_\_\_\_ hair

8 my parents\_\_\_\_\_ car

9 the girl\_\_\_\_\_ bike

10 the womens\_\_\_\_\_ shoes



**11** Match 1-8 with a-h.



- 1 the boy's shoes c      3 the women's cars \_\_\_\_      5 the monkey's tree \_\_\_\_  
 2 the boys' shoes \_\_\_\_      4 the woman's cars \_\_\_\_      6 the monkeys' tree \_\_\_\_  
 7 my sister's room \_\_\_\_      8 my sisters' room \_\_\_\_

**12** **8.3** Look at the family trees. Listen and write the correct names.

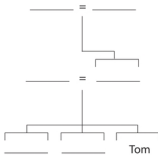


Alex Anna Ben Jill Kim Mary and Pat ~~Sam~~ Sue and Leo Tony

Heidi's family



Tom's family





- \*\*\*13 Look at the pictures and read the sentences. Write the correct letter.



- 1 Who is Jack? \_\_\_\_  
His parents' house is old.  
His sister's dress is white.  
His brother's phone is red.
- 2 Who is Kim? \_\_\_\_  
Her parents' house is new.  
Her brother's phone is black.  
Her sister's phone is blue.
- 3 Who is Carla? \_\_\_\_  
Her mum's hair is dark.  
Her brother's hair is fair.  
Her sister's hair is dark.
- 4 Who is Alex? \_\_\_\_  
His mum's hair is red.  
His brother's hair is red.  
His sister's hair is dark.

- \*\*\*14 Look at exercise 12 and draw your family tree. Answer your partner's questions about it.

What is your dad's name?

His name is Frank.

What are your brothers' names?

Their names are John and Toby.

- \*\*\*15 Look at your partner's family tree and write about it.

Her dad's name is Mike. Her mum's name is Jenny. Her sister's name is ...  
Her grandparents' names are ...

### Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊😊
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# 9

## This, that, these, those

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



	Near	Not near
Singular	this	that
Plural	these	those

We use **this** and **these** to talk about things near to us.

*This is my brother.*

(He is near you.)

*These books are very old.*

(The books are near.)

We use **that** and **those** to talk about things not near to us.

*That is my brother.*

(He isn't near you.)

*Those apples are nice.*

(The apples aren't near.)

### \*1 9.1 Complete the sentences with **This** or **That**. Listen and check.



► This is my kite.



2 \_\_\_\_\_ is my computer.



4 \_\_\_\_\_ is my skateboard.



6 \_\_\_\_\_ is my football.



1 \_\_\_\_\_ is my kite.



3 \_\_\_\_\_ is my computer.



5 \_\_\_\_\_ is my skateboard.



7 \_\_\_\_\_ is my football.



**\*2** Look at the picture and the sentences. Write the letter.



- These are Mum's bags. a
- 1 Those are my bags.
- 2 These are Mum's shoes.
- 3 Those are my shoes.
- 4 These are my DVDs.
- 5 Those are Mum's DVDs.
- 6 These are my books.
- 7 Those are Mum's books.



- \*3** Work in pairs. Point to an object in the picture and make questions with *this*, *these*, *that*, *those*. Your partner answers with a sentence from exercise 2.

What are these?

These are my shoes.

What are those?

Those are Mum's DVDs.

**\*4** Choose the correct words.

- Is this a pencil?
- 1 This / These are my shoes.
- 2 That / Those book is old.
- 3 This / These pens are red.
- 4 Is that / those a hippo?
- 5 That / Those shoes are beautiful.
- 6 This / These is a nice house.
- 7 That / Those is Jack.
- 8 Are this / these your photos?

**\*5** **9.2** Look at the sentences. Listen and write the number next to each sentence, then listen and repeat.

- a What's this?
- b What are these?
- c This is a camera.
- d These are cameras.
- e This is my shoe.
- f These are my shoes.
- g Is this her pen? 1
- h Are these her pens?



- #6 Complete the captions for each picture, using *this, that, these, those* and a plural or singular noun.



► This apple  
is nice.



4 \_\_\_\_\_ are  
green.



1 \_\_\_\_\_ is  
big.



5 \_\_\_\_\_ is  
big.



2 \_\_\_\_\_ are  
red and green.



6 \_\_\_\_\_ are  
nice.



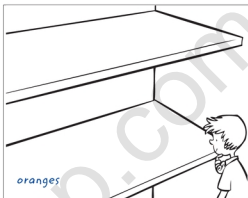
3 \_\_\_\_\_ is  
red.



7 \_\_\_\_\_ are  
old.

- #7 9.3 Listen to the conversation and write the words on the correct shelf.

apples bread burgers cake chicken  
mango oranges potatoes



- #8 GAME Work in groups. Each person puts two objects on a table. One person chooses an object and says who it belongs to. Is it correct?

*This belongs to Harry.*

*No. That belongs to Katy.*

*This belongs to Tom.*

*Yes. That belongs to Tom.*

Self-evaluation Rate your progress.



1			
2			
3			
4			
5			
6			
7			
8			



## Reading and writing

- 1 Complete the sentences with *my, your, his, her, our* and *their*.

► He has got a bike.

It's his bike.

1 You have got a guitar.

It's \_\_\_\_\_ guitar.

2 I have got a computer.

It's \_\_\_\_\_ computer.

3 They have got a new car.

It's \_\_\_\_\_ car.

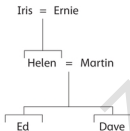
4 She has got two phones.

They're \_\_\_\_\_ phones.

5 We have got a blue sofa.

It's \_\_\_\_\_ sofa.

- 2 Look at the family tree. Read the sentences. Choose the correct answers.



Hi. <sup>1</sup>**My / Your / Its** name is Ed, and this is <sup>1</sup>**my / his / your** brother, Dave. We've got a nice family.

That is <sup>2</sup>**your / our / her** mum. <sup>3</sup>**His / Her / Its** name is Helen.

That's <sup>4</sup>**your / our / his** dad. <sup>5</sup>**His / Her / Our** name is Martin.

Those are <sup>6</sup>**your / our / their** grandparents.

<sup>7</sup>**Their / His / Its** names are Iris and Ernie.

## Listening

- 3  **R5.1** Listen and tick the box.



► a ☒



b ☐



c ☐



1 a ☐



b ☐



c ☐



2 a ☐



b ☐



c ☐



3 a ☐



b ☐



c ☐



4 a ☐



b ☐



c ☐

## Speaking

- 4 Find a picture of your family. Describe your family to your partner.

This is my mum.  
Her name is ...

mum dad brother sister grandparents



# 10

## Personal object pronouns and possessive pronouns

I can recognize and use possessive and personal object pronouns.

### Personal object pronouns



The games console isn't yours. It belongs to me!

We use subject pronouns before verbs. We use object pronouns after verbs and prepositions (for example, **to**, **for**).

I've got a bag. It belongs to **me**.

We've got a car. It belongs to **us**.

#### Subject pronouns

I  
you  
he  
she  
it  
we  
you  
they

#### Object pronouns

me  
you  
him  
her  
it  
us  
you  
them

### \*1 Look at the pictures and complete the sentences with the correct pronouns.

her him it ~~me~~ me them us you



► I'm Charlie. This guitar belongs to me.



2 She's Carla. That computer belongs to \_\_\_\_\_.



4 We're Dave and Iris. This dog belongs to \_\_\_\_\_.



1 He's Fred. That kite belongs to \_\_\_\_\_.



3 You're Jane. That phone belongs to \_\_\_\_\_.



5 They're Ed and Ivy. That car belongs to \_\_\_\_\_.



## \*2 Choose the correct option.



- We've got a nice house. It belongs to me / us.
- 1 You've got a new car. It belongs to **you** / her.
  - 2 Tom has got two cats. They belong to **him** / them.
  - 3 I've got a football. It belongs to **me** / it.
  - 4 They've got an old computer. It belongs to **them** / me.
  - 5 Lucy has got blue shoes. They belong to **her** / him.

## \*3 Work in pairs. Say a sentence with *have got a/an ...*. Your partner replies *It belongs to ...* and an object pronoun.

She's got a jacket.

It belongs to her.

## Possessive pronouns

We use possessive adjectives (for example, **my**, **your**) before nouns.

That's **my** book.

Her car is red.

We use possessive pronouns (for example **mine**, **yours**) without nouns.

This isn't **my** book. It's **yours**.

(= It's **your** book.)

His car is blue. **Hers** is red.

(= **Her** car is red.)

### Possessive adjective

my

your

his

her

its

our

your

their

### Possessive pronoun

mine

yours

his

hers

-

ours

yours

theirs

## \*4 Complete the sentences with *his*, *hers* or *theirs*.

I'm Anna.

This is Nick.

This is Sue.

This is Jill and this is Tony.



► The piano is mine.

1 The bike is \_\_\_\_\_.

2 The dog is \_\_\_\_\_.

3 The guitar is \_\_\_\_\_.

4 The cat is \_\_\_\_\_.

5 The television is \_\_\_\_\_.

6 The car is \_\_\_\_\_.

7 The jacket is \_\_\_\_\_.

8 The watch is \_\_\_\_\_.

9 The computer is \_\_\_\_\_.



**5** **10.1** Rewrite the sentences with possessive pronouns. Listen and check.

▶ These are Jim's books.

*These are his.*

1 That's my bag.

2 Is this her cat?

3 Those aren't your trainers.

4 They're our bikes.

5 Is that their computer?

6 This isn't his phone.

7 Those are our pens.

8 Rosy's guitar is old.

9 Oscar's shoes are blue.

10 That isn't Ruan and Linda's house.

**6** Work in groups. Each person puts a pencil or pen in a bag. Pick out one pen or pencil and say who it belongs to.

*This is yours.*

*No, it isn't. It's his.*

**7** **10.2** Listen and write the objects in the correct column.

red T-shirt black T-shirt blue watch  
yellow watch green trainers  
white trainers blue pen red pen

Tooby	Polly	William
red T-shirt		

**8** Write sentences about you and your partner. Use the words below or your own ideas.

bag eyes hair pen shoes

*My shoes are black. Hers are blue.  
Her hair is brown. Mine is black.*

**9** Complete the sentences with a possessive adjective or a possessive pronoun.

▶ That car belongs to me. It's my car.

▶ This book belongs to me. It's mine.

1 That camera belongs to us. It's \_\_\_\_\_ camera.

2 This ball belongs to her. It's \_\_\_\_\_.

3 That computer belongs to them. It's \_\_\_\_\_ computer.

4 This guitar belongs to you. It's \_\_\_\_\_.

5 These shoes belong to us. They're \_\_\_\_\_.

6 That jacket belongs to him. It's \_\_\_\_\_ jacket.

7 This book belongs to her. It's \_\_\_\_\_ book.

8 That dog belongs to them. It's \_\_\_\_\_.

9 This ruler belongs to you. It's \_\_\_\_\_ ruler.

10 That phone belongs to him. It's \_\_\_\_\_.

**10** **10.3** Rewrite the sentences. Listen and check.

▶ Suzy has got a black jacket. That jacket belongs to her.

1 You've got a football. That football belongs to \_\_\_\_\_.

2 I've got a white car. That car belongs to \_\_\_\_\_.

3 Max has got a new computer. That computer belongs to \_\_\_\_\_.

4 We've got two cats. Those cats belong to \_\_\_\_\_.

5 My parents have got a big house. That house belongs to \_\_\_\_\_.

6 The dog has got some water. That water belongs to \_\_\_\_\_.



**\*11** **10.4** Listen and write the objects in the correct room.



computer



football



bike



television



guitar



trainers



fish



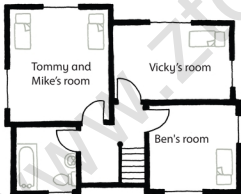
desk



books



piano



**\*12** **GAME** Turn to page 136. Draw objects on the diagram. Then ask and answer questions with your partner.

Are the trainers hers?

No, they aren't hers.  
They're his.

**\*13** **10.5** Read and listen. Then sing along!



*Tell me about  
the new things you have got.  
I've got a new bike.  
It belongs to me.  
It's mine and it's fine.  
My new bike.*

*Tell me about  
the new things you have got.  
She's got a new cat.  
It belongs to her.  
It's hers and it purrs.  
Her new cat.*

*Tell me about  
the new things you have got.  
They've got a new car.  
It belongs to them.  
It's theirs and it's rare.  
Their new car.*

*Tell me about  
the new things you have got.  
We've all got new things.  
They belong to us.  
They're ours, yes they are.  
Our new things.*

**Self-evaluation** Rate your progress.



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12				
13				



# 11

## Countable and uncountable nouns; some and any

I can recognize and use countable and uncountable nouns, **some** and **any**.

### Countable and uncountable nouns

We can count countable nouns.  
*one ruler five pens*

They have singular and plural forms.

*ruler rulers*  
*book books*

We can use **a** or **an** with the singular form.

*a book an egg*

We can't count uncountable nouns.

*homework one-homework*  
*rice two-rices*

They only have a singular form.

They don't have a plural form.

*water waters*  
*money moneys*

We don't use **a** or **an** with uncountable nouns.

*a rice an information*

*Strawberries, a banana and some yoghurt. Yum!*



\*1 Can you count the objects? Circle **yes** or **no**.



1 rain yes ☒ no



5 pasta yes / no



9 homework yes / no



2 pencils yes / no



6 music yes / no



10 apples yes / no



3 water yes / no



7 books yes / no



11 bread yes / no



4 phone yes / no



8 bags yes / no



12 hair yes / no



- 2 Are the words countable or uncountable?  
Write them in the correct column.

Countable	Uncountable
elephant	



elephant



honey



bread



burger



horse



fruit juice



cat



dog



milk



monkey

- 3 11.1 Write *a*, *an* or *-*. Listen and check.

- ▶ a bag
- ▶ - bread
- 1 - rain
- 2 - elephant
- 3 - pencil
- 4 - horse
- 5 - music
- 6 - water
- 7 - phone
- 8 - homework
- 9 - apple
- 10 - fruit juice

- 4 GAME Work in pairs. Mime a word below for your partner to guess. They must use *a*, *an* or no article.

bag bread dog elephant homework  
horse music pasta phone rain

That's bread.

Yes, it is!

That's a horse.

No, it isn't!

- 5 Can these words be plural? Write *yes* or *no*.

- ▶ fruit juices no
- ▶ horses yes
- 1 milks -
- 2 monkeys -
- 3 bags -
- 4 musics -
- 5 burgers -
- 6 pastas -
- 7 breads -
- 8 cats -



## Some and any

We use **a** or **an** with singular countable nouns.

	a/an
Singular countable	I've got <b>an</b> apple. He's got <b>a</b> pencil.

We use **some** and **any** with plural countable nouns and uncountable nouns.

We use **some** in affirmative statements.  
I've got **some** apples.  
He's got **some** bread.

We use **any** in negatives and questions.  
We haven't got **any** milk.  
Have you got **any** pencils?

	some and any
Plural countable	I've got <b>some</b> apples. He hasn't got <b>any</b> pencils. Have you got <b>any</b> pencils?
Uncountable	I've got <b>some</b> bread. He hasn't got <b>any</b> homework. Have you got <b>any</b> milk?

**6** **11.2** Write the food words with *a*, *an* or *some*. Listen and check.



tomatoes  
salad  
cake  
cheese  
strawberries  
crisps  
pineapple  
lemonade  
sugar  
carrots  
mango  
juice  
egg



Sue has got ...

some tomatoes

some salad

a cake

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**7** **11.3** Write the food and drinks you hear in the correct column.



Countable	Uncountable
burgers	

**8** Look at the picture in exercise 6 and the table in exercise 7. Say what Louise hasn't got.

Louise hasn't got any burgers.



Work in pairs. Draw six types of food in the cupboard but don't show your partner. Take turns to ask questions and guess what is in your partner's cupboard.

Have you got any apples?

No, I haven't. Have you got any bread?

Yes, I have.



10 11.4 Choose the correct words. Then listen and check.

Waiter Can I help you?

Ben I'd like a / some burger.

Waiter With <sup>1</sup>a / some cheese?

Ben Yes, please.

Waiter OK. And <sup>2</sup>a / some chips?

Ben No, thanks. Have you got <sup>3</sup>a / any lemonade?

Waiter No, but we've got some <sup>4</sup>water / waters.

Ben OK. <sup>5</sup>A / Some water, please.

12



Write sentences about your family with *have got* and the words in the box. Use *a, an, some* or *any*.

books bread cat cheese elephant  
computer lemonade music strawberries



We've got a ...



We've got some ...

11 Circle the correct word.

▶ Have you got any fruit juice / fruit juices?

1 She hasn't got any / a bread.

2 I haven't got pencil / a pencil.

3 Pasta is / Pastas are Italian.

4 I've got some / a music on my computer.

5 They've got a cat / cat.

6 We've got some / a books.

7 Tom has got some milk / milks.

8 Have you got any phone / bread?

Self-evaluation Rate your progress.



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## Reading and writing

### 1 Choose the correct word.

- I'm Dave. This watch belongs to I / me / my.  
 1 You're Ann. That car belongs to you / your / yours.  
 2 He's Bill. Those shoes belong to he / him / his.  
 3 She's Kim. These books belong to her / hers / she.  
 4 We're Sue and Pat. This cat belongs to our / we / us.  
 5 They're Ben and Alex. That computer belongs to they / them / their.

### 2 Write a, an, some or any.

- I've got a mango.  
 ► We've got some bread.  
 1 He's got \_\_\_\_\_ apple.  
 2 Have you got \_\_\_\_\_ water?  
 3 They haven't got \_\_\_\_\_ car.  
 4 Sue has got \_\_\_\_\_ computers.  
 5 We haven't got \_\_\_\_\_ cheese.

## Listening

- 3 **R6.1** Sam is talking about his and his brother's bedroom. Listen and write the objects in the correct column.

books bookcase clock guitar radio computer

Sam's	His brother's	Sam and his brother's

- 4 **R6.2** Look at the pictures. Listen and write the correct number.



a \_\_\_\_\_



b \_\_\_\_\_



c \_\_\_\_\_



d 1



e \_\_\_\_\_



f \_\_\_\_\_

## Speaking

- 5 Look at the picture. Say the food John has got. Remember to use a/an or plurals, where necessary.



apple bread egg tomato pasta burger  
milk crisp juice mango

John's got an egg. He's got ...



## Reading and writing

### 1 Complete the table.

I	me	my	
you		your	
he	him		
she			hers
it	it		
we		our	
you			
they			theirs

### 2 Complete the sentences with a possessive form.

► Ben has got a dog.

That is Ben's dog.

1 The teachers have got a computer.

That is the \_\_\_\_\_ computer.

2 Lucy has got a guitar.

That is \_\_\_\_\_ guitar.

3 Sam and Kim have got a car.

That is \_\_\_\_\_ car.

4 The woman has got a jacket.

That is the \_\_\_\_\_ jacket.

5 The children have got a new teacher.

That is the \_\_\_\_\_ new teacher.

### 3 Look at the bold words. Put a tick in the correct box.

► Tony's shoes

his ☒ her ☐ their ☐

1 Tony and Sue's house

his ☐ her ☐ their ☐

2 Mary's car

his ☐ her ☐ their ☐

3 Paul's phone

his ☐ her ☐ their ☐

4 Anna's jeans

his ☐ her ☐ their ☐

### 4 Look at the picture and complete the text with words from the box.



**carrot** lemons pineapple fruit juice  
apple milk

They've got two carrots but they haven't got an  
1 \_\_\_\_\_. They've got 2 \_\_\_\_\_ but they haven't got  
3 \_\_\_\_\_. They've got a 4 \_\_\_\_\_ and three 5 \_\_\_\_\_.

### 5 Complete the sentences.

► That's my jacket. It belongs to me.

► This is her bag. It's hers.

1 This is your shirt. It belongs to \_\_\_\_\_.

2 That is \_\_\_\_\_ car. It's theirs.

3 These are our bikes. They belong to \_\_\_\_\_.

4 Those are \_\_\_\_\_ shoes. They're his.

5 This is her hat. It belongs to \_\_\_\_\_.

### 6 Choose the correct option.

► Is these / that / those your school?

