



New Round-Up

Virginia Evans Jenny Dooley

Starter

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English Grammar Practice



Students' Book

with CD-Rom



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Introduction

New Round-Up 3 English Grammar Practice combines games and fun with serious, systematic grammar practice. It is ideal for young learners in the preliminary stages of English language learning.

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

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

It can be used:

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

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

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New Round-Up

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English Grammar Practice

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Plurals of Countable and Uncountable Nouns

1



Listen and repeat.



Listen and repeat.

- bananas, dogs, cats, books
- bus – buses, hairbrush – hairbrushes, fox – foxes, dress – dresses, watch – watches, tomato – tomatoes
- baby – babies, lady – ladies
- leaf – leaves, wife – wives
- child – children, foot – feet, fish – fish, mouse – mice, man – men, tooth – teeth, sheep – sheep, ox – oxen, woman – women, goose – geese, deer – deer, louse – lice

A. Countable nouns are nouns which can be counted. Most nouns take **-s** in the plural.

B. Nouns ending in **-s, -ss, -sh, -ch, -x, -o** take **-es** in the plural.

BUT

radio – radios piano – pianos photo – photos video – videos

C. Nouns ending in a **consonant + y** → ~~y~~ + **-ies**

BUT

Nouns ending in a **vowel (a, e, o, u) + y** → **-s** toy – toys day – days

D. Nouns ending in **-f, -fe** → ~~f~~ ~~-fe~~ + **-ves**

BUT

roof – roofs, chief – chiefs, handkerchief – handkerchiefs, proof – proofs

E. Some nouns form irregular plurals.

1



Write the plurals in the correct column. Listen and check. Listen and repeat.

radio	lady	man	child	handkerchief	fly	body	life
tomato	leaf	watch	fox	kiss	sheep	shelf	bench

-s	-es	-ies	-ves	irregular
radios,	tomatoes,	ladies,	loaves,	men,

1

Plurals of Countable and Uncountable Nouns

Pronunciation



Listen and repeat.

/s/		/ɪz/		/z/	
after /f/, /k/, /p/, /t/, /θ/		after /s/, /ks/, /ʃ/, /tʃ/, /dʒ/, /z/, /ʒ/		after other sounds	
cliffs	lollipops	foxes	bridges	pens	meals
proofs	spots	brushes	roses	babies	records
books	baths	churches	mirages	songs	rooms

2



Write the plurals in the correct column. Listen and check. Listen and repeat.

eat	class	roof	fork	leaf	lemon
beach	cup	girl	shirt	nose	peach
boy	desk	potato	pen	bus	box

/s/	/ɪz/	/z/
cats,	beaches,	boys,

F. Some nouns are uncountable. They have no plural. A / An is not used with uncountable nouns. Some is used with them. These nouns include:

food/drinks: butter, bread, meat, cheese, water, tea, coffee, milk, lemonade, chocolate, salt, pepper, fish, etc.

materials: paper, wood, silver, gold, iron, etc.

abstract nouns: peace, anger, love, etc.

many others: money, snow, soap, furniture, petrol, oil, information, news, etc.

G. a + consonant sound (b, c, d, f, g, etc.)

a pen

an + vowel sound (a, e, i, o, u) an apple

H. Some is also used with countable nouns in the plural.

I've got **some** eggs.

3 Underline the correct item.

- | | | | |
|-------------------------------|----------------------------|-----------------------------|-----------------------------------|
| 1 a / <u>an</u> orange | 4 a / <u>an</u> chair | 7 a / <u>some</u> furniture | 10 <u>an</u> / <u>some</u> apples |
| 2 a / <u>some</u> gold | 5 a / <u>some</u> children | 8 a / <u>an</u> umbrella | 11 a / <u>an</u> piano |
| 3 <u>an</u> / <u>some</u> oil | 6 a / <u>some</u> water | 9 a / <u>some</u> butter | 12 a / <u>some</u> leaves |