1 They / Their / Theirs teachers are very good.

2 We've got bread / a bread / two breads.

3 That / This / Those are Jack's shoes.

4 Those pens are my / mine / mines.

5 My dads / dad's / dads' shoes are very big.



## Listening



7 **R7.1** Listen and draw lines.

Hi. I'm Kim. She is my sister  
and he is my brother.



## Speaking



8 **R7.2** Listen to the conversation.  
Write the missing words.

Teacher Is this pencil yours ?

Emma No, it isn't. My pencil is yellow. <sup>1</sup> \_\_\_\_\_  
is Daisy's.

Teacher OK. Is this ruler Daisy's, too?

Emma Yes, that's <sup>2</sup> \_\_\_\_\_.

Teacher And these books?

Emma <sup>3</sup> \_\_\_\_\_ are my books.

Teacher OK. So, is this <sup>4</sup> \_\_\_\_\_ pencil? It's  
yellow.

Emma Yes. That's <sup>5</sup> \_\_\_\_\_. Thanks.

9 Describe what you can see in your classroom.

*There are some desks and some  
students. There are some posters and  
some books. There aren't any animals  
or cars.*



# 12 Present simple

I can recognize and use the present simple.

## Present simple: affirmative

Do you like football?

Yes, I do.



I watch it on TV.



We use the present simple to talk about things we do regularly, or things which are always true.

*I go to school every day.*

*My grandparents live in Manchester.*

We add -s to the *he, she* and *it* forms.

*I sing. She sings.*

*I drink coffee. She drinks coffee.*

**I read**

**you read**

**he reads**

**she reads**

**it reads**

**we read**

**you read**

**they read**

## Spelling rules for *he, she* and *it* forms

-ch, -sh, -o, -s, -x → + -es

*I watch he watches*

*I relax she relaxes*

*I go it goes*

consonant + -y → y + -ies

*I carry she carries*

vowel + -y → + -s

*I play he plays*

## Irregular verbs

*I have it has*

*I am she is*

For more information on how to form the present simple of **be**, see unit 6.

## Pronunciation

For verbs ending in -ch, -sh, -s, -x, the *he, she* and *it* forms have an extra syllable.

*watch wa-tches*

*miss mi-sses*

*re-lax re-la-xes*

### \*1 Circle the correct option.

► I play / plays football.

1 We eat / eats fish.

2 They go / goes to school.

3 She read / reads magazines.

4 Jack watch / watches DVDs.

5 You listen / listens to rock music.

6 Pete and Milly play / plays basketball.

7 My sister live / lives in a big house.

8 I watch / watches old films.

9 It rain / rains in England.

10 I like / likes chocolate.

### \*2 12.1 Complete the sentences with the words in the box. Listen and check.



drink drinks eat eats listen listens  
play plays study studies

► You eat meat.

1 Bella \_\_\_\_\_ coffee.

2 Charlie and Emily \_\_\_\_\_ maths.

3 Emma \_\_\_\_\_ football.

4 Our teacher \_\_\_\_\_ to classical music.

5 My brothers \_\_\_\_\_ to pop music.

6 We \_\_\_\_\_ tennis.

7 My brother \_\_\_\_\_ English.

8 Henry and I \_\_\_\_\_ fruit juice.

9 Jason's sister \_\_\_\_\_ fish.



### Write the *he, she, and it* forms.

- teach teaches 8 fly \_\_\_\_\_  
 1 play \_\_\_\_\_ 9 drink \_\_\_\_\_  
 2 watch \_\_\_\_\_ 10 relax \_\_\_\_\_  
 3 study \_\_\_\_\_ 11 enjoy \_\_\_\_\_  
 4 read \_\_\_\_\_ 12 miss \_\_\_\_\_  
 5 go \_\_\_\_\_ 13 do \_\_\_\_\_  
 6 finish \_\_\_\_\_ 14 have \_\_\_\_\_  
 7 eat \_\_\_\_\_ 15 be \_\_\_\_\_

### 12.2 Listen to the words from exercise 3.

Put the *he, she and it* forms in the correct column.

No extra syllable	Extra syllable
plays	teaches

### 12.3 Listen and complete the sentences with the correct form of the verbs in the pictures.



get up

go to school

have dinner

listen to music



do homework

finish school

watch TV

go to bed

► I get up at six o'clock.

- Sally \_\_\_\_\_ at seven o'clock.
- I \_\_\_\_\_ my homework in the morning.
- Sally \_\_\_\_\_ her homework in the evening.
- I \_\_\_\_\_ to school by bus.
- Sally \_\_\_\_\_ to school by car.
- We \_\_\_\_\_ school at three o'clock.
- We \_\_\_\_\_ dinner at 6.30 p.m.
- I \_\_\_\_\_ TV in the evening.
- Sally \_\_\_\_\_ to music.
- I \_\_\_\_\_ to bed at nine o'clock.
- Sally \_\_\_\_\_ to bed at ten o'clock.

### Write about your typical day. Use the verbs below.

get up go to school finish school have dinner

I get up at 7 a.m. I go to school by bus.

I finish school at 3.15 p.m. I have dinner at 7.30 p.m.



## Present simple: negative

To form negatives in the present simple, we use **do not** or **does not** with the base form.

*I do not read books. She does not drive a big car.*

Full form	Short form
I do not read	I don't read
you do not read	you don't read
he does not read	he doesn't read
she does not read	she doesn't read
it does not read	it doesn't read
we do not read	we don't read
you do not read	you don't read
they do not read	they don't read

### \*7 Complete the negative sentences with **do not** or **does not**.

► We do not live in a big house.

- She \_\_\_\_\_ get up at six o'clock.
- You \_\_\_\_\_ study French.
- They \_\_\_\_\_ go to school by car.
- Mary's sister \_\_\_\_\_ drink coffee.
- I \_\_\_\_\_ have breakfast at home.
- Their brother \_\_\_\_\_ do his homework.
- Those men \_\_\_\_\_ live in London.
- School \_\_\_\_\_ finish at two o'clock.

### \*8 Make the sentences negative. Use short forms.

► I play tennis.

I don't play tennis.

- You listen to rock music.  
You \_\_\_\_\_ to rock music.
- Daisy watches DVDs.  
Daisy \_\_\_\_\_ DVDs.
- I have dinner at 7 p.m.  
I \_\_\_\_\_ dinner at 7 p.m.
- She reads books.  
She \_\_\_\_\_ books.
- We eat pasta.  
We \_\_\_\_\_ pasta.
- It rains in India.  
It \_\_\_\_\_ in India.
- They go to school by bus.  
They \_\_\_\_\_ to school by bus.

### 9 12.4 Listen and write affirmative or negative sentences for each picture.



► Mondays / play the guitar

On Mondays, she doesn't play the guitar.



1 Tuesdays / go to a painting class



2 Wednesdays / make dinner



3 Thursdays / meet her friends



4 Fridays / relax on the sofa




5 Saturdays / go to the beach




- \*10** Look at the table and write affirmative and negative sentences.

	play the guitar	do a French class	relax on the sofa	meet friends
Andy	✓	X	X	✓
Emily	X	✓	✓	X
Polly and Jamie	✓	X	✓	X

- Andy plays the guitar but he doesn't do a French class.
- 1 Emily \_\_\_\_\_ the guitar but she \_\_\_\_\_ a French class.
- 2 Polly and Jamie \_\_\_\_\_ the guitar but they \_\_\_\_\_ a French class.
- 3 Andy \_\_\_\_\_ on the sofa but he \_\_\_\_\_ friends.
- 4 Emily \_\_\_\_\_ on the sofa but she \_\_\_\_\_ friends.
- 5 Polly and Jamie \_\_\_\_\_ on the sofa but they \_\_\_\_\_ friends.

- \*11**  Look at the sentences in exercise 10. Write sentences about yourself and a friend.

-  In my free time, I play tennis, but I don't do a dance class.
-  My friend Max listens to music, but he doesn't watch DVDs.

- \*12**  Say two true sentences and one false sentence about your free time. Your partner guesses the false sentence.

I play basketball.  
I listen to classical music.  
I do a dance class.

You don't listen to classical music.

That's right. I don't listen to classical music.

## Present simple: questions

To form questions in the present simple, we put **do** or **does** before the subject.

*Do you read? Does she study French?*

### Questions

Do I read ... ?

Do you read ... ?

Does he read ... ?

Does she read ... ?

Does it read ... ?

Do we read ... ?

Do you read ... ?

Do they read ... ?

### Short answers

Yes, I do.

No, I don't.

Yes, you do.

No, you don't.

Yes, he does.

No, he doesn't.

Yes, she does.

No, she doesn't.

Yes, it does.

No, it doesn't.

Yes, we do.


No, we don't.

Yes, you do.

No, you don't.

Yes, they do.

No, they don't.

- \*13**  **12.5** Write the words in the correct order to make questions. Listen and check.

► study maths/ you / do  
Do you study maths?

1 watch TV / she / does

2 they / live in America / do

3 do / get up at 7 a.m. / you

4 does / read books / Cathy

5 you / listen to music / do

6 your parents / eat fish / do



**\*14 Complete the questions and write short answers.**

► Do they go to bed late?

No, they don't.

1 \_\_\_\_\_ she watch DVDs?

Yes, \_\_\_\_\_.

2 \_\_\_\_\_ you relax on Sundays?

Yes, \_\_\_\_\_.

3 \_\_\_\_\_ Paul play basketball?

No, \_\_\_\_\_.

4 \_\_\_\_\_ your parents drive a big car?

No, \_\_\_\_\_.

5 \_\_\_\_\_ Brian and George play the guitar?

Yes, \_\_\_\_\_.

6 \_\_\_\_\_ it rain in Egypt?

Yes, \_\_\_\_\_.

7 \_\_\_\_\_ you drink coffee?

No, \_\_\_\_\_.

8 \_\_\_\_\_ Jim's sister study history?

No, \_\_\_\_\_.

9 \_\_\_\_\_ you and Kim like the picture?

Yes, \_\_\_\_\_.

**\*15 12.6 Listen to the conversation. Write a tick ✓ if Gemma likes it, and a cross X if Gemma doesn't like it.**



► fish ☒



3 peas ☐



6 toast ☐



9 coffee ☐



1 meat ☐



4 mango ☐



7 jam ☐



10 milk ☐



2 carrots ☐



5 strawberries ☐



8 eggs ☐



11 hot chocolate ☐

**\*16 12.7 Listen again and complete the questions.**



► Do you \_\_\_\_\_ eat fish?

1 Do \_\_\_\_\_ meat?

2 \_\_\_\_\_ like vegetables?

3 \_\_\_\_\_ fruit?

4 What \_\_\_\_\_ your favourite fruit?

5 What \_\_\_\_\_ have for breakfast?

6 \_\_\_\_\_ coffee?

**\*17 Work in pairs. Ask and answer the questions in exercise 16.**

*Do you eat fish?*

*Yes, I do.*

**\*18 Write five sentences about yourself and your partner, with information from exercise 17. Use I, he, she or we.**

*I like fish.  
He doesn't eat meat.  
We drink coffee.*



- 19 Circle the mistakes and complete the correct sentence.

► They lives in India.

They live in India.

- Does she reads books?  
\_\_\_\_\_ books?
- Yes, she do.  
Yes, she \_\_\_\_\_.
- He doesn't watches TV at school.  
\_\_\_\_\_ TV at school.
- Drink you lemonade?  
\_\_\_\_\_ lemonade?
- It rain in London.  
\_\_\_\_\_ in London.
- My friends not go to school by bus.  
\_\_\_\_\_ to school by bus.
- Mandy studys English and maths.  
\_\_\_\_\_ English and maths.
- Do like you carrots?  
\_\_\_\_\_ carrots?
- No, I do.  
No, I \_\_\_\_\_.
- Does the children eat meat?  
\_\_\_\_\_ meat?

- 20 Read the sentences and look at the table. Write the names at the top of each column.

Ben likes coffee.  
Toby plays tennis.  
Jenny doesn't live in Britain.  
Suzy plays tennis.  
Suzy and Ben don't like loud music.  
Toby lives in Britain.  
Toby and Jenny eat bananas.  
Toby doesn't like loud music.  
Jenny doesn't like coffee.  
Ben and Suzy play the guitar.

Names				
live in Britain	✓	✗	✗	✓
play tennis	✓	✓	✗	✓
like coffee	✓	✗	✓	✗
eat bananas	✓	✓	✓	✓
play the guitar	✓	✓	✓	✗
like loud music	✗	✓	✗	✗

- 21 **GAME** Work in groups. Ask questions and write names in the table. The first person with a name in every gap is the winner.

Do you drink coffee?

No, I don't.

	Name	Name
drinks coffee		plays table tennis
gets up at 6 o'clock		doesn't watch TV
rides a horse		plays the piano
doesn't like chocolate		goes to school by car

### Self-evaluation Rate your progress.

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# 13 Present continuous

I can recognize and use the present continuous.

## Present continuous: affirmative



We use the present continuous to talk about things that are happening now or around now.  
We're **watching TV** at the moment.

To form the present continuous, we use the present simple form of the verb **be** + **-ing** form.

*I am eating      we are eating*

*I'm eating      we're eating*

Full form	Short form
I am eating	I'm eating
you are eating	you're eating
he is eating	he's eating
she is eating	she's eating
it is eating	it's eating
we are eating	we're eating
you are eating	you're eating
they are eating	they're eating

## Spelling rules for -ing forms

most verbs	→	+ -ing
eat		eating
read		reading
consonant + -e	→	e + -ing
write		writing
ride		riding
one vowel + one consonant	→	double consonant + -ing
stop		stopping
sit		sitting
-y	→	+ -ing
play		playing
buy		buying

### \*1 Write the verbs in the correct column.

buy do drink drive  
eat finish get have  
listen make live  
meet play rain read  
ride sing sit stop  
study swim watch

most verbs	consonant + -e	one vowel + one consonant	-y
do			



**\*\*2 Write the -ing form of the verbs.**

- ride riding  
 1 watch \_\_\_\_\_  
 2 eat \_\_\_\_\_  
 3 play \_\_\_\_\_  
 4 drive \_\_\_\_\_  
 5 swim \_\_\_\_\_  
 6 drink \_\_\_\_\_  
 7 have \_\_\_\_\_  
 8 sit \_\_\_\_\_  
 9 read \_\_\_\_\_  
 10 do \_\_\_\_\_  
 11 get \_\_\_\_\_  
 12 make \_\_\_\_\_  
 13 study \_\_\_\_\_  
 14 listen \_\_\_\_\_

**\*\*3 Complete the sentences with the correct full form of be.**

- We are reading our books.  
 1 She \_\_\_\_\_ studying maths.  
 2 They \_\_\_\_\_ having breakfast.  
 3 I \_\_\_\_\_ drinking lemonade.  
 4 It \_\_\_\_\_ raining at the moment.  
 5 You \_\_\_\_\_ sitting in my chair.  
 6 He \_\_\_\_\_ listening to music.  
 7 My sister \_\_\_\_\_ doing her homework.  
 8 Her children \_\_\_\_\_ making dinner.  
 9 John and I \_\_\_\_\_ playing football.  
 10 Helen \_\_\_\_\_ going to London.

**\*\*4 13.1 Listen and complete the sentences with the short forms of be. Listen again and repeat the sentences.**

- She's eating.  
 1 \_\_\_\_\_ coming.  
 2 \_\_\_\_\_ watching a film.  
 3 \_\_\_\_\_ reading.  
 4 \_\_\_\_\_ having breakfast.  
 5 \_\_\_\_\_ going to school.  
 6 \_\_\_\_\_ relaxing.  
 7 \_\_\_\_\_ raining.  
 8 \_\_\_\_\_ playing tennis.  
 9 \_\_\_\_\_ doing my homework.  
 10 \_\_\_\_\_ writing an email.

**\*\*5 Look at the picture and read Isabel's blog. Complete the text with the present continuous forms of the verbs. Use short forms.**

drink eat have listen play rain read  
sit talk write



Hi everyone. We're on holiday in Germany but the weather is bad today. It's raining. We \_\_\_\_\_<sup>1</sup> in a café at the moment. I've got my computer and I \_\_\_\_\_<sup>2</sup> my blog. My sister \_\_\_\_\_<sup>3</sup> to music. My brothers aren't in the café. They \_\_\_\_\_<sup>4</sup> football in the rain! My mum \_\_\_\_\_<sup>5</sup> to her friends on the phone. And my dad? He \_\_\_\_\_<sup>6</sup> the newspaper. Oh yes, and my grandparents are here too. They \_\_\_\_\_<sup>7</sup> cakes! I haven't got a cake but I \_\_\_\_\_<sup>8</sup> fruit juice. I like it! We \_\_\_\_\_<sup>9</sup> a good time.

See you soon.

**\*\*6 You are on holiday with your family. Write a blog like Isabel's.**

drink eat listen play read  
sit swim talk write

Hi everyone. We're on holiday in Spain. The weather is good today. We're at the beach.

I \_\_\_\_\_.  
 My brother/sister \_\_\_\_\_.  
 My mum \_\_\_\_\_.  
 My dad \_\_\_\_\_.  
 My grandparents \_\_\_\_\_.  
 We're having a great time.

See you soon.



## Present continuous: negative

Full form	Short form
I am not eating	I'm not eating
you are not eating	you aren't eating
he is not eating she is not eating it is not eating	he isn't eating she isn't eating it isn't eating
we are not eating	we aren't eating
you are not eating	you aren't eating
they are not eating	they aren't eating

- \*7** Circle the correct option. Then write an affirmative sentence using the word in brackets.

► We isn't / aren't having breakfast. (lunch)  
*We're having lunch.*

- She isn't / aren't playing tennis. (netball)
- You isn't / aren't going to the beach. (park)
- He isn't / aren't doing his homework. (reading)
- I'm not / I's not watching TV. (listening to music)
- They isn't / aren't wearing shoes. (socks)
- The dog isn't / aren't drinking water. (milk)
- Frank and Carla isn't / aren't eating the chicken. (rice)
- Emily isn't / aren't reading that book. (sleeping)

- \*8** Write negative sentences with the short form of the present continuous.

► They / not talk

*They aren't talking.*

1 She / not drink fruit juice

2 I / not have dinner

3 You / not wear a jacket

4 He / not play the piano

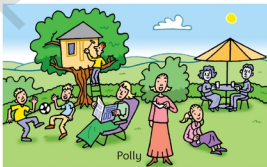
5 Mary and Julia / not get up

6 Theo and I / not sit in the garden

7 It / not rain

8 You / not make dinner

- \*9** **13.2** Look at the picture and listen. Are the sentences true or false? Write affirmative or negative sentences.



► *True. The sun is shining.*

► *False. Polly isn't wearing a white skirt.*

- \_\_\_\_\_. Polly \_\_\_\_\_.
- \_\_\_\_\_. Her sister \_\_\_\_\_.
- \_\_\_\_\_. Her brothers \_\_\_\_\_.
- \_\_\_\_\_. Her dad \_\_\_\_\_.
- \_\_\_\_\_. Her dad \_\_\_\_\_.
- \_\_\_\_\_. Her mum \_\_\_\_\_.
- \_\_\_\_\_. Her grandparents \_\_\_\_\_.
- \_\_\_\_\_. Her grandparents \_\_\_\_\_.



## Present continuous: questions and short answers

### Questions

Am I eating?

Are you eating?

Is he eating?

Is she eating?

Is it eating?

Are we eating?

Are you eating?

Are they eating?

### Short answers

Yes, I am.

No, I'm not.

Yes, you are.

No, you aren't.

Yes, he is.

No, he isn't.

Yes, she is.

No, she isn't.

Yes, it is.

No, it isn't.

Yes, we are.

No, we aren't.

Yes, you are.

No, you aren't.

Yes, they are.

No, they aren't.

- 11** Complete the questions with the verbs in brackets, then look at the pictures and write short answers.



- \*10** Complete the sentences with *Am*, *Is* or *Are*.

▶ Are you listening to music?

1 \_\_\_\_\_ he eating cheese?

2 \_\_\_\_\_ they playing basketball?

3 \_\_\_\_\_ we going to the beach?

4 \_\_\_\_\_ she studying geography?

5 \_\_\_\_\_ Pete wearing socks?

6 \_\_\_\_\_ you writing an email?

7 \_\_\_\_\_ I drinking your coffee?

8 \_\_\_\_\_ the train going to London?

9 \_\_\_\_\_ Iris and Carrie doing their homework?

10 \_\_\_\_\_ your mum making dinner?

11 \_\_\_\_\_ I doing a good job?

12 \_\_\_\_\_ the teacher making a test for us?

13 \_\_\_\_\_ we speaking loudly?

14 \_\_\_\_\_ you waiting for the bus?

- ▶ Is she doing her homework? (she/do)  
Yes, she is.

1 \_\_\_\_\_ football? (they/play)

2 \_\_\_\_\_ a film? (he/watch)

3 \_\_\_\_\_ on the beach? (Julia/sit)

4 \_\_\_\_\_ dinner? (Mum and Dad/make)

5 \_\_\_\_\_? (it/rain)

- \*12 GAME** Work in pairs. Mime an action. Your partner asks questions to guess.

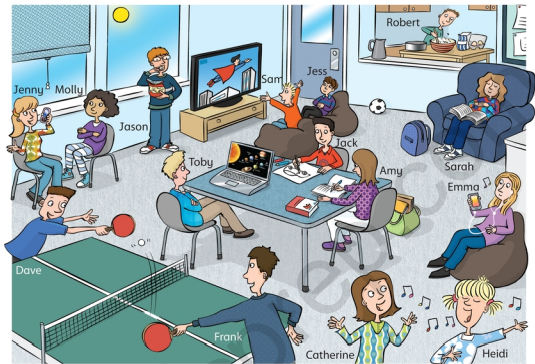
Are you eating a burger?

No, I'm not.

Are you ...?



\*\*\* 13 Look at the picture of students on a school trip. Write questions and answers.



- Jenny / talk to Molly? / chat on her phone

Is Jenny talking to Molly?

No, she isn't. She's chatting on her phone.

- 1 Jason / make dinner? / eat crisps

- 2 Catherine and Heidi / listen to music? / sing songs

- 3 Sarah / read a book? / sleep in a chair

- 4 Toby / do his homework? / watch video clips

- 5 Dave and Frank / clean the table? / play table tennis

- 6 Amy / listen to music? / do homework

- 7 Sam and Jess / play computer games? / watch TV

- 8 Robert / make dinner? / make cake

- 9 Emma / do homework? / listen to music

- 10 Jack / watch TV? / draw picture

- 11 it / raining? / sunny



**\*14** **13.3** Helen and Tom are talking about the picture. Complete the sentences. Listen and check.



- Helen Look at this photo.  
 Tom What is Dad doing?  
 Helen \_\_\_\_\_<sup>1</sup> cleaning the table.  
 Tom Of course! And what \_\_\_\_\_<sup>2</sup> you and Sue doing?  
 Helen \_\_\_\_\_<sup>3</sup> playing football.  
 Tom \_\_\_\_\_<sup>4</sup> the dog playing football too?  
 Helen No, it \_\_\_\_\_<sup>5</sup>. \_\_\_\_\_<sup>6</sup> running after the cat.  
 Tom I think Mum \_\_\_\_\_<sup>7</sup> drinking coffee.  
 Helen Yes, and she \_\_\_\_\_<sup>8</sup> reading the news.  
 Tom Oh. OK. And what \_\_\_\_\_<sup>9</sup> Grandpa doing?  
 Helen \_\_\_\_\_<sup>10</sup> sleeping.



**\*15** **GAME** Work in pairs. Study the picture for one minute. Then close your book and tell your partner about the people in the picture.

A man is reading.

What is he wearing?

He's wearing a brown shirt and blue trousers.



**Self-evaluation** Rate your progress.

	😊	😊😊	😊😊😊😊
1			
2			
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15			



## Reading and writing

- 1 Write the present simple form of the verbs in brackets.
- ▶ He reads books. (read)
- 1 She \_\_\_\_\_ basketball. (play)
- 2 He \_\_\_\_\_ to my school. (go)
- 3 She \_\_\_\_\_ TV. (watch)
- 4 John \_\_\_\_\_ dinner at 6 o'clock. (have)
- 5 Mary \_\_\_\_\_ French. (study)
- 6 I \_\_\_\_\_ my dinner at 7 o'clock. (eat)
- 7 You \_\_\_\_\_ your homework at your desk. (do)
- 8 We \_\_\_\_\_ in a small house. (live)
- 9 Mum and Dad \_\_\_\_\_ happy with your exam results. (be)
- 10 She \_\_\_\_\_ to music on her MP3 player. (listen)

### 2 Choose the correct word.

- ▶ He doesn't / don't like tomatoes.
- 1 Does / Do you watch TV?
- 2 We doesn't / don't live in London.
- 3 Does / Do you play tennis?
- 4 Lucy doesn't / don't eat fish.
- 5 Does / Do they study maths?
- 6 I doesn't / don't get up early.

### 3 Write the -ing forms.

- ▶ eat eating
- 1 stop \_\_\_\_\_
- 2 have \_\_\_\_\_
- 3 do \_\_\_\_\_
- 4 read \_\_\_\_\_
- 5 swim \_\_\_\_\_
- 6 make \_\_\_\_\_
- 7 go \_\_\_\_\_
- 8 live \_\_\_\_\_
- 9 write \_\_\_\_\_
- 10 play \_\_\_\_\_
- 11 sit \_\_\_\_\_
- 12 sing \_\_\_\_\_

### 4 Choose the correct word.

- ▶ \_\_\_\_\_ am reading a book.
- I ☒ You ☐ We ☐
- 1 \_\_\_\_\_ is having dinner.
- I ☐ She ☐ They ☐
- 2 Are \_\_\_\_\_ swimming?
- I ☐ he ☐ they ☐
- 3 \_\_\_\_\_ aren't listening to me.
- I ☐ You ☐ She ☐
- 4 Is \_\_\_\_\_ watching TV?
- you ☐ he ☐ they ☐
- 5 \_\_\_\_\_'m not sleeping.
- I ☐ She ☐ We ☐

## Listening

### 5 ▶ R8.1 Listen. What are the people doing? Write the correct letter (a-g).

- ▶ Kim's family c
- 1 Kim \_\_\_\_\_ and \_\_\_\_\_
- 2 Kim's brothers \_\_\_\_\_
- 3 Kim's dad \_\_\_\_\_
- 4 Kim's mum \_\_\_\_\_
- 5 Kim \_\_\_\_\_
- a drinking lemonade
- b eating pineapple
- c having a picnic
- d listening to music
- e playing football
- f working on his laptop
- g sitting on the grass

## Speaking

### 6 ▶ R8.2 Listen and answer the questions. Give full answers.

Do you study maths?

Yes. I study maths.



# 14

## Present simple and present continuous

I can choose the correct present tense for different situations.

I normally *have* bread for breakfast. But it's my birthday, so I'm *having* pancakes!



Normally he **gets up** at 7 a.m.

We use present simple for things we do regularly, or things which are always true.

*I watch TV every day.*

*School always finishes at three o'clock.*

Time expressions showing how often:  
every day, normally, on Fridays, always



Today he **isn't getting up**. He's **staying** in bed.

We use present continuous for things that are happening now.

*We're watching TV at the moment.*

*It's raining now.*

Time expressions showing when:  
now, at the moment, today

**\*1** Circle the time expressions, then write the present simple forms of the verbs in brackets.

- ▶ I get up at 7.30 a.m. (every day) (get)
- 1 He \_\_\_\_\_ maths on Fridays. (not/study)
- 2 \_\_\_\_\_ you \_\_\_\_\_ football every day? (play)
- 3 They normally \_\_\_\_\_ to France on holiday. (go)
- 4 \_\_\_\_\_ she normally \_\_\_\_\_ fish? (eat)
- 5 I \_\_\_\_\_ homework on Saturdays. (not do)
- 6 We \_\_\_\_\_ to the park on Thursdays. (go)

**\*2** Circle the time expressions, then write the present continuous forms of the verbs in brackets.

- ▶ We're studying Shakespeare (at the moment) (study)
- 1 Today I \_\_\_\_\_ a blue shirt. (wear)
- 2 \_\_\_\_\_ he \_\_\_\_\_ dinner at the moment? (make)
- 3 You \_\_\_\_\_ now. (not listen)
- 4 \_\_\_\_\_ you \_\_\_\_\_ TV at the moment? (watch)
- 5 They \_\_\_\_\_ now. (talk)



\*3 Put the time expressions in the correct column.

every day at the moment now  
on Mondays normally today always

Present simple	Present continuous
every day	

\*4 14.1 Circle the correct option, then listen and check.

► She sleeps / is sleeping now.

- 1 I do / am doing homework every day.
- 2 We play / are playing football on Tuesdays.
- 3 My friends don't go / aren't going to London today.
- 4 Carrie normally has / is having an egg for breakfast.
- 5 Does she relax / Is she relaxing at the moment?
- 6 I clean / am cleaning the house at the moment.
- 7 Are they watching / Do they watch that film now?

\*5 Look at the two pictures and complete the sentences with the verbs below.



Monday - 5 p.m.

clean the house  
do homework  
paint the house  
play basketball  
play computer games  
read a book  
ride his bike  
sit on the grass  
sleep  
work



Today - 4 p.m. It's the weekend!

► Frank normally plays computer games on Monday afternoons.  
Today he's riding his bike.

- 1 Mum normally \_\_\_\_\_ on Monday afternoons.  
Today \_\_\_\_\_.
- 2 Claire and Gemma normally \_\_\_\_\_ on Monday afternoons. Today \_\_\_\_\_.
- 3 Dad normally \_\_\_\_\_ on Monday afternoons.  
Today \_\_\_\_\_.
- 4 The baby normally \_\_\_\_\_ on Monday afternoons. Today \_\_\_\_\_.



**6 14.2** Listen to the sentences and tick ✓ the correct time expression.

- |                 |                                     |               |                          |
|-----------------|-------------------------------------|---------------|--------------------------|
| ▶ on Saturdays  | <input checked="" type="checkbox"/> | at the moment | <input type="checkbox"/> |
| 1 every day     | <input type="checkbox"/>            | now           | <input type="checkbox"/> |
| 2 always        | <input type="checkbox"/>            | at the moment | <input type="checkbox"/> |
| 3 every day     | <input type="checkbox"/>            | now           | <input type="checkbox"/> |
| 4 always        | <input type="checkbox"/>            | today         | <input type="checkbox"/> |
| 5 on Mondays    | <input type="checkbox"/>            | at the moment | <input type="checkbox"/> |
| 6 every day     | <input type="checkbox"/>            | now           | <input type="checkbox"/> |
| 7 every day     | <input type="checkbox"/>            | at the moment | <input type="checkbox"/> |
| 8 on Wednesdays | <input type="checkbox"/>            | today         | <input type="checkbox"/> |

**7** Complete the sentences with the present simple or present continuous form of the verbs in brackets.

- ▶ Jess normally *drinks* coffee for breakfast. (drink)  
 1 I \_\_\_\_\_ my jacket today. (wear)  
 2 \_\_\_\_\_ you \_\_\_\_\_ English on Mondays? (study)  
 3 Leo \_\_\_\_\_ his homework at the moment. (not do)  
 4 We \_\_\_\_\_ TV every day. (not watch)  
 5 Paul and I normally \_\_\_\_\_ up at seven o'clock. (get)  
 6 \_\_\_\_\_ the sun \_\_\_\_\_ now? (shine)  
 7 I always \_\_\_\_\_ socks. (wear)  
 8 \_\_\_\_\_ Milly \_\_\_\_\_ the piano every day? (play)  
 9 Tanya \_\_\_\_\_ dinner today. (make)  
 10 They \_\_\_\_\_ to you now. (not listen)

**8 14.3** Listen and complete the table.

Groups	Normal activity	Today's activity
Ryan's group	play tennis	
Molly's group		
Toby's group		
Suzy's group		

**9** Work in pairs. Your partner says a time expression, then you say a sentence with one of the verbs below.

always at the moment normally now  
 every day on Saturdays today

do my homework eat a burger play basketball  
 read a book study English watch TV

At the moment

I'm watching TV  
 at the moment.

Every day

I read a book every day.

**10** Write sentences with information about you, your friends and family.

At the moment, my mum is teaching at her school.

On Tuesdays, my friend plays basketball.

On Sundays, I ...

I ... every day.

Today, I ...

At the moment, my friend ...

On Saturdays, my dad ...

My dad ... now.

**11** Complete the text with the present simple or present continuous form of the verbs in brackets.

Hi, I'm Lucy. I'm twelve years old and I *live* (live) with my family in Manchester.

At the weekend I normally <sup>1</sup> \_\_\_\_\_ (do) a lot of things. On Saturday mornings I <sup>2</sup> \_\_\_\_\_ (play) hockey. In the afternoon, I normally <sup>3</sup> \_\_\_\_\_ (meet) my friends and <sup>4</sup> \_\_\_\_\_ (go) to the shops. On Sundays, I <sup>5</sup> \_\_\_\_\_ (visit) my grandparents and <sup>6</sup> \_\_\_\_\_ (do) my homework.

But this weekend is different. I <sup>7</sup> \_\_\_\_\_ (stay) with my friend Ellie in London. Right now, we <sup>8</sup> \_\_\_\_\_ (sit) in a café near Tower Bridge and I <sup>9</sup> \_\_\_\_\_ (write) this blog. Ellie <sup>10</sup> \_\_\_\_\_ (eat) a strawberry ice cream, and I <sup>11</sup> \_\_\_\_\_ (have) a chocolate cake.

London is fantastic. I <sup>12</sup> \_\_\_\_\_ (love) it!



12



Imagine you are visiting a friend in a different city. Write a short blog like Lucy's in exercise 11.

Hi, I'm Theo. I'm eleven years old and I live in Cambridge. At the weekend, I normally play basketball and read books. Today I'm in Paris. I'm staying in a hotel with my parents and we're visiting interesting places.

14



Work in pairs. Look at the pictures. Ask 'What is ... doing?' or 'What does ... do?'



Ed



Mike



Frank



Dora



Louise



13 14.4 What do they do? Match 1–6 with a–f, then listen and check your answers.



- 1 pilot
- 2 photographer
- 3 musician
- 4 teacher
- 5 chef
- 6 dentist

- a plays music
- b teaches students
- c checks your teeth
- d flies planes
- e takes photos
- f makes food

What does Louise do?

She takes photographs.

What is Mike doing?

He's listening to music.

Self-evaluation Rate your progress.



1				
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# 15 The imperative and let's

I can recognize and use imperative forms and let's.

## The imperative



We use the imperative to give instructions.

We form the imperative with the base form.

*Come here.*

*Sit down.*

*Open the door.*

We add **do not** or **don't** to form the negative imperative.

*Do not come in.*

*Don't sit there.*

### \*1 Write affirmative imperatives.

► Open the window. (open)

- 1 \_\_\_\_\_ down. (sit)
- 2 \_\_\_\_\_ your name. (write)
- 3 \_\_\_\_\_ to me. (listen)
- 4 \_\_\_\_\_ the question. (answer)
- 5 \_\_\_\_\_ at the picture. (look)
- 6 \_\_\_\_\_ up. (stand)
- 7 \_\_\_\_\_ the door. (close)
- 8 \_\_\_\_\_ in. (come)
- 9 \_\_\_\_\_ away. (go)
- 10 \_\_\_\_\_ me! (help)

### \*2 Match the verbs with the pictures and complete the sentences with affirmative imperatives.

catch close drink give jump read  
run wear



► Wear your jacket.



4 \_\_\_\_\_ the letters.



1 \_\_\_\_\_ this.



5 \_\_\_\_\_ the window.



2 \_\_\_\_\_!



6 \_\_\_\_\_!



3 \_\_\_\_\_ me the phone.



7 \_\_\_\_\_ the ball.



### \*3 Write negative imperatives.

- ▶ Don't eat that. (not eat)
- \_\_\_\_\_ there. (not sit)
  - \_\_\_\_\_ on your phone. (not speak)
  - \_\_\_\_\_ the ball. (not kick)
  - \_\_\_\_\_ too high! (not jump)
  - \_\_\_\_\_ on the desk. (not stand)
  - \_\_\_\_\_ in class. (not talk)
  - \_\_\_\_\_ photos. (not take)
  - \_\_\_\_\_ to bed late. (not go)

### \*4 Write affirmative or negative imperatives for the pictures. Use the verbs below.



look read sit stop talk **write**

- Write the answers.
- \_\_\_\_\_ at twelve o'clock.
- \_\_\_\_\_ to other students.
- \_\_\_\_\_ down.
- \_\_\_\_\_ at your phone.
- \_\_\_\_\_ the questions.

### \*\*\*5 ▶ 15.1 Listen and put the commands from exercise 4 in the order you hear them.



- d
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### \*\*\*6 Write school rules (affirmative and negative imperatives) using the words in the table.

do	your homework
eat	in the classroom
listen	in the corridor
run	in the playground
sit	to the teacher
stand	to music
talk	on your desk
	on your chair
	on your phone

- Do your homework.  
Don't talk on your phone.

### \*\*\*7 GAME Work in pairs. Listen to your partner's instructions and mime the action. If your partner says, 'Don't', don't mime the action!

catch close drink eat jump kick  
listen open read run sit talk write

Catch a ball.



Don't run.





# Let's

We can make suggestions using **let's + base form**.

**Let's go to the park.**

**Let's drink some milk.**

We use **let's not + base form** to make negative suggestions.

**Let's not go to the shops.**

**Let's not walk to school.**

## \*8 15.2 Listen to the conversations and match them with the pictures.

► Picture d

1 Picture \_\_\_\_

2 Picture \_\_\_\_

3 Picture \_\_\_\_

4 Picture \_\_\_\_

5 Picture \_\_\_\_



## \*9 Write sentences with **Let's** or **Let's not**.

► **Let's go** to the cinema. (go) ✓

1 \_\_\_\_\_ TV. (watch) ✓

2 \_\_\_\_\_ here. (sit) X

3 \_\_\_\_\_ a photo. (take) ✓

4 \_\_\_\_\_ a cake. (make) ✓

5 \_\_\_\_\_ rugby today. (play) X

6 \_\_\_\_\_ an ice cream. (buy) ✓

7 \_\_\_\_\_ Theo. (phone) X

8 \_\_\_\_\_ this book. (read) X

\*10 Work in pairs. Your partner makes a suggestion with **Let's**. Disagree with them and make a new suggestion. Keep going for as long as you can.

Let's play tennis.

Let's not play tennis. Let's watch a DVD.

No. Let's not watch a DVD. Let's ...

## Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
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7			
8			
9			
10			



## Reading and writing

- 1 Look at the pictures. Write affirmative or negative imperatives.



► Don't sit down. (sit)



3 \_\_\_\_\_ your homework. (do)



1 \_\_\_\_\_ the door. (close)



4 \_\_\_\_\_ up. It's late. (get)



2 \_\_\_\_\_ the window. (open)



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

- 2 Read and tick ✓ the correct sentence.

- He plays football on Thursdays. ☒  
He's playing football on Thursdays. ☐  
1 I watch a DVD at the moment. ☐  
I'm watching a DVD at the moment. ☐  
2 They normally get up at 7. ☐  
They're normally getting up at 7. ☐  
3 She's studying history today. ☐  
She studies history today. ☐  
4 Are you doing your homework now? ☐  
Do you do your homework now? ☐  
5 He makes dinner every day. ☐  
He's making dinner every day. ☐

## Listening

- 3 ► R9.1 Listen. Write *normally*, or *now*.

- football normally tennis now  
1 TV \_\_\_\_\_ DVD \_\_\_\_\_  
2 book \_\_\_\_\_ newspaper \_\_\_\_\_  
3 English \_\_\_\_\_ Spanish \_\_\_\_\_  
4 rock \_\_\_\_\_ classical \_\_\_\_\_  
5 at school \_\_\_\_\_ home \_\_\_\_\_

## Speaking

- 4 ► R9.2 Listen and make suggestions with *Let's*.

go to the cinema have an ice cream  
listen to music make a cake  
play badminton watch a DVD

I'm tired.