Plurals of Countable and Uncountable Nouns

1

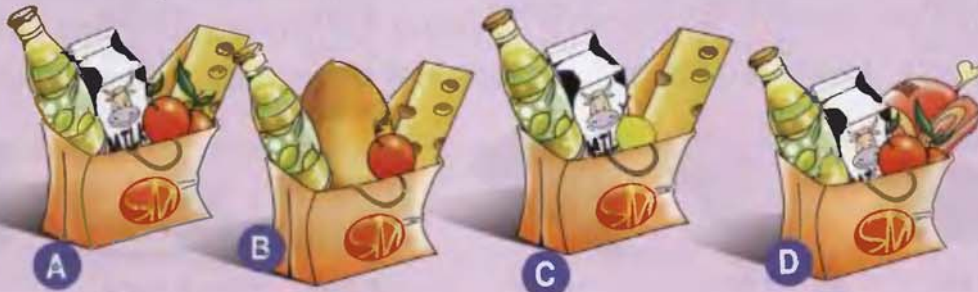
4 Write *a/an* or *some*. Then write **C** for countable or **U** for uncountable. Say two more countable and two more uncountable nouns.

- | | | | |
|-----------------------------------|-----------------------|------------------------|---------------------|
| 1 ... <i>a</i> ... berry C | 6 money ... | 11 news ... | 16 water ... |
| 2 cheese ... | 7 butterfly ... | 12 shirt ... | 17 chair ... |
| 3 woman ... | 8 orange ... | 13 apple ... | 18 tea ... |
| 4 paper ... | 9 bread ... | 14 salt ... | 19 leaf ... |
| 5 butter ... | 10 boy ... | 15 chocolate ... | 20 bottle ... |



Guess which one

Which is my shopping bag? Ask each other questions to find out.



Student A: There is some cheese, some milk, some juice and a lemon in my bag.
 Student B: Is it bag C?
 Student A: Yes, it is.

I. **Adjectives describe nouns.** It is a **new** car. (What kind of car is it? A new car.)
Adjectives take no -s in the plural. a **new** record – two **new** records

5 Rewrite the sentences in the plural.

- There is a wooden chair in the kitchen.
There are some wooden chairs in the kitchen.
- She is an old lady.
- I have got a big schoolbag.
- He is a tall boy.
- There is a pretty butterfly on the window.

- She is a clever student.
- I have got a new hat.
- She is a famous actress.
- There is a white goose in the garden.
- He has got a heavy suitcase.

Plurals of Countable and Uncountable Nouns



Listen and repeat.



a tin
of tuna



a glass
of water



a jug
of water



a cup
of tea



a packet
of rice



a jar
of honey



a loaf
of bread



a slice
of bread



a carton
of milk



a can
of cola



a bottle
of cola



a bowl
of rice



a kilo
of meat



a bar
of soap



a bar
of chocolate



a bag
of flour



a piece
of cheese



a piece
of furniture

J. Some uncountable nouns can be made countable by using the above words.

Read and write.

SPECIAL OFFERS

for **TWO** days only!

Food items at **VERY, VERY** low prices!!!



Three
1) cartons
of milk for the
price of one!



All 2)
of bread half price!



All 3)
of chocolate just £1!



Buy five
4)
of rice.
Get two free!



Six 5)
of jam
for the price of three!



Buy three 6)
of tuna! Get two free!



Two 7)
of onions for just £2!



All 8)
of cola half price!

Plurals of Countable and Uncountable Nouns

1

7 Underline the correct item.

Jeff: Let's make a list of what we need to buy from the supermarket!

Alyssa: OK. We need one 1) carton / jug of milk, two 2) bags / tins of flour, 3) a / some cheese and two 4) packets / jars of biscuits.

Jeff: Have we got any meat?

Alyssa: Let me see. ... No, there's no meat in the fridge.

Jeff: Well then, we need a 5) slice / kilo of meat and six 6) bottles / cans of water. What else do we need?









Alyssa: We also need a 7) carton / packet of orange juice and 8) some / a chocolate for the children!

Jeff: OK! Let's go then!