Let's watch a DVD.



# Revision 4 Units 12-15

## Reading and writing

### 1 Write the correct forms.

Base form	Present simple	Present continuous
go	he <u>goes</u>	she's <u>going</u>
study	he	she
live	he	she
watch	he	she
sit	he	she
have	he	she
eat	he	she
do	he	she
play	he	she
write	he	she
drink	he	she

### 2 Make the sentences into questions.

► Sam's going to the cinema.

Is Sam going to the cinema?

► You live in Paris.

Do you live in Paris?

1 They play football.

\_\_\_\_\_ football?

2 You're listening to music.

\_\_\_\_\_ to music?

3 Lucy reads books.

\_\_\_\_\_ books?

4 She's doing her homework.

\_\_\_\_\_ her homework?

5 Tony studies maths.

\_\_\_\_\_ maths?

6 It rains in winter.

\_\_\_\_\_ in winter?

7 She draws pictures.

\_\_\_\_\_ pictures?

8 The sun is shining now.

\_\_\_\_\_ now?

### 3 Look at the pictures and complete the sentences with the verbs below. Use the present simple or present continuous.



do listen play play read run swim watch

► Today, Mum is listening to music. But she normally reads a book.

1 On Sundays, Dad normally \_\_\_\_\_ the guitar. But today he \_\_\_\_\_ in the sea.

2 On Sundays, Alison and Beth \_\_\_\_\_ TV. But today, they \_\_\_\_\_ badminton.

3 Today, James \_\_\_\_\_ on the beach, but he normally \_\_\_\_\_ his homework.

### 4 Tick the correct word to complete the sentences.

► \_\_\_\_\_ Jill having dinner?

Does ☐ Is ☒ Are ☐

1 I \_\_\_\_\_ reading a good book.  
am ☐ are ☐ is ☐

2 \_\_\_\_\_ you like tomatoes?  
Are ☐ Do ☐ Is ☐

3 Ben \_\_\_\_\_ live in a big house.  
don't ☐ isn't ☐ doesn't ☐

4 They \_\_\_\_\_ listening to you.  
don't ☐ aren't ☐ isn't ☐



5 Choose the sentences that are correct.

- Does Tom play the guitar? ☒   
 Does Tom playing the guitar? ☐   
 1 Jane and Ryan lives in France. ☐   
 Jane and Ryan live in France. ☐   
 2 Sam not is watching the film. ☐   
 Sam isn't watching the film. ☐   
 3 Let go to the cinema. ☐   
 Let's go to the cinema. ☐   
 4 Polly doesn't like eggs. ☐   
 Polly doesn't likes eggs. ☐

## Listening

6 **R10.1** Listen and match the sentences with the pictures.



a \_\_\_\_



d \_\_\_\_



b 1



e \_\_\_\_



c \_\_\_\_



f \_\_\_\_

7 **R10.2** Listen. Katy is talking to Mary on the phone. Write the names with the verbs.

Katy Katy's dad Katy's mum Mary

### Normally ...

does a dance class	Katy
makes dinner	
works on Tuesdays	
plays tennis	

### Today ...

making dinner	
seeing grandparents	
working	
watching TV	

## Speaking

8 Today is Wednesday. Look at the table and talk with your partner about Lucy's day.

### Normally ...

practise piano
visit grandparents
play netball
study maths

### Today ...

do homework
go to the cinema
play tennis
study French

Normally Lucy practises the piano on Wednesdays.

Today she's doing homework.



# 16 There's, there are

I can recognize and use **there's** and **there are**.

## There's, there are, there isn't, there aren't

*There aren't any apples, but there's a cake!*



We use **there's** (there is) and **there are** to say that something exists.

*There's a dog in the garden.*

*There are three potatoes on the table.*

We often use **a/an**, **some** or **any** after **there's/there are**.

*There's a book on the desk.*

*There are some apples.*

*There isn't any bread.*

### Affirmative

	Full form	Short form
Singular	there is	there's
Plural	there are	

### Negative

	Full form	Short form
Singular	there is not	there isn't
Plural	there are not	there aren't

### \*1 Look at the picture and circle the correct options.



► There's / There isn't a sofa.

1 There's / There isn't a desk.

2 There are / There aren't some flowers.

3 There's / There isn't a guitar.

4 There are / There aren't any books.

5 There's / There isn't a phone.

6 There are / There aren't two mirrors.

7 There are / There aren't some toys.

8 There's / There isn't a ball.

\*2 ► **16.1** Look at the picture in exercise 1 and complete the sentences with *There's*, *There are*, *There isn't*, *There aren't*. Listen and check.

► There are some chairs.

1 \_\_\_\_\_ a table.

2 \_\_\_\_\_ a bag.

3 \_\_\_\_\_ any children.

4 \_\_\_\_\_ a lamp.

5 \_\_\_\_\_ two windows.

6 \_\_\_\_\_ any shoes.

7 \_\_\_\_\_ a cupboard.

8 \_\_\_\_\_ a computer.



\*\*3

GAME

Work in pairs. Memory game. Say a sentence about the picture in exercise 1. Your partner says if it is true or false.

There's a dog.

False. There isn't a dog.

There are six chairs.

True. There are six chairs.

4 **16.2** Listen and complete the chart with ticks ✓ or crosses X.

bed	✓
wardrobe	
chairs	
desk	
table	
clocks	
mirror	
pictures	
cupboard	
book	
toy	
computer	
television	

5 **16.3** Complete the text about Ann's room with *there's*, *there isn't*, *there are* or *there aren't*. Listen and check.

In my room, *there's* a bed, and <sup>1</sup> \_\_\_\_\_ a wardrobe for my clothes.  
<sup>2</sup> \_\_\_\_\_ any chairs and <sup>3</sup> \_\_\_\_\_ a desk, but <sup>4</sup> \_\_\_\_\_ a small table. <sup>5</sup> \_\_\_\_\_ two clocks (on the table and on the wall).  
 On the wall, <sup>6</sup> \_\_\_\_\_ a mirror and <sup>7</sup> \_\_\_\_\_ some pictures. There are some other things in my room. <sup>8</sup> \_\_\_\_\_ a cupboard and <sup>9</sup> \_\_\_\_\_ some books and toys in it. But <sup>10</sup> \_\_\_\_\_ a computer and <sup>11</sup> \_\_\_\_\_ a television.

\*\*6

Look at the description in exercise 5, then write about your bedroom.

In my room, there's a bed.

7 Complete the sentences with *There's*, *There are*, or *There aren't*.

- *There are* three teachers in the room.
- \_\_\_\_\_ a ruler in my bag.
  - \_\_\_\_\_ two books on the desk.
  - \_\_\_\_\_ a phone on the sofa.
  - \_\_\_\_\_ some televisions in my school.
  - \_\_\_\_\_ any pictures in the classroom.
  - \_\_\_\_\_ a computer in the kitchen.
  - \_\_\_\_\_ a camera on the table.
  - \_\_\_\_\_ any elephants in America.

8 Circle the correct option.

- It's / There's a pen on the desk.
- They're / There are twelve years old.
  - It isn't / There isn't a clock in this room.
  - They're / There are thirty people in my class.
  - They aren't / There aren't any tigers in Africa.
  - It's / There's raining today.
  - It's / There's a phone on the desk.
  - It isn't / There isn't the train for Manchester. It's the train for London.
  - Tommy and Jack aren't British. They're / There are American.



## Is there ...?, Are there ...? and short answers

### questions

**Singular** Is there ...?

**Plural** Are there ...?

### Short answers

**Singular** Yes, there is. No, there isn't.

**Plural** Yes, there are. No, there aren't.

- \*9** Look at the picture. Circle the question word and write the short answer.



- Is / Are there any books?

Yes, there are.

- Is / Are there a phone?  
\_\_\_\_\_, there \_\_\_\_\_.
- Is / Are there a banana?  
\_\_\_\_\_ there \_\_\_\_\_.
- Is / Are there any pencils?  
\_\_\_\_\_, there \_\_\_\_\_.
- Is / Are there a ruler?  
\_\_\_\_\_, there \_\_\_\_\_.
- Is / Are there any apples?  
\_\_\_\_\_, there \_\_\_\_\_.

- \*10** Complete the questions with *Is there* or *Are there*.

- Are there any computers in your school?
- \_\_\_\_\_ a desk in your bedroom?
  - \_\_\_\_\_ any flowers in your classroom?
  - \_\_\_\_\_ a phone in your bag?
  - \_\_\_\_\_ any books in your bedroom?
  - \_\_\_\_\_ any televisions in your school?
  - \_\_\_\_\_ a sofa in your house?
  - \_\_\_\_\_ any pictures in your bedroom?
  - \_\_\_\_\_ a pencil in your bag?
  - \_\_\_\_\_ any spiders in your house?
  - \_\_\_\_\_ a mirror in your classroom?

- \*11** Work in pairs. Ask and answer the questions in exercise 10. Use short answers.

*Are there any computers in your school?*

*Yes, there are.*

- \*12** Read the answers and complete the questions.

- Is there a shirt in the wardrobe?

Yes. There's a shirt in the wardrobe.

- \_\_\_\_\_ in your bedroom?  
No. There isn't a computer in my bedroom.
- \_\_\_\_\_ at her school?  
No. There aren't any boys at her school.
- \_\_\_\_\_ in the cupboard?  
Yes. There are shoes in the cupboard.
- \_\_\_\_\_ on the bed?  
Yes. There's a spider on the bed.
- \_\_\_\_\_ on the table?  
No. There aren't any flowers on the table.
- \_\_\_\_\_ in her room?  
Yes. There's a sofa in her room.
- \_\_\_\_\_ in that bag?  
No. There isn't an apple in that bag.
- \_\_\_\_\_ in the football team?  
Yes. There are girls in the football team.
- \_\_\_\_\_ in their class?  
Yes. There's a new teacher in their class.
- \_\_\_\_\_ in Antarctica?  
No. There aren't any lions in Antarctica.



**13** **16.4** Listen and tick ✓ the correct picture.



**14** **16.5** Read and complete the dialogue with the correct forms of *there is, there are*. Then listen and check.



Is your house nice?

It's OK. There are three bedrooms: my room, my parents' room and my sister's room.

<sup>1</sup> \_\_\_\_\_ two bathrooms?

No, <sup>2</sup> \_\_\_\_\_. We've got one bathroom, but it's big and new.

And downstairs?

<sup>3</sup> \_\_\_\_\_ three rooms downstairs.

<sup>4</sup> \_\_\_\_\_ a living room, <sup>5</sup> \_\_\_\_\_ a small dining room and <sup>6</sup> \_\_\_\_\_ a kitchen.

<sup>7</sup> \_\_\_\_\_ a garden?

Yes, <sup>8</sup> \_\_\_\_\_. But it's small. There are some flowers but <sup>9</sup> \_\_\_\_\_ any trees.

**15** Work in pairs. Read exercise 14 and talk about your house, then ask your partner.

Is your house nice?

It's OK. There are two bedrooms: my room and my parents' room.

**16** Circle the mistakes and correct the sentences.

There's six chairs.

There are six chairs.

- Are trees in your garden?  
\_\_\_\_\_ trees in your garden?
- They are five apples on the table.  
\_\_\_\_\_ five apples on the table.
- Isn't a table in the kitchen.  
\_\_\_\_\_ a table in the kitchen.
- There some pens on the desk.  
\_\_\_\_\_ some pens on the desk.
- It isn't a television in my bedroom.  
\_\_\_\_\_ a television in my bedroom.
- There's a spider on the sofa?  
\_\_\_\_\_ a spider on the sofa?
- 'Are there two guitars?' 'No, there isn't.'  
'Are there two guitars?' 'No, \_\_\_\_\_.'
- There's children in the park.  
\_\_\_\_\_ children in the park.
- There any flowers on the table?  
\_\_\_\_\_ any flowers on the table?
- 'Is there a phone in the bag?' 'No, it isn't.'  
Is there a phone in the bag?' 'No, \_\_\_\_\_.'



**17 GAME** Work in pairs. Ask and answer questions to find six differences between the pictures.

Is there a sofa?

Are there six chairs?



**18 GAME** Work in pairs. Look at the pictures in exercise 17 for 60 seconds, then close your book. Ask and answer questions to test your partner's memory.

Is there a clock in picture 1?

Yes, there is.

Are there any shoes in picture 2?

Yes, there are.

**Self-evaluation** Rate your progress.



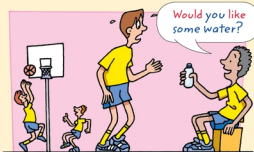
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# 17 Would like

I can recognize and use **would like** with nouns and **to + base form**.

## Would like + noun



We use **would like + noun** to ask for things.  
*I'd like an apple. I'd like some juice.*

### Affirmative

#### Full form

I / you / he / she / it / we / you / they **would like**

#### Short form

I / you / he / she / it / we / you / they **'d like**

We use the question form to offer things.  
*Would you like an ice cream?*

### Questions

Would	I / you he / she / it we / you / they	like ... ?
-------	---------------------------------------------	------------

### Short answers

Yes,	I / you he / she / it we / you / they	would.
No,	I / you he / she / it we / you / they	wouldn't.

**Would like** means the same as **want**. It is not the same as **like**.

*I'd like an egg.* = I want an egg.

*I like eggs.* = I like eggs in general.

**\*1 Complete the sentences with *would like*. Use affirmative full forms.**

- ▶ He would like a drink. (he)
- \_\_\_\_\_ an egg. (you)
- \_\_\_\_\_ some coffee. (they)
- \_\_\_\_\_ two apples. (we)
- \_\_\_\_\_ a burger. (she)
- \_\_\_\_\_ some tomatoes. (I)
- \_\_\_\_\_ some water. (he)

**\*2 Write short forms of your answers in exercise 1.**

- ▶ He'd like a drink.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**\*3 Rewrite the sentences as questions.**

- ▶ You'd like a cake.  
Would you like a cake?
- He'd like a banana.  
 \_\_\_\_\_ a banana?
- They'd like some oranges.  
 \_\_\_\_\_ some oranges?
- She'd like some lemonade.  
 \_\_\_\_\_ some lemonade?
- You'd like some apples.  
 \_\_\_\_\_ some apples?
- Vicky and Carla would like dinner now.  
 \_\_\_\_\_ dinner now?
- Jamie would like an egg for breakfast.  
 \_\_\_\_\_ an egg for breakfast?
- Katy would like a drink.  
 \_\_\_\_\_ a drink?
- Heidi and James would like some chips.  
 \_\_\_\_\_ some chips?



- 4** **17.1** Complete the dialogue with the correct forms of *would like*. Listen and check your answers.

Amy Hi, Mum. I'm thirsty.  
 Mum Would you like a drink?  
 Amy Yes, please. <sup>1</sup> \_\_\_\_\_ some lemonade.  
 Mum I haven't got any lemonade. <sup>2</sup> \_\_\_\_\_ some orange juice?  
 Amy Yes, please. That would be great.  
 Mum OK. Here you are. And <sup>3</sup> \_\_\_\_\_ a sandwich?  
 Amy Yes, <sup>4</sup> \_\_\_\_\_.  
 Mum <sup>5</sup> \_\_\_\_\_ cheese or chicken?  
 Amy <sup>6</sup> \_\_\_\_\_ cheese, please.  
 Mum Here you are.  
 Amy Thank you!

- 5** **17.2** Listen to the conversations. What food or drink does each person have?

apple juice burger cheese chicken  
 egg lemonade milk orange juice salad  
 sandwich toast tuna water

▶ apple juice

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

- 6** Work in pairs. Ask and answer questions with *would like*.

*Would you like a burger?*

*No, thanks. I'd like some cheese.*

*OK. Here you are.*

*Thanks.*

## Would like + to + base form

We use *would like + to + base form* to talk about things we want to do.

*I'd like to visit Egypt.*

*Sally would like to be a doctor.*

We use the question form for invitations.

*Would you like to watch the football match?*

*Would your brother like to go to the party?*

- 7** Match the pictures with the phrases and write sentences with *would like + to + base form*. Listen and check.



go for a walk go to the beach have coffee  
 listen to music make a cake play tennis  
 sing karaoke ~~watch a film~~

▶ *She'd like to watch a film.*

- 1 I \_\_\_\_\_
- 2 They \_\_\_\_\_
- 3 You \_\_\_\_\_
- 4 He \_\_\_\_\_
- 5 We \_\_\_\_\_
- 6 Jill \_\_\_\_\_
- 7 Nick and Tom \_\_\_\_\_



**8** **17.3** Listen to the conversations and complete the sentences with the words in the box.

go for a walk go to the beach have coffee  
listen to music make a cake **play tennis**  
sing karaoke watch a film

- They'd like to play tennis.
- They'd like \_\_\_\_\_.
- They'd like \_\_\_\_\_.
- They'd like \_\_\_\_\_.
- They'd like \_\_\_\_\_.

**9** **17.4** Complete the dialogue with *Would you like to* or *I'd like to*. Listen and check.

**Mary** Hi, Sarah. Would you like to play tennis?

**Sarah** No, thanks. I'm tired. <sup>1</sup> \_\_\_\_\_ go to the cinema. <sup>2</sup> \_\_\_\_\_ come?

**Mary** Sorry. I haven't got any money.  
<sup>3</sup> \_\_\_\_\_ come to my house and listen to music?

**Sarah** Yes, <sup>4</sup> \_\_\_\_\_ do that.

**Mary** Great. Come round at three o'clock.

**10** **17.5** Complete the sentences. Then listen and check.

\_\_\_\_\_ to sing on a musical show and be a reality star?

Yes. I' \_\_\_\_\_ like to do that. Yes, I \_\_\_\_\_.

Would you like \_\_\_\_\_ on buses and planes and see everything in the world?

Yes. I' \_\_\_\_\_ . Yes, I would.

Would you like \_\_\_\_\_ in a beautiful house and drive in a very fast car?

Yes. I'd like to do that. Yes, I would.

Well, I'd like to do all those things, yes, I would.

But this is my number one dream.


I \_\_\_\_\_ with my friends all the time, and laugh and be happy with them.

Yes. I'd like to do that. Yes, I would.

\_\_\_\_\_ .

Yes. I'd like to do that. Yes, I would.

**11** Look at the pictures. Write questions and short answers.

	Sarah	Max	Kate
 learn the guitar	✓	✗	✗
 visit Australia	✗	✓	✓
 be a dentist	✗	✗	✓
 speak English	✓	✗	✓

► Sarah / Australia Would Sarah like to visit Australia? No, she wouldn't.

1 Kate / a dentist \_\_\_\_\_

2 Kate and Max / the guitar \_\_\_\_\_

3 Max / Australia \_\_\_\_\_

4 Sarah and Kate / speak English \_\_\_\_\_

5 Sarah / learn the guitar \_\_\_\_\_

6 Sara and Max / dentists \_\_\_\_\_



## 第12 GAME

Work in pairs. Imagine you are a person from exercise 11. Can your partner guess who you are?

Would you like to visit Australia?

Yes, I would.

Would you like to be a dentist?

No, I wouldn't.

## ※13



**What are your ambitions? Write three sentences about yourself and three sentences about people in your class.**

I would like to ...

Alison and Jamie would like to ...

## \*14

**\*14** Write the bold words in the correct column of the table.

- ▶ I'd like to **play tennis**.  
1 She'd like **an apple**.  
2 They'd like to **have dinner**.  
3 You'd like **an ice cream**.  
4 Would you like **a tomato**?  
5 Would you like to **go** to the cinema?  
6 I'd like **a television**.  
7 She'd like to **watch TV**.

Nouns	Verbs
	to play

**15** Complete the sentences with *a*, *an* or *to*.



- ▶ We'd like to visit India.
- ▶ Would you like a burger?
- 1 They'd like \_\_\_\_\_ computer.
- 2 Would you like \_\_\_\_\_ play basketball?
- 3 Leo would like \_\_\_\_\_ be a footballer.
- 4 Would you like \_\_\_\_\_ egg?
- 5 I'd like \_\_\_\_\_ new pen, please.
- 6 She'd like \_\_\_\_\_ make a cake.
- 7 Would Jess like \_\_\_\_\_ have dinner with us?
- 8 My parents would like \_\_\_\_\_ big car.

### Self-evaluation Rate your progress.

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# 18 Like + -ing; -ing form as a noun

I can recognize and use the **-ing** form with **like**, **love** and **hate**.  
I can use the **-ing** form as a noun.

## Like + -ing form



We use **like + -ing** form to talk about activities that we enjoy.

*I like watching films.*

*Tom likes playing computer games.*

*They don't like doing their homework.*

Look at page 68 for the spelling rules for **-ing** forms.

Present simple affirmative	-ing form
I / You	like
He / She / It	likes
We / You / They	like

Present simple negative	-ing form
I / You	don't like
He / She / It	doesn't like
We / You / They	don't like

Present simple questions	-ing form
Do I / you	like
Does he / she / it	like
Do we / you / they	like

### Short answers

Yes, I / you do.	No, I / you don't.
Yes, he / she / it does.	No, he / she / it doesn't.
Yes, we / you / they do.	No, we / you / they don't.

### \*1 Write the -ing forms.

- |                   |               |
|-------------------|---------------|
| ▶ do <u>doing</u> | 6 try _____   |
| 1 watch _____     | 7 swim _____  |
| 2 play _____      | 8 go _____    |
| 3 ride _____      | 9 make _____  |
| 4 get _____       | 10 sing _____ |
| 5 clean _____     | 11 sit _____  |

### \*2 Complete the sentences with the correct form of the verb in brackets.

- ▶ He likes playing basketball. (play)
- I like \_\_\_\_\_ books. (read)
  - Do you like \_\_\_\_\_? (swim)
  - My mum likes \_\_\_\_\_ tomatoes. (eat)
  - Helen doesn't like \_\_\_\_\_ to school. (walk)
  - We like \_\_\_\_\_ cakes. (make)
  - Do you like \_\_\_\_\_ up early? (get)
  - They don't like \_\_\_\_\_ to classical music. (listen)
  - Does your brother like \_\_\_\_\_ homework? (do)
  - Lucy likes \_\_\_\_\_ that jacket. (wear)
  - My dad likes \_\_\_\_\_ his new car. (drive)

### \*\*3 18.1 Complete the sentences with the correct form of **like**: affirmative ✓, negative ✗ or question. Listen and check.

- ▶ Mike likes drinking tea. (Mike ✓)
- \_\_\_\_\_ going to the cinema. (you ✓)
  - \_\_\_\_\_ eating vegetables. (we ✗)
  - \_\_\_\_\_ playing tennis? (they)
  - \_\_\_\_\_ cleaning the house. (Jack ✗)
  - \_\_\_\_\_ listening to music? (you)
  - \_\_\_\_\_ going for walks. (my parents ✓)
  - \_\_\_\_\_ singing? (your teacher)
  - \_\_\_\_\_ doing homework? (the children)
  - \_\_\_\_\_ painting pictures. (I ✗)
  - \_\_\_\_\_ talking on their phones. (those men ✓)



- 4 Look at the pictures and write questions and short answers with *like + -ing*.



► clean

*She doesn't like cleaning her room.*



1 ride

\_\_\_\_\_ their bikes.



2 try

\_\_\_\_\_ new food.



3 swim

\_\_\_\_\_ in the sea.



4 wear

\_\_\_\_\_ new clothes.



5 get

\_\_\_\_\_ up early.

- 5 Write questions and short answers for the pictures in exercise 4.

► *Does she like cleaning her room? No, she doesn't.*

1

2

3

4

5

- 6 18.2 Listen and match the activities with the people. Do they like doing the activities?

clean the room listen to music sing  
swim in the sea try new food

Name	Activity	like ✓ not like X
Jack	try new food	✓
Ben		
Sam		
Kim		
Tom		

- 7 Work in pairs. Ask questions about things your partner likes doing and doesn't like doing.

clean your room eat cakes get up early  
play football wear new clothes sing  
swim in the sea try new food

*Do you like getting up early?*

*No, I don't.*



## -ing form as a noun

We can use the **-ing** form like a noun.

*Swimming is boring.*

*Singing is fun.*

We can also add objects to the **-ing** form.

*Making cakes is fun.*

*Cleaning your room is boring.*

- \*8 Look at the pictures. Write the **-ing** form to complete the sentences.

► Swimming  
is fun. (swim)



1 \_\_\_\_\_  
is boring. (walk)



2 \_\_\_\_\_  
is fun. (sing)



3 \_\_\_\_\_  
is difficult. (paint)



4 \_\_\_\_\_  
TV is boring. (watch)



5 \_\_\_\_\_  
maths is easy. (do)



- \*9 Read the sentences. Tick ✓ the things you like doing and cross X the things you don't like doing. Rewrite the sentences with **boring** or **fun**.

► I like cleaning my room. ☒ X

Cleaning my room is boring.

1 I like running. ☐

2 I like reading books. ☐

3 I like painting. ☐

4 I like listening to music. ☐

5 I like playing football. ☐

- \*10 Work in pairs. Your partner gives their opinion about the activities. You agree or disagree.

### Activities

clean a room   do maths  
play computer games   listen to music  
learn English   paint   play the guitar  
read books   run   sing   swim

### Opinions

fun   boring   easy   difficult

Cleaning a room is boring.

Yes. Cleaning a room is boring.

### Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
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# Revision 5 Units 16-18

## Reading and writing

- 1 Look at the picture and read the questions. Tick ✓ the correct answer.



- Is there a guitar?

Yes, there is. ☒

Yes, there are. ☐

No, there isn't. ☐

No, there aren't. ☐

- 1 Are there any trousers?

Yes, there is. ☐

Yes, there are. ☐

No, there isn't. ☐

No, there aren't. ☐

- 2 Is there a computer?

Yes, there is. ☐

Yes, there are. ☐

No, there isn't. ☐

No, there aren't. ☐

- 3 Are there any shoes?

Yes, there is. ☐

Yes, there are. ☐

No, there isn't. ☐

No, there aren't. ☐

- 4 Is there a book?

Yes, there is. ☐

Yes, there are. ☐

No, there isn't. ☐

No, there aren't. ☐

- 5 Is there a jacket?

Yes, there is. ☐

Yes, there are. ☐

No, there isn't. ☐

No, there aren't. ☐

- 2 Complete the sentences.

- Is \_\_\_\_\_ there an egg?  
 ► There aren't any apples. X  
 1 \_\_\_\_\_ there any oranges?  
 2 There's \_\_\_\_\_ tomato. ✓  
 3 There \_\_\_\_\_ some carrots. ✓  
 4 \_\_\_\_\_ isn't any water. X  
 5 \_\_\_\_\_ there any bread?

- 3 Look at the table and complete the sentences.

✓ = like X = don't like

	Sue	Ben and Kim
get up early	X	✓
watch DVDs	✓	X
make cakes	✓	X

- Ben and Kim like getting up early.

- 1 Sue \_\_\_\_\_ cakes.  
 2 Ben and Kim \_\_\_\_\_ DVDs.  
 3 Sue \_\_\_\_\_ DVDs.  
 4 Ben and Kim \_\_\_\_\_ cakes.  
 5 Sue \_\_\_\_\_ up early.

- 4 Complete the sentences with one of the words in the box.

a I'd like to would you

- I'd like an ice cream.

- 1 Would \_\_\_\_\_ like some coffee?  
 2 I'd like \_\_\_\_\_ be a doctor.  
 3 Sam \_\_\_\_\_ like to learn the guitar.  
 4 \_\_\_\_\_ like some lemonade.  
 5 Would you like \_\_\_\_\_ burger?

- 5 Read the dialogue and circle the correct answers.

Anna Would you like to make / making a cake?

Jill Yes, I 'do / would.

Anna ?Is / Are there any eggs?

Jill Yes, 'there / they are.

Anna Great. 'I like / I'd like making cakes.

Jill And I like 'eating / to eating them!



## Listening



### 6 R11.1 Listen and tick the boxes.



1 a ☒



b ☐



c ☐



1 a ☐



b ☐



c ☐



2 a ☐



b ☐



c ☐



3 a ☐



b ☐



c ☐



4 a ☐



b ☐



c ☐



5 a ☐



b ☐



c ☐

### 7

### R11.2 Listen and tick the things that the people order successfully.



- ▶ burger ☒
- chips ☐
- juice ☒
- lemonade ☐
- 1 chocolate cake ☐
- sandwich ☐
- coffee ☐
- tea ☐
- 2 cheese sandwich ☐
- chicken sandwich ☐
- juice ☐
- water ☐
- 3 chicken ☐
- fish ☐
- potatoes ☐
- rice ☐

## Speaking

### 8

Describe your room. Use *there's*, *there are*, *there isn't*, *there aren't*.

books chair clock desk lamp pictures  
shoes television toys window

There's a ...  
There are some ...  
There isn't a ...  
There aren't any ...



# 19 Can

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

## Can for ability



We use **can** + base form to talk about ability.  
*I can sing.*

*Dan can't play the guitar.*

### Affirmative

I / you / he / she / it / we / you / they **can** swim.

### Negative

#### Full form

I / you / he / she / it / we / you / they **cannot** swim.

#### Short form

I / you / he / she / it / we / you / they **can't** swim.



### Questions

Can	I / you he / she / it we / you / they	swim?
-----	---------------------------------------------	-------

### Short answers

Yes,	I / you he / she / it we / you / they	can.
No,	I / you he / she / it we / you / they	can't.

\*1 Complete the sentences with **can** or **can't**.

- ▶ You can't drive a car. X
- 1 They \_\_\_\_\_ play basketball. ✓
- 2 Oscar \_\_\_\_\_ swim. X
- 3 We \_\_\_\_\_ play the piano. ✓
- 4 He \_\_\_\_\_ draw an elephant. X
- 5 I \_\_\_\_\_ make nice cakes. ✓
- 6 Those children \_\_\_\_\_ speak Spanish. X
- 7 Spiders \_\_\_\_\_ fly. X
- 8 Leo and Pete \_\_\_\_\_ take good photos. ✓

\*2 Write sentences about yourself with **can** or **can't**. Use the verbs from exercise 1.

- ▶ I can't drive a car.
- 1 \_\_\_\_\_ basketball.
- 2 \_\_\_\_\_ swim.
- 3 \_\_\_\_\_ the piano.
- 4 \_\_\_\_\_ an elephant.
- 5 \_\_\_\_\_ nice cakes.
- 6 \_\_\_\_\_ Spanish.
- 7 \_\_\_\_\_ fly.
- 8 \_\_\_\_\_ good photos.



**3** **19.1** Write the words in order to make questions, then listen and check.

▶ they / can / play tennis

Can they play tennis?

1 she / can / dance

2 sing / you / can

3 your parents / can / swim

4 play the piano / Ronny / can

5 can / do this homework / you

6 can / draw a horse / he

7 make a cake / your dad / can

8 can / Emily's brother / ride a bike

9 you / can / speak English

**5** Look at the pictures. Write questions and short answers.



▶ throw the javelin



3 dive



1 do gymnastics



4 jump high



2 run fast



5 swim well

**4** **19.2** Listen and tick the sentences you hear. Then practise saying the sentences.

▶ I can throw the javelin. ☐

I can't throw the javelin. ☒

1 We can do gymnastics. ☐

We can't do gymnastics. ☐

2 She can run fast. ☐

She can't run fast. ☐

3 He can dive. ☐

He can't dive. ☐

4 You can jump high. ☐

You can't jump high. ☐

5 She can swim well. ☐

She can't swim well. ☐

▶ Can he throw the javelin?

No, he can't.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



Logic test. Read the sentences below and look at the pictures. What are the names of A, B, C and D?

- A can't sing.
- B can paint.
- C can't play the piano.
- A can fly a plane.
- C can sing.
- D can't fly a plane.
- B can sing.
- C can't paint.
- D can play the piano.

A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_  
D \_\_\_\_\_



Toby X Jenny X Rosy ✓ John ✓



Toby ✓ Jenny X Rosy ✓ John X



Toby X Jenny ✓ Rosy X John ✓



Toby ✓ Jenny X Rosy X John ✓

19.3 Listen and match each person with the correct sport.

Henry Oscar Carrie Emma Jess Mike

Sport	Person
run 100m	
do the high jump	
throw the javelin	
do gymnastics	
swim	Henry
dive	



Write sentences about your friends and family. Use *can* and *can't*, and the words in the table.

I my brother my sister my best friend my mum my dad my parents	can can't	speak Spanish drive a car play basketball play the guitar run fast sing well swim
----------------------------------------------------------------------------------	--------------	-----------------------------------------------------------------------------------------------------

My brother can sing well, but he can't speak Spanish.

Work in pairs. What can your partner do? Ask and answer questions. Do the activities, if you can.

- count to 20 in English
- draw a mouse
- stand on one leg
- add fifteen and seventeen (in English)
- whistle a song
- spell your name in English

Can you count to 20 in English?



## Can for permission

We can use **can** to ask for and give permission.

*Can I phone my dad? Yes, you can.*

*Can I watch this film?*

*You can have chips. No, you can't.*

*You can't listen to music here.*

- \*10** Look at the pictures and write questions with **Can I** or **Can we**.



► have a burger



3 go to the shops



1 use your phone



4 play football



2 take photos



5 sit here

► Can I have a burger?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

- \*11** Write short answers for the questions in exercise 10. Use **can** or **can't**.

► No, you can't.

1 Yes, \_\_\_\_\_.

2 No, \_\_\_\_\_.

3 Yes, \_\_\_\_\_.

4 No, \_\_\_\_\_.

5 Yes, \_\_\_\_\_.

- \*12** 19.4 Sam is learning about his new school. Listen and choose the correct options.

► Sam **can** / **can't** wear jeans at school.

1 He **can** / **can't** use his phone at school.

2 He **can** / **can't** go to the shops at lunchtime.

3 He **can** / **can't** have a sandwich for lunch.

4 He **can** / **can't** play in a band.

5 He **can** / **can't** ride his bike to school.

- \*13** Write sentences about what you **can** and **can't** do at your school.

use your phone    listen to music  
talk in class    wear jeans  
play basketball    eat chips  
use computers

You can ...  
You can't ...





## Can for requests

We use **Can you...?** to make requests (ask for things). It is more polite than the imperative.  
**Can you open the window?** Open the window.  
**Can you help me?** Help me.

### \*14 Look at the pictures and write requests with **Can you...?**



► close the door



3 pass the water



1 clean my shoes



4 buy me a phone



2 lend me a pen



5 make some coffee

► Can you close the door?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

### \*15 Rewrite the sentences with **Can you?**

► Close the door.

Can you close the door?

1 Phone my mum.

2 Take a photo.

3 Find my shoes.

4 Help me.

### \*16 19.5 Listen to the conversation and complete the sentences.

Ed Dad, I'm bored. Can I play tennis?

Dad Tennis? <sup>1</sup> \_\_\_\_\_ play tennis. It's raining.

Ed <sup>2</sup> \_\_\_\_\_ phone Tom, then?

Dad Yes, of course.

Ed <sup>3</sup> \_\_\_\_\_ go to the cinema?

Dad OK.

Ed And <sup>4</sup> \_\_\_\_\_ drive us to the cinema?

Dad No, <sup>5</sup> \_\_\_\_\_, <sup>6</sup> \_\_\_\_\_ take the bus or walk!

### Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊	😊😊😊😊
1				
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16				



# Revision 6 Unit 19

## Reading and writing

- 1 Look at the table and choose the correct option.

	Lucy	Tom
make a cake	✓	✗
speak Chinese	✗	✓
play the piano	✓	✓

► Lucy can / can't make a cake.

1 Tom can / can't speak Chinese.

2 Lucy can / can't play the piano.

3 Tom can / can't make a cake.

4 Lucy can / can't speak Chinese.

5 They can / can't play the piano.

- 2 Correct the mistakes.

► He can sing well.

He can sing well.

1 I can to play the piano.

\_\_\_\_\_ the piano.

2 Do you can open the window?

\_\_\_\_\_ the window?

3 You don't can sit there.

\_\_\_\_\_ there.

4 He can paints pictures.

\_\_\_\_\_ pictures.

5 Can I to go to the cinema?

\_\_\_\_\_ to the cinema?

6 Helen can't not speak English.

\_\_\_\_\_ English.

7 I can to run fast.

\_\_\_\_\_ fast.

8 Can to you help me?

\_\_\_\_\_ me?

## Listening

- 3 ▶ R12.1 Listen and tick ✓ the correct picture.



a ☐

b ☒



1 a ☐

b ☐



2 a ☐

b ☐



3 a ☐

b ☐



4 a ☐

b ☐



5 a ☐

b ☐

## Speaking

- 4 ▶ R12.2 Listen and answer the questions.



Can you swim?

No, I can't.



# 20 Yes/no questions

I can recognize and use **yes/no** questions.

## Yes/no questions

Yes/no questions have the answer **yes** or **no**.

Are you Japanese? **Yes, I am.**

Is it raining? **No, it isn't.**

Yes/no questions start with a verb like **be, have, can, would, do**.

Are you angry?

Is your friend coming?

Are there any apples?

Is there a cake on the table?

Has Mum got blue eyes?

Have you got a sister?

Can Jack swim?

Would you like a drink?

Do you play tennis?

Does Sue like chocolate?



The subject goes after the first verb and before the main verb.

Does **Tom** listen to music?

Have **you** got a phone?

### \*1 Change the statements to questions.

▶ You're happy.

Are you happy?

1 She's a teacher.

\_\_\_\_\_ she a teacher?

2 They've got a new car.

\_\_\_\_\_ they got a new car?

3 He can run fast.

\_\_\_\_\_ he run fast?

4 You're having dinner.

\_\_\_\_\_ you having dinner?

5 There are three apples on the table.

\_\_\_\_\_ there three apples on the table?

6 It's old.

\_\_\_\_\_ it old?

7 We've got lemonade.

\_\_\_\_\_ we got lemonade?

8 Richard can ride a horse.

\_\_\_\_\_ Richard ride a horse?

9 They're cleaning the house.

\_\_\_\_\_ they cleaning the house?

10 There's a spider in my bed.

\_\_\_\_\_ there a spider in my bed?

### \*2 Change the present simple statements into questions.

▶ You watch television in the evening.

Do you watch television in the evening?

1 They eat dinner at 7 o'clock.

\_\_\_\_\_ dinner at 7 o'clock?

2 He listens to music in his room.

\_\_\_\_\_ to music in his room?

3 You wear jeans at school.

\_\_\_\_\_ jeans at school?

4 We finish school in July.

\_\_\_\_\_ school in July?

5 Isabel plays basketball on Fridays.

\_\_\_\_\_ basketball on Fridays?

6 You understand your homework.

\_\_\_\_\_ your homework?

7 The boys like chicken.

\_\_\_\_\_ chicken?

8 Milly's dad flies a plane.

\_\_\_\_\_ a plane?

9 They live in a big house.

\_\_\_\_\_ in a big house?



**20.1** Write the words in the correct order to make questions, then listen and check.

▶ you / hungry / are

*Are you hungry?*

1 run fast / you / can

2 you / have / a computer / got

3 black shoes / wearing / you / are

4 there / spiders / are / in your bedroom

5 get up early / you / do

6 has / red hair / your teacher / got

7 there / in your bag / an apple / is

8 you / like / do / playing sport

**20.2** Ask your partner the questions in exercise 5.

*Are you hungry?*

*Yes, I am.*

**20.2** Complete the dialogue with the words below, then listen and check.

Is there Can you Have you  
Would you *Are you* Is it

Jenny Hi, Suzy. *Are you* doing anything at the moment?

Suzy No, not really.

Jenny <sup>1</sup> \_\_\_\_\_ like to go to the cinema?

Suzy Yes, I would. <sup>2</sup> \_\_\_\_\_ a good film on today?

Jenny Yes, there is. *Holiday Adventures*.

Suzy <sup>3</sup> \_\_\_\_\_ funny?

Jenny Yes. It's very funny.