Speaking Activity

You and your partner are going on a picnic. Go through the list and decide what you need to buy. Use Ex. 7 to act out similar dialogues.

tuna		..X..	apple		.....
bread		..✓..	tomato		.....
cheese		.....	water		.....
milk		.....	chocolate		.....

A: Let's make a list of what we need for the picnic.

B: We need two loaves of bread and



Writing Activity

What do you need for your picnic? Write a note to your mum. Use the list from the Speaking Activity.

Mum,

Here's what we need for the picnic:

- two loaves of bread
-
-
-

Personal Pronouns / 'Be' / 'Have (got)' / 'Can'



Listen and repeat. Then act out.



Singular	Plural	Singular	Plural
(before verbs, as subjects)		(after verbs, as objects)	
I	We	Me	Us
You	You	You	You
He	They	Him	Them
She		Her	
It		It	

A man or a boy is he. Look at him! **He** is a doctor.

A woman or a girl is she. Look at her! **She** is a teacher.

A thing or an animal is it, but a pet can be he/she. Look at it! **It** is a book.

Look at it! **It** is a peacock.

Danny is my dog. **He's** black and white.

1 Write he, she, it, we, you or they.

- 1 table ... *it* ...
- 2 you and Eduardo
- 3 John and I
- 4 Helen and Mary
- 5 flowers
- 6 grandfather and I
- 7 brother
- 8 sister
- 9 girl
- 10 trees

The verb 'to be'

Affirmative		Negative		Questions	Short answers
Long form	Short form	Long form	Short form		
I am	I'm	I am not	I'm not	Am I tall?	Yes, I am. / No, I'm not.
You are	You're	You are not	You aren't	Are you tall?	Yes, you are. / No, you aren't.
He is	He's	He is not	He isn't	Is he tall?	Yes, he is. / No, he isn't.
She is	She's	She is not	She isn't	Is she tall?	Yes, she is. / No, she isn't.
It is	It's	It is not	It isn't	Is it tall?	Yes, it is. / No, it isn't.
We are	We're	We are not	We aren't	Are we tall?	Yes, we are. / No, we aren't.
You are	You're	You are not	You aren't	Are you tall?	Yes, you are. / No, you aren't.
They are	They're	They are not	They aren't	Are they tall?	Yes, they are. / No, they aren't.

2 Fill in the gaps with *is* or *are*. Then guess who the person is.

 Jenny 26 teacher American New York	 Chad 12 student British London	 Alejandra 10 student Spanish Madrid	 Natsumi 24 teacher Japanese Tokyo	 Stelios 26 doctor Greek Athens	 Adriano 9 student British York
--	--	---	---	---	--

- 1 She *is* American. She *is* from New York. *Jenny*
- 2 They teachers. One American and the other Japanese.
- 3 They students. He 12 and she 9 years old.
- 4 She Spanish. She from Madrid.
- 5 They twenty-six years old. She a teacher and he a doctor.
- 6 She twenty-four years old. She from Japan.
- 7 He from London. He 12 years old.
- 8 He a doctor. He from Athens.

3 Look at Ex. 2 again. Fill in the gaps with *is*, *isn't*, *are* or *aren't*.

- 1 Jenny *isn't* a student. She *is* a teacher.
- 2 Stelios 24 years old. He 26.
- 3 Chad, Alejandra and Adriane teachers. They students.
- 4 Alejandra Spanish. She Japanese.
- 5 Adriane 12 years old. She 9.
- 6 Stelios and Jenny 26 years old. They 20.



Competition

Look at Ex. 2. Listen to your teacher. In teams, correct the mistakes. Each correct answer gets a point.

Teacher: Chad is American.
Team A: No, he isn't. He's British.
Teacher: Correct. You get a point.

The verb 'have (got)'

In British English, we use **have got** / **haven't got** / **Have I got?**
 In American English, we use **have** / **don't have** / **Do I have?**

Affirmative			Negative		
American English	British English		American English	British English	
	Long Form	Short Form		Long Form	Short Form
I have	I have got	I've got	I don't have	I have not got	I haven't got
You have	You have got	You've got	You don't have	You have not got	You haven't got
He has	He has got	He's got	He doesn't have	He has not got	He hasn't got
She has	She has got	She's got	She doesn't have	She has not got	She hasn't got
It has	It has got	It's got	It doesn't have	It has not got	It hasn't got
We have	We have got	We've got	We don't have	We have not got	We haven't got
You have	You have got	You've got	You don't have	You have not got	You haven't got
They have	They have got	They've got	They don't have	They have not got	They haven't got

Note: There is no short form in the affirmative for the verb 'have' in American English.

Questions	Short answers
American English	
Do you have a pen?	Yes, I do . / No, I don't .
Does he/she/it have a pen?	Yes, he/she/it does . / No, he/she/it doesn't .
Do we/you/they have a pen?	Yes, we/you/they do . / No, we/you/they don't .
British English	
Have you got a pen?	Yes, I have . / No, I haven't .
Has he/she/it got a pen?	Yes, he/she/it has . / No, he/she/it hasn't .
Have we/you/they got a pen?	Yes, we/you/they have . / No, we/you/they haven't .

4 Fill in the gaps as in the examples:

Long Form

- I *have (got)* a Walkman.
- John black hair.
 - We not a boat.
 - They bicycles.
 - You blue eyes.
 - He not a pen.
 - She a car.

Short Form

- I *'ve got* a Walkman.
- John black hair.
 - We a boat.
 - They bicycles.
 - You blue eyes.
 - He a pen.
 - She a car.

5 Write sentences as in the example:



	mobile phone	TV	computer	digital camera	CD player
Brenda	✓		✓	✓	
Edward and Jacob		✓		✓	✓
You					

- Brenda *has (got) a mobile phone, a computer and a digital camera. She hasn't got/doesn't have a TV or a CD player.*
- Edward and Jacob
- I

6 Complete the sentences as in the example:



1 I *am* Jane.
I am a dressmaker.
I have (got) a sewing machine.



2 She Ann.
 a secretary.
 a laptop.



3 They
 Jim and Chris.
 students.
 books.



4 He Luke.
 a doctor.
 a stethoscope.



Brain Gym

In 3 minutes write as many things as possible that you have or haven't got in your bedroom. Then tell your partner.

I have got ... but I haven't got ...



The verb 'can'

Affirmative	Negative		Questions	Short answers
	Long form	Short form		
I can	I cannot	I can't	Can I swim?	Yes, I can. / No, I can't.
You can	You cannot	You can't	Can you swim?	Yes, you can. / No, you can't.
He can	He cannot	He can't	Can he swim?	Yes, he can. / No, he can't.
She can	She cannot	She can't	Can she swim?	Yes, she can. / No, she can't.
It can	It cannot	It can't	Can it swim?	Yes, it can. / No, it can't.
We can	We cannot	We can't	Can we swim?	Yes, we can. / No, we can't.
You can	You cannot	You can't	Can you swim?	Yes, you can. / No, you can't.
They can	They cannot	They can't	Can they swim?	Yes, they can. / No, they can't.

We use can:

- to say what we are able to do in the present. I can run fast.
- to ask for permission to do something. Can I go out, Miss?

7 Write sentences as in the example:



	swim	draw	play baseball	sing	ride a horse
Sam	✓		✓	✓	
Claire and Tom	✓	✓			✓
Mary		✓	✓	✓	
You					

1 Sam *can swim, play baseball and sing. He can't draw or ride a horse.*

2 Claire and Tom

3 Mary

4 I

8 Look at the prompts. Write questions using *Can I*?



go / bathroom
Can I go to the bathroom?



open / window



go / party



have / last piece



help / you

► Now, in pairs, ask and answer questions using one of the responses from the box.

Yes, of course.

Certainly.

Sure.

No problem.

No, I'm afraid not.

No, you can't.

A: *Can I go to the bathroom?*

B: *Yes, of course.*

9 Put the words in the correct order.

1 got / Melek / hair / has / long

Melek has got long hair.