Suzy Great. Let's meet at twelve o'clock.

Jenny OK. Oh, one more thing. <sup>4</sup> \_\_\_\_\_ got an umbrella?

Suzy Yes, I have.

Jenny <sup>5</sup> \_\_\_\_\_ bring it? It's raining!

**6** Work in pairs.

**Student A** Look at page 132.

**Student B** Read the description of Tom and ask yes/no questions to choose the correct options.

My penfriend, Tom

He is *eleven* / twelve. He is 'American / British. He has <sup>2</sup>got / not got a brother. He can play <sup>3</sup>football / basketball. He lives in <sup>4</sup>London / New York. He likes <sup>5</sup>dogs / cats and <sup>6</sup>cars / buses. He would like to be a <sup>7</sup>singer / doctor.

*Is Tom eleven?*

*Yes, he is.*

**7** Work in pairs.

**Student A** Read the description of Mary and ask yes/no questions to choose the correct options.

**Student B** Look at page 134.

My penfriend, Mary

Mary is *twelve* / thirteen. She is 'Mexican / Spanish. She has got <sup>2</sup>one sister and one brother / two sisters. She can speak Spanish and <sup>3</sup>Italian / German, and she can <sup>4</sup>sing / paint. She lives in <sup>5</sup>Madrid / Mexico City. She likes <sup>6</sup>swimming / running.

*Is Mary thirteen?*

*No, she's twelve.*



# 8 Complete the questions with the correct verb.



- Is \_\_\_\_\_ she wearing new shoes?  
 1 \_\_\_\_\_ Alice got red hair?  
 2 \_\_\_\_\_ you American?  
 3 \_\_\_\_\_ you listen to music every day?  
 4 \_\_\_\_\_ there a computer in the classroom?  
 5 \_\_\_\_\_ your teacher talking on her phone?  
 6 \_\_\_\_\_ Kate and Leo got a dog?  
 7 \_\_\_\_\_ you like to visit India?  
 8 \_\_\_\_\_ she like swimming?  
 9 \_\_\_\_\_ you open the window, please?  
 10 \_\_\_\_\_ there giraffes in America?

# 9 20.3 Look, read and listen. Then sing along.



Can you sing and can you dance?  
 Would you like to live in France?  
 Do you want to be a star?  
 Have you got a bass guitar?

Who are you?  
 Can you tell me everything?

Is your brother really nice?  
 Are your parents scared of mice?  
 Would you like to have a snake?  
 Can you make a chocolate cake?

Who are you?  
 Can you tell me everything?

Are you cool or are you funny?  
 Have you got a lot of money?  
 Is your favourite colour green?  
 Would you like to be sixteen?

Who are you?  
 Can you tell me everything?  
 Who are you?  
 Can you tell me everything?

# Short answers



We often use short answers to reply to yes/no questions.

Are you hungry?	Yes, I am.
Are they coming?	Yes, they are.
Is there a big garden?	Yes, there is.
Have they got a new car?	No, they haven't.
Does he like fish?	No, he doesn't.
Do you play tennis?	Yes, I do.
Can she swim?	Yes, she can.
Would you like an apple?	Yes, I would.

# \*10 Match the questions with the short answers.

- Has Paul got a new pen? d  
 1 Is Molly at school today? \_\_\_\_\_  
 2 Would you like to watch that film? \_\_\_\_\_  
 3 Can I go to the party? \_\_\_\_\_  
 4 Are they having dinner? \_\_\_\_\_  
 5 Does Jamie like milk? \_\_\_\_\_  
 6 Are there burgers in the fridge? \_\_\_\_\_
- a No, they aren't.  
 b Yes, I would.  
 c No, he doesn't.  
 d Yes, he has.  
 e Yes, there are.  
 f Yes, she is.  
 g No, you can't.



**11** Write two short answers for each question.



- Can I go to the cinema?  
 a Yes, you can.      b No, you can't.
- 1 Have you got a sister?  
 a Yes, \_\_\_\_\_.      b No, \_\_\_\_\_.
- 2 Do they live in Paris?  
 a Yes, \_\_\_\_\_.      b No, \_\_\_\_\_.
- 3 Can he ride a horse?  
 a Yes, \_\_\_\_\_.      b No, \_\_\_\_\_.
- 4 Are you talking to Cathy?  
 a Yes, \_\_\_\_\_.      b No, \_\_\_\_\_.
- 5 Has Billy got a blue phone?  
 a Yes, \_\_\_\_\_.      b No, \_\_\_\_\_.
- 6 Are your shoes nice?  
 a Yes, \_\_\_\_\_.      b No, \_\_\_\_\_.
- 7 Is it raining?  
 a Yes, \_\_\_\_\_.      b No, \_\_\_\_\_.
- 8 Does Theo like listening to music?  
 a Yes, \_\_\_\_\_.      b No, \_\_\_\_\_.
- 9 Is there a clock in your classroom?  
 a Yes, \_\_\_\_\_.      b No, \_\_\_\_\_.
- 10 Would your dad like to drive a fast car?  
 a Yes, \_\_\_\_\_.      b No, \_\_\_\_\_.

**12** Write ten questions with the words in the table. Add extra words, if necessary.

Are		tall
Is	you	nice
Can	your best	funny
Have	friend	got ...
Has	your brother	like ...
Do	your sister	eat ...
Does	play ...	drive ...
Would	your parents	listen ...
		ride ...
		run ...
		swim ...

*Are your parents tall?*

*Have you got a computer?*

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

*Are your parents tall?*

*No, they aren't.*

**14** Listen to the game 'Twenty questions'. Write yes or no for each question. Who is the famous person?



question	yes/no	question	yes/no
man?	<u>yes</u>	write?	
play sport?		American?	
sing?		from Europe?	
play music?		Spanish?	
actor?		English?	
politician?			

**15** GAME Work in groups. Play 'Twenty questions'. One person chooses a famous person, and the others ask questions to guess who it is.

*Are you an actor?*

*Are you Spanish?*

*Have you got brown hair?*

**Self-evaluation** Rate your progress.

	😊	😊😊	😊😊😊
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# 21

## Question words: who, what, which, where, how

I can recognize and use question words.

### Who and what

We use **who** to ask questions about people.

**Who** is that?

That's my sister.

**Who** are you phoning?

Heidi.

We use **what** to ask questions about things.

**What** is that?

It's a camera.

**What** are you watching?

An old DVD.

What are you doing?

I'm looking at old photos.

And who's that?

That's you!



#### \*1 Match 1–6 with a–f.

1 Who is this? c

2 What is that? \_\_\_\_\_

3 What are those? \_\_\_\_\_

4 Who is that? \_\_\_\_\_

5 Who are they? \_\_\_\_\_

6 What is this? \_\_\_\_\_



a



d



e



f



b



c

#### \*2 21.1 Listen and match the words in the box with the questions in exercise 1.

a clarinet Emma's friend apricots

Ed's sister a fox my cousins

► Ed's sister.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

#### \*3 Write the question words.

► They are my teachers. who

- 1 It is a mouse. \_\_\_\_\_
- 2 This is my brother. \_\_\_\_\_
- 3 Those are mangoes. \_\_\_\_\_
- 4 That is the President. \_\_\_\_\_
- 5 They are Mike's friends. \_\_\_\_\_
- 6 That is the Eiffel Tower. \_\_\_\_\_
- 7 They are my parents. \_\_\_\_\_
- 8 It's an old book. \_\_\_\_\_
- 9 They're students at my school. \_\_\_\_\_
- 10 They're the pyramids. \_\_\_\_\_



4 Complete the questions with *Who* or *What*.



- ▶ Who is your favourite singer?
- 1 \_\_\_\_\_ is your favourite sport?
- 2 \_\_\_\_\_ are you eating?
- 3 \_\_\_\_\_ is making dinner?
- 4 \_\_\_\_\_ cleans your bedroom?
- 5 \_\_\_\_\_ can you draw?
- 6 \_\_\_\_\_ can speak Spanish?
- 7 \_\_\_\_\_ would you like to do?
- 8 \_\_\_\_\_ is your name?

Jenny Sparkles.

Basketball.

An apple.

My dad.

Me!

Animals and flowers.

Helen.

Watch a film.

Leo.

5 21.2 Write the words in order to make questions, then listen and check.



- ▶ your / who / favourite teacher / is  
Who is your favourite teacher?
- 1 your / is / what / mum's name  
\_\_\_\_\_
- 2 best friend / your / is / who  
\_\_\_\_\_
- 3 do / what / eat for breakfast / you  
\_\_\_\_\_
- 4 got / you / in your bag / have / what  
\_\_\_\_\_
- 5 who / you / travel to school with / do  
\_\_\_\_\_

6 **GAME** Work in pairs. Ask and answer the questions in exercise 5.

Who is your favourite teacher?

Mrs Moody.

7 Write questions with *What* or *Who*.

- ▶ music / you listen to  
What music do you listen to?
- 1 songs / can you sing  
\_\_\_\_\_
- 2 is / your favourite band  
\_\_\_\_\_
- 3 is / your favourite song  
\_\_\_\_\_
- 4 is / your favourite singer  
\_\_\_\_\_
- 5 instruments / can you play  
\_\_\_\_\_
- 6 is / your favourite film  
\_\_\_\_\_
- 7 is / your favourite actor or actress  
\_\_\_\_\_

8 **GAME** Ask your partner questions about music. Use the questions from exercise 7.

What music do you listen to?

I listen to pop music.



## Which

We use **which** when we choose between things.



\*9 Read the questions and answers. Write the names.



Which is Jim? The boy with dark hair.  
Which is Leo? The boy with a red shirt.  
Which is Martin? The boy with red hair.  
Which is Ivy? The girl with dark hair.  
Which is Julia? The girl with a white bag.  
Which is Katie? The girl with a black bag.

\*10 21.3 Listen and write the names.



Jane Brian Claire Charlie  
Gemma James

blue phone Jane  
red phone \_\_\_\_\_  
pink phone \_\_\_\_\_  
green jacket \_\_\_\_\_  
brown jacket \_\_\_\_\_  
black jacket \_\_\_\_\_



## Where and how

We use **where** to ask questions about places.

**Where** is your school?

On Meadows Road.

**Where** do you live?

In Manchester.

We use **how** to ask questions about the way you do something.

**How** do you spell that word?

M-O-N-K-E-Y.

**How** do you get to school?

By bus.

We also use **how old** to ask about someone's age.

**How old** are you?

I'm twelve.

- \*11** Look at the picture and write questions for the answers. Use the words in the box.



apple bag books phone  
shirt shoes trousers

- It's on the desk.

*Where is the apple?*

- 1 It's on the floor.

- 2 They're on the bed.

- 3 It's on the bed.

- 4 They're on the desk.

- 5 It's on the chair.

- 6 They're on the floor.

**\*12**

**GAME**

Work in pairs. Ask questions about the picture in exercise 11 with the words in the box.

ball computer guitar pens socks train

*Where is the ball?*

**\*13**

**21.4** Write the words in order to make questions. Listen and check.

- my / are / shoes / where

*Where are my shoes?*

- 1 is / station / where / the

- 2 old / are / how / you

- 3 do / where / you / live

- 4 going / are / where / you

- 5 spell / you / how / your name / do

- 6 how / is / brother / old / your

- 7 would / where / to go / like / you

- 8 buy / I / where / can / a pen

**\*14**

**GAME**

Work in pairs. Take turns to ask questions.

Student A Look at page 132.

Student B Look at page 134.

*How do you spell 'watch'?*

*W-A-T-C-H.*

*Correct.*



**15** Write questions for the answers. Use *Where* or *How*.

► *Where is the apple?*

The apple is on the table.

1 \_\_\_\_\_

Billy is twelve years old.

2 \_\_\_\_\_

I live in England.

3 \_\_\_\_\_

G-I-R-A-F-F-E.

4 \_\_\_\_\_

Helen's in her bedroom.

5 \_\_\_\_\_

They travel to school by car.

6 \_\_\_\_\_

James plays tennis in the park.

7 \_\_\_\_\_

I'm going to the cinema.

8 \_\_\_\_\_

I'm fifteen years old.

**17** **GAME** Work in pairs. Ask and answer the questions in exercise 16 to complete the form about your partner.

*What's your surname?*

Surname			
First name		Age	
Address			
Phone			
Travel			
Class	Teacher		

**16** **21.5** Complete the dialogue with question words in the box. Then listen and check.

**what** how old what what  
how who which where how

**Secretary** Welcome to your new school. I've got a few questions.

**Louise** OK.

**Secretary** First, *what's* your surname?

**Louise** Morwood.

**Secretary** <sup>1</sup> \_\_\_\_\_ do you spell that?

**Louise** M-O-R-W-O-O-D.

**Secretary** Thanks. <sup>2</sup> \_\_\_\_\_'s your first name?

**Louise** Louise.

**Secretary** <sup>3</sup> \_\_\_\_\_ are you, Louise?

**Louise** I'm twelve.

**Secretary** <sup>4</sup> \_\_\_\_\_ do you live?

**Louise** 26, Elm Road.

**Secretary** <sup>5</sup> \_\_\_\_\_'s your phone number?

**Louise** 02782 672541.

**Secretary** <sup>6</sup> \_\_\_\_\_ do you travel to school?

**Louise** I take the bus.

**Secretary** <sup>7</sup> \_\_\_\_\_ class are you in?

**Louise** I'm in 7E3.

**Secretary** <sup>8</sup> \_\_\_\_\_'s your class teacher?

**Louise** Mrs Evans.

**Secretary** Thank you, Louise. That's everything.

**Self-evaluation** Rate your progress.

	😊	😊😊	😊😊😊😊
1			
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# 22 Conjunctions: and, but, or

I can recognize and use the conjunctions **and**, **but**, **or**.



We use **and** to join similar ideas.  
*I can swim **and** dive.*  
*Sue's got a new dress **and** new shoes.*

We use **but** to join opposite ideas.  
*I can swim **but** I can't dive.*  
*Our car is old **but** it's nice.*

We use **or** when we ask questions about two options.  
*Would you like tea **or** coffee?*  
*Are there oranges **or** apples?*

We also use **or** after negative verbs.  
*I can't play tennis **or** badminton.*  
*He hasn't got a pen **or** a pencil.*

## \*1 Circle the correct option.

- ▶ She can sing **and** / **but** dance.
- 1 I like swimming **and** / **but** I don't like running.
  - 2 She's got a dog **and** / **but** a cat.
  - 3 He eats meat **and** / **but** fish.
  - 4 Go to your chair **and** / **but** sit down.
  - 5 My mum is here **and** / **but** my dad is at work.
  - 6 I've got brown hair **and** / **but** brown eyes.
  - 7 We've got a new teacher **and** / **but** I like her.
  - 8 Pete would like to go to the cinema **and** / **but** he hasn't got any money.
  - 9 I'm tired **and** / **but** I'd like to go to bed.

## \*2 Circle the correct option.

- ▶ I don't like apples **and** / **or** pears.
- 1 Would you like lemonade **and** / **or** fruit juice?
  - 2 She's got two brothers **and** / **or** one sister.
  - 3 Linda can't paint **and** / **or** draw.
  - 4 Zebras are black **and** / **or** white.
  - 5 Is your teacher tall **and** / **or** short?
  - 6 Have you got brown eyes **and** / **or** blue eyes?
  - 7 Polly hasn't got a computer **and** / **or** an MP3 player.
  - 8 I'm reading that book **and** / **or** I like it.
  - 9 I'm not tired **and** / **or** I don't want to go to bed.
  - 10 Are you watching a film **and** / **or** a TV programme?



### 22.1 Listen to the descriptions and write the activities in the table.

do gymnastics draw drive a car paint play tennis  
play the piano ride a bike ride a horse sing swim take photos

	Molly	Pete	Helen	Henry
can	dance			
can't				

#### 4 Complete the sentences with *and*, *or* or *but*.

► I play tennis and basketball.

- He likes dogs \_\_\_\_\_ cats.
- Would you like some coffee \_\_\_\_\_ some hot chocolate?
- There are some apples \_\_\_\_\_ there aren't any oranges.
- She hasn't got a pen \_\_\_\_\_ a pencil.

- I can't play the guitar \_\_\_\_\_ I can play the piano.
- She's wearing a white dress \_\_\_\_\_ red shoes.
- Would you like to be a doctor \_\_\_\_\_ a teacher?
- We'd like to play tennis, \_\_\_\_\_ it's raining.

#### 5 Tick ✓ the foods you like, then write sentences about yourself.

burgers	chips	
eggs	cheese	
tomatoes	potatoes	
meat	fish	
coffee	tea	
pineapples	bananas	

I like eggs *and* cheese.  
I like chips *but* I don't like burgers.  
I don't like coffee *or* tea.



#### Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊😊
1			
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6			

#### 6 GAME Memory game. Student A look at page 132. Student B look at page 134.



## Reading and writing

1 Look at the picture and answer the questions.



► What is Kim eating?

a sandwich

1 Can Ben ride a bike?

Yes, he can.

2 What has Sue got?

A smartphone.

3 Where is the bread?

In the bag.

4 Who is wearing a blue shirt?

Dave.

5 Are there any dogs?

No, there aren't.

6 Is there cake?

Yes, there is.

7 How many tomatoes are there?

Five are there.

2 Choose the correct word to complete the questions.

► \_\_\_\_\_ you got a dog?

Has ☐ Do ☐ Have ☒

1 \_\_\_\_\_ old are you?

What ☐ Who ☐ How ☐

2 \_\_\_\_\_ there any apples?

Are ☐ Is ☐ Have ☐

3 Is she \_\_\_\_\_ TV?

watch ☐ watching ☐ to watch ☐

4 \_\_\_\_\_ do you live? – In Australia.

Where ☐ Who ☐ How ☐

5 Does Sam \_\_\_\_\_ fish?

likes ☐ like ☐ liking ☐

3 Complete the sentences. Use *or*, *and* or *but*.

► I like bananas. I don't like mangoes.

I like bananas but I don't like mangoes.

► She's got a guitar. She's got a piano.

She's got a guitar and a piano.

1 Ben can swim. Ben can dive.

Ben can swim and dive.

2 Would you like coffee? Would you like tea?

Would you like coffee or tea?

3 There's a dog. There isn't a cat.

There's a dog and no cat.

4 You're strong. You're tall.

You're strong and tall.

5 I haven't got a computer. I haven't got a phone.

I haven't got a computer or a phone.

6 I like coffee. I don't like tea.

I like coffee but I don't like tea.

7 Are you Katy? Are you Polly?

Are you Katy or Polly?

8 My school is big. My school is modern.

My school is big and modern.



4 Write questions for the answers.

▶ *Where does she* live?

She lives in London.

▶ *Are you* \_\_\_\_\_ happy?

Yes. I'm happy.

1 \_\_\_\_\_ red hair?

No. He hasn't got red hair.

2 \_\_\_\_\_ you?

I'm thirteen years old.

3 \_\_\_\_\_ pop music?

Yes. She likes pop music.

4 \_\_\_\_\_ that?

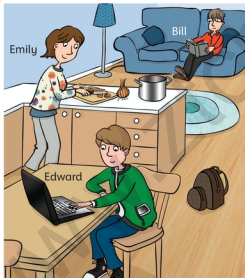
That's Jill.

5 \_\_\_\_\_ any bread?

No. There isn't any bread.

## Listening

5 R13.1 Look at the picture. Listen and answer the questions with a name or a colour.



▶ *Emily* \_\_\_\_\_

▶ *red* \_\_\_\_\_

1 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 In \_\_\_\_\_'s jacket.

6 R13.2 Listen to the questions and tick the correct answer.



▶ In London. ☐

Yes, I do. ☒

1 15. ☐

Yes, I am. ☐

2 In a big house. ☐

Yes, I do. ☐

3 No, I can't. ☐

In the garden. ☐

4 In the park. ☐

Yes, it is. ☐

5 Coffee. ☐

Yes, I would. ☐

## Speaking

7 Work in pairs. Ask and answer questions to complete the table.

Student A look at page 133.

Student B look at page 134.

*What is your name?*

*How old are you?*

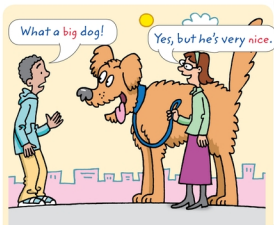
Name	
Age	
Address	
Phone	
Class	
Teacher	



# 23 Adjectives

I can recognize and use adjectives.

## Adjectives with nouns



we normally put adjectives before nouns.  
a *new* phone  
a *nice* apple

Adjectives don't change with plural nouns.  
I've got *new* trousers.  
~~I've got news trousers.~~

We change **a** to **an** before an adjective that starts with a vowel.  
a *man*  
an *old* man

### \*1 Circle the adjectives.

- ▶ He's got an old bike.
- 1 This is a small house.
- 2 He's got a nice phone.
- 3 Is that a new watch?
- 4 We've got a good teacher.
- 5 She's wearing a blue shirt.
- 6 I like new shoes.
- 7 Do you live in a big house?
- 8 That's a funny book.
- 9 There's a beautiful cat.
- 10 Have you got a black bag?

\*2

23.1 Look at the pictures and complete the sentences with an adjective and a noun. Then listen and check.

▶ beautiful

4 funny



1 old

5 small



2 nice

6 angry



3 happy

7 big



▶ What a beautiful baby !

- 1 What an \_\_\_\_\_ !
- 2 What a \_\_\_\_\_ !
- 3 What a \_\_\_\_\_ !
- 4 What a \_\_\_\_\_ !
- 5 What a \_\_\_\_\_ !
- 6 What an \_\_\_\_\_ !
- 7 What a \_\_\_\_\_ !



### 3 Write sentences with information from the table.

	phone	car	sister
Richard	old	red	nice
Katie	pink	big	funny
Jim	small	white	clever
Mary	blue	nice	happy

▶ Katie / car

*Katie has got a big car.*

1 Katie / phone

2 Jim / car

3 Mary / sister

4 Richard / phone

5 Jim / sister

6 Mary / phone

7 Richard / car

8 Katie / sister

9 Mary / car

10 Jim / phone

4 Write sentences about you and your family. Use *have got* or *has got* and the words below.

#### Adjectives

beautiful big funny happy nice old small

#### Nouns

computer phone house car television  
bike bedroom brother/sister parents

*I've got nice parents.*

*I've got a small bedroom.*

*My parents have got an old car.*

## Adjectives with be

In sentences with **be** and no article (**a** or **an**), adjectives go after **be**.

*I'm angry.*

*I'm an angry person*

*Their house is big.*

*It's a big house*

*Are you happy?*

*Are you a happy person?*

*Is that car new?*

*Is it a new car?*

5 Look at the pictures and write the words in the correct order.



2

4



1

3

5

▶ Andy / tall / is

*Andy is tall.*

1 blonde / Mary / is

2 dark / your hair / is

3 short / you / are

4 are / the children / young

5 is / their hair / long

6 Rewrite the statements in exercise 5 as questions.



▶ *Is Andy tall?*

1

2

3

4

5



Work in pairs. Ask and answer questions with the words in the boxes.

your brother/sister   your parents   your house

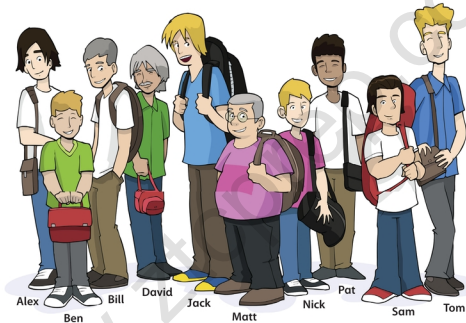
beautiful   big   funny   happy   nice   old  
small   tall   young

Are your parents funny?

Is your brother nice?

23.2 Listen to the descriptions of two people in the picture. Who are they?

1 \_\_\_\_\_ 2 \_\_\_\_\_



Work in pairs. Look at the picture in exercise 8. Choose a person but don't tell your partner. Your partner asks questions to guess the person.

Is he wearing an old T-shirt?

Is he tall?

Has he got a blue bag?

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊😊
1			
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## Reading and writing

### 1 Choose the correct sentence.

- ▶ This is a film funny. ☐
- This is a funny film. ☒
- 1 She's got small shoes. ☐
- She's got smalls shoes. ☐
- 2 Mary is wearing brown trousers. ☐
- Mary is wearing trousers brown. ☐
- 3 We live in a old house. ☐
- We live in an old house. ☐
- 4 Is red your car? ☐
- Is your car red? ☐
- 5 I don't like big dogs. ☐
- I don't like bigs dogs. ☐

### 2 Write the sentences.

- ▶ Lucy / a / has got / nice / brother.  
*Lucy has got a nice brother.*
- 1 is / jacket / old / this \_\_\_\_\_
- 2 pen / you / got / a / have / red / ? \_\_\_\_\_
- 3 Sam / is / happy / ? \_\_\_\_\_
- 4 old / watching / an / I'm / film \_\_\_\_\_
- 5 has / hair / she / got / long \_\_\_\_\_
- 6 brother / your / got / has / hair / blond / ? \_\_\_\_\_
- 7 a / funny / what / film / ! \_\_\_\_\_
- 8 that / a / hat / is / new / ? \_\_\_\_\_
- 9 like / pink / your / I / phone \_\_\_\_\_
- 10 the teacher / wrote / long / email / a \_\_\_\_\_

## Listening

### 3 R14.1 Listen and look at the pictures. Write the correct numbers.

Which is Alex? \_\_\_\_\_ Which is Sam? \_\_\_\_\_



## Speaking

### 4 R14.2 Listen and answer the questions for you.

*Have you got a nice house?*

*Yes, I've got a nice house.*



# 24

## Prepositions of place

I can recognize and use prepositions of place.

We use **in**, **on**, **under** and **behind** to talk about places.



**in** the car



**on** the car



**under** the car



**behind** the car

### In

We use **in** to say something is inside a limited space or area.

*in a box    in a cupboard  
in the dining room    in the park  
in London    in Russia*

### On + a surface

*on the table    on a chair  
on the floor    on the beach*

### On + public transport

*I'm on the train. We're on the bus.  
BUT I'm in the car. (NOT I'm on the car.)*

### On + technology

*What's on television?  
My homework is on the computer.*

### Under

*Put your bag under the desk, please.*

### Behind

*I can't see the eggs. They're behind the bread.*

\*1 Where's the racket? Match 1–4 with a–d.



a



c



b



d

- 1 It's behind the bag. c
- 2 It's in the bag.
- 3 It's on the bag.
- 4 It's under the bag.

\*2 Put the words in the correct column.

a box    the bus    Egypt    the floor    the internet  
the kitchen    Moscow    ~~the bedroom~~  
a table    television

In	On
the bedroom	



**24.1** Look at the picture and complete the sentences with *in*, *on*, *under*, or *behind*.  
Listen and check.



► There are four people in the park.

- 1 There is a ball \_\_\_\_\_ Rosy's foot.
- 2 There are two apples \_\_\_\_\_ the table.
- 3 Ryan is standing \_\_\_\_\_ the tree.
- 4 Ted and Jenny are sitting \_\_\_\_\_ chairs.
- 5 Jenny has got a book \_\_\_\_\_ her bag.
- 6 The birds are \_\_\_\_\_ the table.
- 7 Toby's bike is \_\_\_\_\_ Jane's car.
- 8 Ted is listening to music \_\_\_\_\_ his phone.
- 9 There are four people \_\_\_\_\_ the bus.
- 10 There is a tree \_\_\_\_\_ the park.

**4** Choose the correct preposition for each sentence.

► I like the photo in the wall.

- 1 They live in / on China.
- 2 There's a spider in / on the kitchen.
- 3 It's raining. Stand under / behind the umbrella.
- 4 There's water in / on the floor.
- 5 We're in / on the car. We're driving to the beach.
- 6 Jack is running fast, and Sam is under / behind him.
- 7 Put the milk in / on the fridge.
- 8 Look! Polly and Beth are in / on the bus.
- 9 Can you swim under / behind water?
- 10 What's in / on television?



**5** **24.2** Listen to the description, then draw the objects in the correct place.



bag cat clock lamp mouse shoes shirt socks tennis racket

There's a lamp on the desk.



- 6** **GAME** Work in pairs. Ask and answer questions to find the objects.  
 Student A Turn to page 133.  
 Student B Turn to page 136.

Where is the book?

It's in the wardrobe.

- 7** Write sentences about your bedroom, using *behind*, *in*, *on* and *under*. Some are true and some are false. Show them to your partner. Your partner guesses which are false.

In my bedroom  
 There's a television on the desk.  
 There are jeans on the floor.

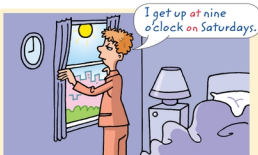
**Self-evaluation** Rate your progress.

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7			



# 25 Prepositions of time

I can recognize and use prepositions of time.



## At

We use **at** with clock times.

**at** six o'clock      **at** 7.30 p.m.

We also use **at** in these phrases.

**at** the moment      **at** night      **at** the weekend

## In

We use **in** with parts of the day (except night).

**in** the morning      **in** the evening  
**in** the afternoon      **in** the night (at night)

We also use **in** with months, seasons, and years.

**in** June      **in** 2012      **in** summer

## On

We use **on** with days of the week.

**on** Saturday      **on** Tuesday

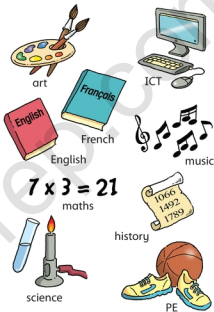
We also **on** with dates.

**on** 13th June      **on** 24th September

### \*1 Circle the correct option.

- ☒ **at** / in four o'clock      7 **in** / **on** 2002  
 1 **in** / **on** the morning      8 **at** / **on** Fridays  
 2 **at** / **on** Thursday      9 **at** / **in** the weekend  
 3 **at** / **in** the moment      10 **in** / **on** the evening  
 4 **in** / **on** 17th March      11 **at** / **on** night  
 5 **at** / **on** 11.30 a.m.      12 **at** / **in** September  
 6 **at** / **in** the afternoon      13 **in** / **on** Mondays

### \*2 25.1 Listen and complete Tanya's timetable.



	Morning	Afternoon
Monday	English history <u>science</u>	maths _____
Tuesday	ICT science _____	English _____
Wednesday	science French _____	history _____
Thursday	ICT maths _____	PE _____
Friday	French maths _____	English _____



**3** Complete the sentences with the correct preposition.

I have French in the morning on Wednesdays.

1 \_\_\_\_\_ Mondays, I have English and PE \_\_\_\_\_ the afternoon.

2 \_\_\_\_\_ Tuesdays, I have French, maths and science \_\_\_\_\_ the morning

3 I have ICT \_\_\_\_\_ the afternoon \_\_\_\_\_ Wednesdays.

4 I have maths \_\_\_\_\_ the morning \_\_\_\_\_ Thursdays.

5 \_\_\_\_\_ Fridays, I have maths, French and art \_\_\_\_\_ the morning.

6 I have ICT \_\_\_\_\_ the morning \_\_\_\_\_ Mondays and Tuesdays.

7 I have English \_\_\_\_\_ the morning \_\_\_\_\_ Wednesdays and Fridays, and \_\_\_\_\_ the afternoon \_\_\_\_\_ Wednesdays.

8 \_\_\_\_\_ Fridays, I have art, maths and ICT \_\_\_\_\_ the morning and French and science \_\_\_\_\_ the afternoon.

**4 GAME** Work with a partner. Ask and answer questions about your school timetables.

When do you have art?

On Tuesdays, in the morning.

**5** Write about two subjects. Show your partner. Can your partner guess the subjects?

I have it on Tuesdays in the morning, and on Thursdays in the afternoon. I like it.

Is it PE?

Yes, it is.

**6** 25.2 Listen to Max talking about what he does at the weekend. Write time phrases with *at* or *in*.



at seven o'clock



4 \_\_\_\_\_



1 \_\_\_\_\_



5 \_\_\_\_\_



2 \_\_\_\_\_



6 \_\_\_\_\_



3 \_\_\_\_\_



7 \_\_\_\_\_



# 7 Complete the text about Max's Saturdays.

At weekends, Max gets up <sup>1</sup> 8.30a.m. <sup>2</sup> the morning, he goes to the sports centre and plays basketball. Then he goes home and has lunch <sup>3</sup> one o'clock. <sup>4</sup> the afternoon, he meets friends and plays computer games. <sup>5</sup> the evening, after dinner, he reads a book and watches TV. Then he goes to bed <sup>6</sup> about nine o'clock.



# 8 Write about your weekend. Use time expressions with on, at and in.

On Saturdays, I get up at about eight o'clock. In the morning, I play football.

# 9 Complete the sentences with at, in, or on.

- Let's meet at 7 o'clock.
- Do you watch TV the morning?
- Can I go to Heidi's house Saturday?
- We don't go to school summer.
- What would you like to do the weekend?
- My birthday is 23rd October.
- Are you doing anything the moment?
- I like playing hockey winter.
- Is the supermarket open Sundays?
- I'd like to travel to the moon 2030.

# 11 GAME Work in pairs.

Student B: Ask questions about Milly.  
Student A: Answer using information on page 132.

When does she have lunch on Saturdays?

She has lunch at 4 o'clock on Saturdays.

	Tuesdays	Saturdays
get up		
morning		
afternoon		
have dinner		
evening	practise piano	
go to bed		

# 10 GAME Work in pairs: Student A: Ask questions about Andy. Student B: Answer using the information on page 134.

What does Andy do in the afternoon on Tuesdays?

He plays computer games.

	Tuesdays	Saturdays
get up		
morning		
have lunch		
afternoon	play computer games	
have dinner		
evening		
go to bed		

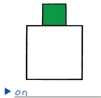
# Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊😊
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### Reading and writing

1 Look and write the correct preposition.



2 Choose the correct preposition.

▶ Suzy is \_\_\_\_ the kitchen.

at ☐ in ☒ on ☐

1 We normally have dinner \_\_\_\_ 7 o'clock.

at ☐ in ☐ on ☐

2 They live \_\_\_\_ Australia.

at ☐ in ☐ on ☐

3 We start school \_\_\_\_ 4th September.

at ☐ in ☐ on ☐

4 What is she doing \_\_\_\_ the moment?

at ☐ in ☐ on ☐

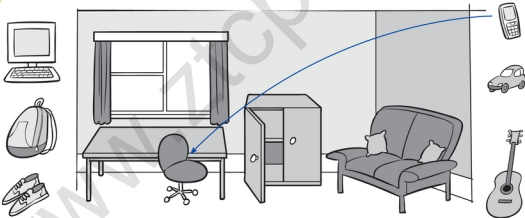
5 There's a good film \_\_\_\_ television.

at ☐ in ☐ on ☐

### Listening



3 ▶ R15.1 Listen and draw lines.



### Speaking



4 ▶ R15.2 Listen and answer the questions. Use prepositions.

When do you have art lessons?

On Thursdays, in the morning.



## Reading and writing

### 1 Circle the correct answer.



### ► The children is / are tall.

- The boy is **playing** / plays basketball now.
- The girl **has** / hasn't got long hair.
- There's **a** / some tree.
- The dog is **under** / behind the window.
- The **boys'** / boy's shoes are blue.

### 2 Write the correct forms of the verbs.

Present simple	Present continuous
he <b>plays</b>	she's <b>playing</b>
he	she's <b>making</b>
he <b>watches</b>	she
he	she's <b>studying</b>
he <b>sits</b>	she's
he	she's <b>having</b>
he <b>eats</b>	she
he	she's <b>going</b>
he <b>works</b>	she
he	she's <b>living</b>

### 3 Tick ✓ the correct plural sentence.

#### ► There's an apple.

- There are some apples. ☒
- There's some apples. ☐
- There are an apples. ☐

#### 1 I am tall.

- We is tall. ☐
- We are tall. ☐
- We are tall. ☐

#### 2 He often watches films.

- They often watch films. ☐
- They often watches films. ☐
- He's often watch films. ☐

#### 3 That woman is French.

- Those womans are French. ☐
- These women is French. ☐
- Those women are French. ☐

#### 4 She's doing homework now.

- They's doing homework now. ☐
- They're doing homeworks now. ☐
- They're doing homework now. ☐

#### 5 This is your shoe.

- These are yours shoes. ☐
- Those are your shoes. ☐
- These are your shoes. ☐



4 Write the correct pronoun.

him me mine my  
her our theirs your

- I've got a guitar. It belongs to me.  
1 I've got a guitar. It's \_\_\_\_\_.  
2 I've got a guitar. It's \_\_\_\_\_ guitar.  
3 She's got a camera. It belongs to \_\_\_\_\_.  
4 We've got a house. It's \_\_\_\_\_ house.  
5 You've got a sister. She's \_\_\_\_\_ sister.  
6 He's got a phone. It belongs to \_\_\_\_\_.  
7 They've got a car. It's \_\_\_\_\_.

5 Complete the sentences with the words in the box.

and at but in on to

- I'd like a cake and some coffee.  
1 We get up \_\_\_\_\_ seven o'clock.  
2 Jess plays tennis \_\_\_\_\_ Tuesdays.  
3 I can swim \_\_\_\_\_. I can't dive.  
4 Would you like \_\_\_\_\_ visit China?  
5 They live \_\_\_\_\_ London.

6 Change the statements to questions.

- You are Chinese.  
Are you Chinese?  
1 Kate has got blue eyes.  
\_\_\_\_\_ blue eyes?  
2 There's a sock on the floor.  
\_\_\_\_\_ a sock on the floor?  
3 They're making dinner.  
\_\_\_\_\_ dinner?  
4 Ben eats fish.  
\_\_\_\_\_ fish?  
5 You'd like an egg.  
\_\_\_\_\_ an egg?

7 Look at the picture. Complete the sentences with *a, an, two or some*.



- There's a banana.  
1 There's \_\_\_\_\_ egg.  
2 There's \_\_\_\_\_ bread.  
3 There are \_\_\_\_\_ oranges.  
4 There's \_\_\_\_\_ pineapple.  
5 There's \_\_\_\_\_ milk.

8 Complete the sentences with the present simple or the present continuous form of the verb in brackets.

- Tom is playing football at the moment.  
(play)  
► I usually play football on Tuesdays. (play)  
1 They \_\_\_\_\_ dinner now. (have)  
2 Normally, he \_\_\_\_\_ to school by bus. (go)  
3 She \_\_\_\_\_ a red jacket today. (wear)  
4 I \_\_\_\_\_ milk every day. (drink)  
5 Anna \_\_\_\_\_ in the kitchen at the moment. (sit)

9 Make the affirmative sentences negative. Use short forms.

- There's a mouse in my bedroom.  
There isn't a mouse in my bedroom.  
1 We've got a big house.  
\_\_\_\_\_ a big house.  
2 I'm sixteen.  
\_\_\_\_\_ sixteen.  
3 She likes football.  
\_\_\_\_\_ football.  
4 You can go to the cinema.  
\_\_\_\_\_ to the cinema.  
5 They're swimming at the moment.  
\_\_\_\_\_ at the moment.



## Listening



**10 R16.1** Listen. Are the sentences true ✓ or false X?

- ▶ William has got two sisters. ☒
- 1 Mandy is having dinner. ☐
- 2 Tommy likes football. ☐
- 3 Ryan can play the guitar. ☐
- 4 Oscar and Jenny would like coffee. ☐
- 5 There's some bread. ☐



**11 R16.2** Listen and choose correct picture.



▶ a ☒

b ☐

c ☐



3 a ☐

b ☐

c ☐



1 a ☐

b ☐

c ☐



4 a ☐

b ☐

c ☐



2 a ☐

b ☐

c ☐



5 a ☐

b ☐

c ☐

## Speaking



**12 R16.3** Listen and answer the questions.

What's your name?

Rosy.



# Extra information

## Unit 20, student A

Yes/no questions

- #6 GAME** Work in pairs. Read the text below and answer your partner's questions.

Is Tom eleven?

Yes, he is.