2 quiet / are / the children

4 pencil / got / you / have / a?

5 video camera / she / the / find / cannot

3 computer / can / you / use / the?

6 has / a mobile phone / got / she / not

10 Fill in the gaps with *am, is, are, have (got), can or can't*.

Dear Lucy,

My name 1) *is* Michelle and I 2) 10 years old. I 3) from France.
I 4) long brown hair. My eyes 5) brown. I love ballet
and I 6) dance quite well but I 7) draw very well.

My father 8) a dentist and my mother 9) an engineer.
My father 10) play the guitar but he 11) sing very well. My
mother 12) a great photographer and takes fantastic photos with her
camera. I 13) a brother just like you do and his name
14) Pierre.

This 15) some information about me and my family.

Write back soon.

Michelle





Who am I?

Choose a photo. In pairs, ask and answer questions to find out who you are.



Name	Stella	Lucia	Terry	Tony	Micaela	Haruki
Age	12	12	10	10	12	10
Hair	brown	black	blond	brown	black	black
Abilities	play tennis	play volleyball	play tennis	play volleyball	play basketball	play basketball

Student A: How old are you?

Student B: I'm 12.

Student A: What colour hair have you got?

Student B: I've got black hair.

Student A: What can you do?

Student B: I can play volleyball.

Student A: Are you Lucia?

Student B: Yes, I am.



Writing Activity

Write a short email about yourself to your new e-pal.

Hi!

I'm (name).

I'm (age).

I've got (hair).

I can What about you?

Write soon.

.....

Possessives / Demonstratives

3



Listen and repeat. Then act out.



Personal pronouns		Possessive Adjectives	Possessive Pronouns
(before verbs, as subjects)	(after verbs, as objects)	(followed by nouns)	(not followed by nouns)
I	Me	My	Mine
You	You	Your	Yours
He/She/It	Him/Her/It	His/Her/Its	His/Hers/-
We	Us	Our	Ours
You	You	Your	Yours
They	Them	Their	Theirs

1 Fill in the gaps with the correct possessive adjective.

- 1 .. *His* .. (he) cat is so beautiful!
- 2 (we) school is in Apple Street.
- 3 Brenda, is this (you) book?
- 4 (I) bedroom is upstairs.
- 5 Look at (she) new dress. It's fantastic!

2 Complete the sentences. Use the correct possessive adjective or possessive pronoun.

- 1 Look at my hat. This hat is .. *mine* ..
- 2 Karen has got a dog. That's dog.
- 3 My brothers have got bikes. The bikes are
- 4 You and Robbie have got scarves. These are scarves.
- 5 Peter has got a kite. The kite is
- 6 Mum has got a new bag. That's bag.
- 7 My friends and I have got sweets. The sweets are
- 8 I've got a watch. This is watch.

3

Possessives / Demonstratives

3 Circle the correct item.

- 1 James has got a laptop. It's **her** / **his** laptop.
- 2 The red pen is **my** / **mine**.
- 3 Mrs Smith is **their** / **theirs** teacher.
- 4 **Your** / **Yours** book is green.
- 5 Katie has got a CD. It's **hers** / **her** CD.
- 6 Emma is **my** / **mine** sister.
- 7 This car is **their** / **theirs**.
- 8 Lisa has got a dog. It's **his** / **her** dog.
- 9 These toys are **your** / **yours**.
- 10 This is **our** / **ours** house.

4 Choose the correct item.

- 1 The white coat is

A mine	C me
B my	D I
- 2 Who's?

A he	C his
B him	D her
- 3 I can't find my glasses. Let's look for

A they	C theirs
B them	D their
- 4 This scarf isn't mine. It's

A hers	C him
B she	D them
- 5 Linda is cousin.

A him	C he's
B he	D his
- 6 This is her bike. It's

A her	C she
B hers	D she's
- 7 This is my new dress. Look at!

A I	C me
B mine	D my
- 8 John and Liz are very rich. house is big.

A Theirs	C Their
B They	D Them
- 9 daughter is a doctor.

A Our	C Us
B Ours	D We
- 10 This isn't her skirt. is blue.

A Hers	C She
B Her	D He

5 Read the email. Choose the right words and write them on the lines.

Dear Christian,

My name is Emily and I want to be 1) *your* e-pal. I am seven years old and I am from England. My parents are doctors. I 2) two brothers. They are students at the University of London. Have 3) got any brothers or sisters? In my free time, I go to the cinema with my brothers or hang out with my friends. My best friend 4) Selma. 5) mother is from India and her father is from Germany. Please write soon and tell 6) all about your family and friends.

Best wishes,

Emily

- | | | | | | |
|----------|---------|------------|---------|--------|-------|
| 1 A your | B yours | C your | 4 A am | B is | C are |
| 2 A be | B can | C have got | 5 A She | B Hers | C Her |
| 3 A you | B your | C yours | 6 A I | B me | C my |



Listen and repeat.



Jane's umbrella



the cooks' hats

Possessive Case with people

We use 's with one person. We use s' with two or more people.

BUT We use 's with irregular plurals.

the men's ties, the women's dresses

We also use 's with animals.

the dog's food

Note: This is Jack and Mary's laptop. (The laptop belongs to both of them.)

These are Jack's and Mary's laptops. (Each person has his/her own laptop.)



Listen and repeat.



the floor of the bathroom

Possessive Case with things

We use of with things.

Note: We can also use of with people.

She is a friend of mine / his / hers / ours / yours / theirs.

6 Circle the correct item.

- 1 My friend's / friends' name is Mike.
- 2 This is the cat's / cats bowl.
- 3 Our children's / childrens' Art teacher is Ms Black.
- 4 Look at Philip's and Lucy's / Philip and Lucy new cameras!

- 5 Look at the leaves of the tree / the tree leaves.
- 6 He is a friend of her / hers.
- 7 These are the girls' / girls bikes.
- 8 My cousin's / cousins car is blue.