My penfriend, Tom  
He is **eleven**. He is **British**. He **hasn't got** a brother. He can play **football**. He lives in **London**. He likes **dogs** and **cars**. He would like to be a **doctor**.

## Unit 21, student A

Question words (who, what, where, how)

- #15** Ask your partner to spell these words.

watch bread birthday chicken juice

How do you spell 'watch'?

W-A-T-C-H.

## Unit 22, student A

Conjunctions: and, but, or

- #6 GAME** Look at the picture on page 115 for one minute. Ask your partner to close their book. Ask questions about the picture then close your book and answer your partner's questions.

Is there a cat or a dog?

There's a cat but there isn't a dog.

- |              |                                     |              |                                     |
|--------------|-------------------------------------|--------------|-------------------------------------|
| ▶ a cat      | <input checked="" type="checkbox"/> | a dog        | <input checked="" type="checkbox"/> |
| 1 oranges    | <input type="checkbox"/>            | bananas      | <input type="checkbox"/>            |
| 2 a sofa     | <input type="checkbox"/>            | a desk       | <input type="checkbox"/>            |
| 3 a computer | <input type="checkbox"/>            | a television | <input type="checkbox"/>            |
| 4 a jacket   | <input type="checkbox"/>            | a hat        | <input type="checkbox"/>            |
| 5 books      | <input type="checkbox"/>            | DVDs         | <input type="checkbox"/>            |

## Unit 25, student A

Prepositions of time

- #11 GAME** Answer your partner's questions, using the information below.

When does Milly have lunch on Saturdays?

She has lunch at four o'clock on Saturdays.

Milly	Tuesdays	Saturdays
get up	8 a.m.	11 a.m.
morning	go to the gym	go to the shops
have lunch	1 p.m.	4 p.m.
afternoon	practise with her band	practise with her band
have dinner	8 p.m.	11 p.m.
evening	meet friends	play concert
go to bed	11.30 p.m.	2 a.m.



## Revision 7, student A

7 Work in pairs. Look at the table and answer your partner's questions.

Name	Ben Mason
Age	13
City	London
Phone	07847 562676
Class	7RJ
Teacher	Mrs Jones

What is your name?

How old are you?

## Unit 24, student A

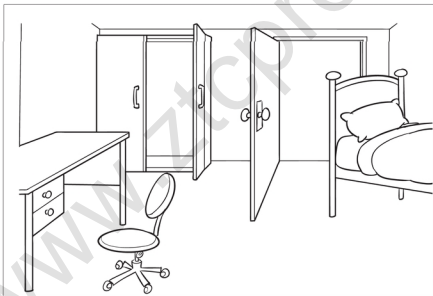
Prepositions of place

6 GAME Work in pairs. Draw the objects on the picture below and answer your partner's questions.

football book computer dog guitar  
mirror spider trousers

Where's the book?

It's in the wardrobe.





## Unit 20, student B

Yes/no questions

- \*6 GAME** Work in pairs. Read the text below and answer your partner's questions.

Is Mary thirteen?

No, she's twelve.

My penfriend, Mary  
She is **twelve**. She is **Mexican**. She has **got two sisters**. She can speak **Spanish and Italian**, and she can **sing**. She lives in **Mexico City**. She likes **swimming**.

## Unit 21, student B

Question words: who, what, where, how

- \*15** Ask your partner to spell these words.

orange kitchen teacher computer friend

How do you spell 'orange'?

O-R-A-N-G-E.

## Unit 22, student B

Conjunctions: and, but, or

- \*6 GAME** Look at the picture on page 115 for one minute. Close your book and answer your partner's questions. Then ask your partner questions about the picture.

Is there a pineapple or an apple?

There's a pineapple but there isn't an apple.

- |                                                   |                                              |
|---------------------------------------------------|----------------------------------------------|
| ▶ a pineapple <input checked="" type="checkbox"/> | an apple <input checked="" type="checkbox"/> |
| 1 a chair <input type="checkbox"/>                | a table <input type="checkbox"/>             |
| 2 a bag <input type="checkbox"/>                  | a ball <input type="checkbox"/>              |
| 3 a phone <input type="checkbox"/>                | a camera <input type="checkbox"/>            |
| 4 socks <input type="checkbox"/>                  | shoes <input type="checkbox"/>               |
| 5 a guitar <input type="checkbox"/>               | a piano <input type="checkbox"/>             |

## Unit 25, student B

Prepositions of time

- \*10 GAME** Answer your partner's questions, using the information below.

What does Andy do in the afternoon on Tuesdays?

He plays computer games.

Andy	Tuesdays	Saturdays
get up	7 a.m.	8 a.m.
morning	play football	relax
have lunch	1 p.m.	12.30 p.m.
afternoon	play computer games	play football
have dinner	7 p.m.	8 p.m.
evening	watch TV	meet friends
go to bed	10.30 p.m.	1 a.m.

## Revision 7, student B

- 7** Work in pairs. Look at the table and answer your partner's questions.

What is your name?

How old are you?

Name	Kim Thomas
Age	12
City	Oxford
Phone	07527 385195
Class	6EB
Teacher	Mr Ward



## Unit 4, student B

Plurals

- 10** Study the picture on page 22 for one minute. Can you remember how many of each object there are?

bag box child fish glass man  
mouse nose strawberry woman

## Unit 24, student B

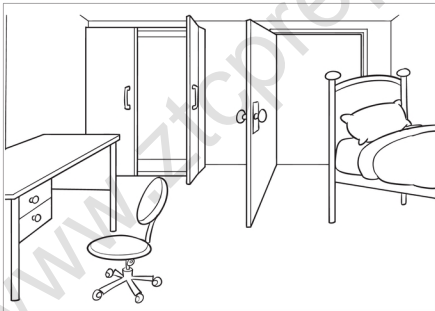
Prepositions of place

- 6** **GAME** Work in pairs. Ask your partner where each object is and draw them on the picture below.

football book computer dog guitar  
mirror spider trousers

Where is the book?

It's in the wardrobe.





## Unit 10

Personal object pronouns and possessive pronouns

\*\*12

GAME

Write the objects in the first diagram and answer your partner's questions. Ask your partner about their house and complete the second diagram.

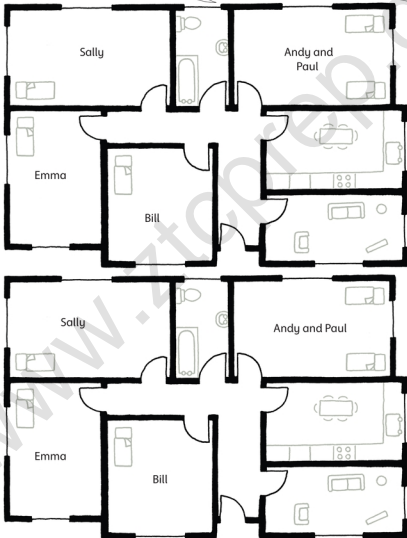
computer bike guitar fish books football  
television trainers desk piano

Are the trainers hers?

No. They aren't hers. They're his.

Is the computer theirs?

Yes. It's theirs.





## Word list

Word	Unit			
actor	6	_____	bike	4 _____
add (v)	19	_____	bird	3 _____
afternoon	25	_____	birthday	6 _____
always	14	_____	blog (n)	13 _____
America	12	_____	blonde	23 _____
American	6	_____	blue	6 _____
and	22	_____	body	4 _____
angry	6	_____	book (n)	3 _____
answer (v)	15	_____	boring	18 _____
Antarctica	16	_____	box (n)	4 _____
antelope	3	_____	boy	4 _____
apple	1	_____	bread	9 _____
apple juice	17	_____	breakfast	12 _____
apricot	21	_____	British	6 _____
at (prep. of place)	24	_____	brother	8 _____
at (prep. of time)	25	_____	brown	7 _____
at the moment	14	_____	burger	3 _____
Australian	6	_____	bus	1 _____
baby	4	_____	but	22 _____
bag	4	_____	buy	12 _____
ball	8	_____	café	13 _____
banana	3	_____	cake	1 _____
band (n)	21	_____	camera	7 _____
basketball	12	_____	can	19 _____
bass guitar	20	_____	can't	19 _____
bathroom	16	_____	car	6 _____
be (v)	6	_____	carrot	3 _____
beach	4	_____	carry	12 _____
beautiful	6	_____	cat	8 _____
bedroom	7	_____	catch (v)	15 _____
behind	24	_____	chair (n)	13 _____
belong to	9	_____	check (v)	14 _____
bicycle	10	_____	cheese	11 _____
big	6	_____	chef	14 _____



chicken	9	_____	dream (n)	17	_____
child	4	_____	drink (n)	12	_____
chips	11	_____	drive (v)	19	_____
chocolate	12	_____	duck	3	_____
cinema	15	_____	DVD	9	_____
city	4	_____	early	20	_____
clarinet	21	_____	easy	18	_____
class	4	_____	eat	12	_____
classical music	12	_____	egg	3	_____
clean (v)	13	_____	elephant	1	_____
clock	16	_____	email	13	_____
close (v)	15	_____	English	12	_____
coffee	12	_____	enjoy	12	_____
come	15	_____	Europe	20	_____
computer	4	_____	evening	25	_____
computer game	14	_____	every day	14	_____
cool	20	_____	everything	17	_____
count (v)	19	_____	expensive	8	_____
cousin	21	_____	eye	7	_____
cow	3	_____	face (n)	4	_____
cupboard	16	_____	fair	7	_____
dance (v)	12	_____	fantastic	14	_____
dark	7	_____	fast	17	_____
day	4	_____	favourite	12	_____
dentist	14	_____	finish	12	_____
desk	10	_____	fish	1	_____
difficult	18	_____	floor (n)	24	_____
dining room	16	_____	flower	16	_____
dinner	12	_____	fly	12	_____
dish	4	_____	fly (v)	14	_____
dive (v)	19	_____	food	14	_____
do	12	_____	foot	4	_____
doctor	6	_____	football	9	_____
dog	1	_____	football team	16	_____
door	15	_____	fox	21	_____
downstairs	16	_____	France	14	_____
draw (v)	19	_____	French	6	_____



fridge (n)	20	_____	horse	3	_____
friends	6	_____	hot chocolate	12	_____
fruit	12	_____	house	1	_____
fruit juice	11	_____	how	21	_____
fun	18	_____	I	5	_____
funny	6	_____	ice cream	9	_____
games console	10	_____	ICT	25	_____
geography	13	_____	in (prep. of place)	24	_____
get	13	_____	in (prep. of time)	25	_____
get up	12	_____	Indian	6	_____
giraffe	3	_____	information	11	_____
give (v)	15	_____	insect	1	_____
glass	4	_____	instrument	21	_____
go (v)	12	_____	interesting	14	_____
go for a walk	18	_____	internet	24	_____
good	6	_____	it	5	_____
goose	4	_____	its	8	_____
green	6	_____	jacket	1	_____
guitar	1	_____	jam	12	_____
gymnastics	19	_____	javelin	19	_____
hair	7	_____	jeans	2	_____
happy	6	_____	juice	11	_____
hat	2	_____	jump (v)	15	_____
have	12	_____	key	1	_____
have got	7	_____	kick (v)	15	_____
he	5	_____	kitchen	16	_____
her	8	_____	kite	9	_____
Here you are.	17	_____	knife	4	_____
hers	10	_____	Korean	6	_____
high	19	_____	lamp	1	_____
him	10	_____	laugh (v)	17	_____
hippo	9	_____	learn	17	_____
his	8	_____	legs	8	_____
history	12	_____	lemonade	11	_____
hockey	14	_____	lend (v)	19	_____
holiday	7	_____	life	4	_____
homework	11	_____	lion	16	_____



listen	12	_____	onion	3	_____
live (v)	12	_____	open (v)	15	_____
living room	16	_____	or	22	_____
long	7	_____	orange	1	_____
look (v)	15	_____	orang-utan	3	_____
lorry	4	_____	ostrich	3	_____
lunch	25	_____	our	8	_____
make	13	_____	ours	10	_____
man	4	_____	page	4	_____
mango	9	_____	paint (v)	18	_____
maths	12	_____	pancake	14	_____
me	10	_____	park (n)	21	_____
meat	12	_____	party	4	_____
meet (v)	12	_____	pass (v)	19	_____
milk	11	_____	pasta	11	_____
mine	10	_____	PE	25	_____
mirror	16	_____	peas	12	_____
miss (v)	12	_____	pen	3	_____
money	11	_____	pencil	1	_____
monkey	4	_____	person	4	_____
moon	25	_____	phone (n)	4	_____
morning	25	_____	phone number	2	_____
mouse	1	_____	photo	4	_____
music	11	_____	photographer	14	_____
musical	17	_____	piano	4	_____
my	8	_____	picture (n)	15	_____
name (n)	15	_____	pilot	14	_____
new	7	_____	pineapple	3	_____
nice	7	_____	place (n)	14	_____
normally	14	_____	plane (n)	14	_____
nose	1	_____	play	12	_____
now	14	_____	pop music	12	_____
old	6	_____	potato	4	_____
on (prep. of place)	24	_____	queen	1	_____
on (prep. of time)	25	_____	question (n)	15	_____
on Mondays	14	_____	rain	11	_____
on one leg	19	_____	rare	10	_____



read (v)	7	_____	song	13	_____
reality star	17	_____	Spain	7	_____
red	6	_____	Spanish	6	_____
relax	12	_____	speak	19	_____
rice	11	_____	spell (v)	19	_____
ride	13	_____	spider	16	_____
room	8	_____	sports centre	25	_____
rugby	15	_____	stand (v)	15	_____
ruler	1	_____	star (n)	20	_____
run (v)	15	_____	station (n)	21	_____
Russian	6	_____	stop	13	_____
sad	6	_____	story	4	_____
salad	11	_____	strawberry	4	_____
sandwich	4	_____	study	12	_____
scared	20	_____	sugar	11	_____
science	25	_____	sunglasses	7	_____
Scottish	6	_____	supermarket	25	_____
sea (n)	18	_____	surname	21	_____
she	5	_____	swim (v)	13	_____
sheep	4	_____	table	1	_____
shelf	4	_____	table tennis	13	_____
shirt	2	_____	take photos	14	_____
shoes	2	_____	talk	13	_____
short	7	_____	tall	6	_____
show (n)	17	_____	tea (n)	22	_____
sing	12	_____	teach	12	_____
sing karaoke	17	_____	teacher	6	_____
singer	6	_____	television	4	_____
sister	7	_____	tennis	12	_____
sit	13	_____	tennis racket	24	_____
skateboard	9	_____	thank you	17	_____
skirt	2	_____	that	9	_____
sleep (v)	13	_____	their	8	_____
small	8	_____	theirs	10	_____
snake	4	_____	them	10	_____
socks	2	_____	these	9	_____
sofa	1	_____	they	5	_____



thief	4	_____	where	21	_____
thing	10	_____	which	21	_____
this	9	_____	whistle (v)	19	_____
those	9	_____	white	6	_____
throw	19	_____	who	21	_____
toast	12	_____	window	1	_____
today	6	_____	woman	4	_____
tomato	3	_____	world	17	_____
tooth	4	_____	would like	17	_____
top	2	_____	write	13	_____
toy	4	_____	writer	6	_____
trainers	2	_____	you	5	_____
travel	17	_____	your	8	_____
tree	8	_____	yours	10	_____
trousers	7	_____	zebra	22	_____
try (v)	18	_____			
T-shirt	7	_____			
tuna	17	_____			
Turkish	6	_____			
TV	12	_____			
umbrella	1	_____			
understand (v)	20	_____			
us	10	_____			
use (v)	19	_____			
van	1	_____			
vegetables	12	_____			
video clip	13	_____			
visit (v)	20	_____			
wardrobe	16	_____			
watch (n)	4	_____			
watch (v)	12	_____			
water (n)	8	_____			
we	5	_____			
wear	13	_____			
weather	13	_____			
weekend	14	_____			
what	21	_____			



## Verb list

be	kick	spell
buy	laugh	stand
catch	learn	stop
check	lend	study
clean	listen	swim
close	live	talk
count	look	teach
dance	make	throw
dive	meet	travel
do	miss	try
draw	open	understand
drink	paint	use
drive	play	visit
eat	rain	watch
enjoy	read	wear
finish	relax	whistle
fly	ride	would like
get	run	write
get up	sing	
give	sit	
have	sleep	
jump	speak	



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# Oxford Grammar for Schools 1

## Class Audio CD Tracklist

Class Audio CD 1	
Activity	Audio Track
<b>Unit 1</b>	
1.1	1
1.2	2
1.3	3
1.4	4
1.5	5
1.6	6
<b>Unit 2</b>	
2.1	7
2.2	8
2.3	9
2.4	10
2.5	11
2.6	12
2.7	13
2.8	14
2.9	15
2.10	16
2.11	17
<b>Unit 3</b>	
3.1	18
3.2	19
3.3	20
3.4	21
<b>Mini-revision 1-3</b>	
R1.1	22

Class Audio CD 1	
Activity	Audio Track
R1.2	23
R1.3	24
<b>Unit 4</b>	
4.1	25
4.2	26
4.3	27
4.4	28
4.5	29
<b>Unit 5</b>	
5.1	30
5.2	31
5.3	32
<b>Mini-revision 4-5</b>	
R2.1	33
R2.2	34
<b>Revision 1</b>	
R3.1	35
R3.2	36
R3.3	37
<b>Unit 6</b>	
6.1	38
6.2	39
6.3	40
6.4	41
6.5	42
6.6	43



Class Audio CD 2	
Activity	Audio Track
<b>Unit 7</b>	
7.1	1
7.2	2
7.3	3
7.4	4
7.5	5
7.6	6
7.7	7
<b>Revision 2</b>	
R4.1	8
R4.2	9
R4.3	10
<b>Unit 8</b>	
8.1	11
8.2	12
8.3	13
<b>Unit 9</b>	
9.1	14
9.2	15
9.3	16
<b>Mini-revision 8-9</b>	
R5.1	17
<b>Unit 10</b>	
10.1	18
10.2	19
10.3	20
10.4	21
10.5	22
<b>Unit 11</b>	
11.1	23
11.2	24
11.3	25
11.4	26
<b>Mini-revision 10-11</b>	

Class Audio CD 2	
Activity	Audio Track
R6.1	27
R6.2	28
<b>Revision 3</b>	
R7.1	29
R7.2	30
<b>Unit 12</b>	
12.1	31
12.2	32
12.3	33
12.4	34
12.5	35
12.6	36
12.7	37
<b>Unit 13</b>	
13.1	38
13.2	39
13.3	40
<b>Mini-revision 12-13</b>	
R8.1	41
R8.2	42
<b>Unit 14</b>	
14.1	43
14.2	44
14.3	45
14.4	46
<b>Unit 15</b>	
15.1	47
15.2	48
<b>Revision 4</b>	
R9.1	49
R9.2	50
R10.1	51
R10.2	52



Class Audio CD 3	
Activity	Audio Track
<b>Unit 16</b>	
16.1	1
16.2	2
16.3	3
16.4	4
16.5	5
<b>Unit 17</b>	
17.1	6
17.2	7
17.3	8
17.4	9
17.5	10
<b>Unit 18</b>	
18.1	11
18.2	12
<b>Revision 5</b>	
R11.1	13
R11.2	14
<b>Unit 19</b>	
19.1	15
19.2	16
19.3	17
19.4	18
19.5	19
<b>Revision 6</b>	
R12.1	20
R12.2	21
<b>Unit 20</b>	
20.1	22
20.2	23
20.3	24

Class Audio CD 3	
Activity	Audio Track
20.4	25
<b>Unit 21</b>	
21.1	26
21.2	27
21.3	28
21.4	29
21.5	30
<b>Unit 22</b>	
22.1	31
<b>Revision 7</b>	
R13.1	32
R13.2	33
<b>Unit 23</b>	
23.1	34
23.2	35
<b>Revision 8</b>	
R14.1	36
R14.2	37
<b>Unit 24</b>	
24.1	38
24.2	39
<b>Unit 25</b>	
25.1	40
25.2	41
<b>Revision 9</b>	
R15.1	42
R15.2	43
R16.1	44
R16.2	45
R16.3	46