7 Look at the family tree below. Then fill in the gaps as in the example:

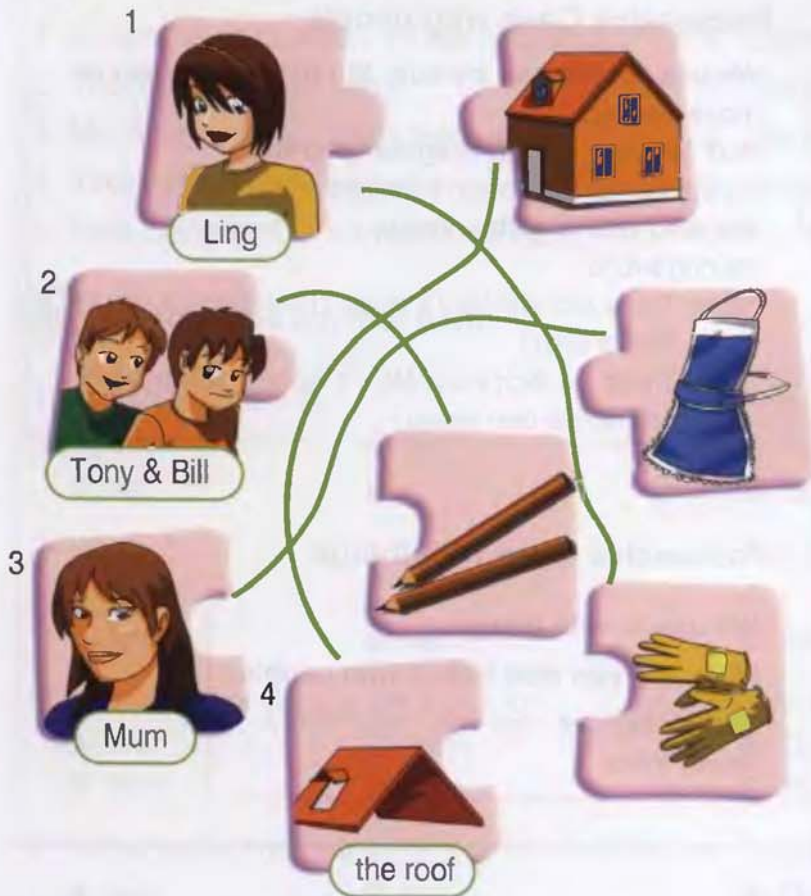


- 1 Jake is Diane's husband. He's ... her ... husband.
- 2 Diane is and mother. She's mother.
- 3 Liz is and sister. She's sister.
- 4 Frank is father. He's father.
- 5 George and Theresa are,, and parents. They're parents.

3

Possessives / Demonstratives

8 Follow the lines. Then complete the sentences as in the example:



1 These are *Ling's gloves*.....
They're *her gloves*.....
These ... *gloves are hers*..

2 These are
They're
These

3 This is
It's
This

4 This is
It's

9 Fill in the gaps with *it's*, *its*, *they're* or *their*.

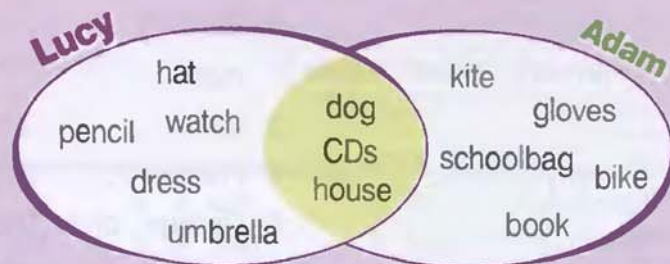
John and Mary have got a house in the country. 1)*Their*..... house is big. It has got five rooms.
2) garden is beautiful. Paul and Liz are John and Mary's neighbours.
3) 4) friends, too. They have got a pet. 5) a beautiful white cat. 6) favourite food is fish.



Memory Game

Look at the diagram below for 2 minutes. Cover the diagram and in teams, say whose each item is. Each correct answer gets a point.

Teacher: schoolbag
Team A, Student A: It's Adam's schoolbag. It's his schoolbag.
Teacher: Correct! You get a point.





Listen and repeat.



this bird



these birds



that bird

We use **this** (singular) / **these** (plural) to refer to people, things and animals **near us**.
 We use **that** (singular) / **those** (plural) to refer to people, things and animals **far away from us**.



those birds

10 Look at the pictures. Then fill in the gaps with *this*, *that*, *these* or *those*.

Look at ... *this* ... beautiful dress!



You should buy it.

Hey John, who's girl over there?



Oh, is Jane. She is my sister.

Look at dogs, Mum! Can we buy one?



Hmmm ... I'm not sure.

Are CDs yours?



No, they aren't. They are my brother's CDs.

11 Underline the correct item.

Hi Henry,

Can you guess who 1) my / me favourite actor is? Well, 2) his / he's really famous and people love watching 3) his / him films. That's right! 4) He's / His Johnny Depp.

I know so much about 5) his / him. 6) He's / Him American. 7) He's / His birthday is on June 9th. That makes 8) he / him a Gemini. 9) He's / His eyes are brown and 10) he's / his got brown hair, too. 11) My / I favourite Johnny Depp film is *Pirates of the Carribean*. I think 12) its / it's one of 13) he / his best roles. Who's 14) you / your favourite actor?

Write back soon!

Judy



Speaking Activity

In pairs, talk about your favourite pop/film star.

Who's your favourite pop/film star?

Where's he/she from?

When's his/her birthday?

What is his/her star sign?

What colour is his/her hair/eyes?

What is his/her best song/film?



Writing Activity

Use your answers from the Speaking Activity above to write an email to your e-pal describing your favourite pop/film star. Use Ex. 11 as a model.

Hi

Last week, you asked me about my favourite Well, let me tell you about him/her.

Write back soon and tell me about your favourite

Yours,

.....

Progress Check 1 (Units 1-3)

- 1** Read the email and fill in the gaps with *I, he, she, they, my, your, his, her* or *me*.

Hi Daniel!

Thanks for telling me about 1) *your* family. Now, let me tell you about 2) family. My dad is a doctor. 3) name is Paul. My mum is a secretary and 4) name is Mary. 5) have got a brother. 6) name is Brian and 7) is ten years old. I've also got two sisters, Ann and Jill. 8) are twins! 9) are thirteen years old. Ann is very smart. 10) reads books all the time. Jill is athletic and she loves playing basketball. Well, that's all about my big wonderful family. Write soon and tell 11) about 12) hobbies.

Your new friend,
Philip

- 2** Write the plurals.

- | | | |
|---------------------------------|--------------------|----------------|
| 1 wife <i>wives</i> | 5 man | 9 sheep |
| 2 tomato | 6 strawberry | 10 baby |
| 3 child | 7 radio | 11 leaf |
| 4 dress | 8 foot | 12 watch |

- 3** Write *a, an* or *some*.

- | | | |
|-------------------------------|----------------|-----------------|
| 1 ... <i>some</i> ... oranges | 5 water | 9 flour |
| 2 cola | 6 bread | 10 cake |
| 3 apple | 7 lemons | 11 meat |
| 4 peach | 8 olive | 12 cheese |

- 4** Fill in the gaps with *this, that, these* or *those*.



1 ... *This* ... is a cup of tea.



2 are grapes.



3 is a fox.



4 is a baby.



5 are helicopters.



6 are posters.

Progress Check 1

5 Write about the people as in the example. Then write about yourself.




	Giorgio	Ellen	Carl & Jane	You
Nationality	Italian	British	Irish	
Job	teacher	student	doctors	
Hair	brown	blonde	black	
Eyes	brown	blue	brown	
Abilities	dance, swim	ride a bike, sing	drive, play tennis	

- 1 Giorgio *is Italian. He's a teacher. He's got brown hair and brown eyes. He can dance and swim.*
- 2 Ellen
- 3 Carl and Jane
- 4 I

6 Choose the correct item.

- 1 This is friend.
A we **(B)** our **C** ours
- 2 The teacher has got two
A new books **B** new book
C news book
- 3 These are pencils.
A of Ann's **B** Anns' **C** Ann's
- 4 Are these comics?
A you **B** your **C** yours
- 5 Those shoes are
A mine **B** my **C** me
- 6 There's water in the jug.
A an **B** some **C** a
- 7 We've got a of milk.
A packet **B** bar **C** carton
- 8 These are the jackets.
A boys **B** boy **C** boys'
- 9 This is the bag.
A lady's **B** ladies's **C** ladys'
- 10 She's got three
A beautiful hat **B** beautiful hats
C beautifuls hats
- 11 Paul is a friend of
A me **B** mine **C** my
- 12 Mum needs a of bread.
A glass **B** carton **C** loaf

Listening 

7  Listen and tick (✓) the correct box.

Which are Mary's gloves?



1 What's John's job?



2 Which is Mike's favourite pet?



3 Whose bikes are they?



4 What can Jane do?





Listen and repeat.



a book



a ruler



an eraser



an atlas

The Indefinite Article 'A' - 'An'

a + consonant sound

an + vowel sound (a, e, i, o, u)

We use **a** before **u** when we pronounce it with a **y** sound. a uniform **BUT** an umbrellaWe use **an** before **h** when it is silent. an hour **BUT** a horse

Listen and repeat.



the bookcase



the chair



the armchair



the umbrella

The Definite Article 'The'

The /ðə/ + consonant sound

The /ði/ + vowel sound (a, e, i, o, u)

1

Write **a** or **an**. Then match the items. Listen and check. Listen and repeat.

- 1 .. *a* .. guitar
- 2 accordion
- 3 violin
- 4 organ
- 5 piano
- 6 drum
- 7 harp
- 8 tambourine



2



Put the nouns in the correct columns. Listen and check. Listen and repeat.

baby	orange	meat	animal	egg	octopus
apple	elephant	woman	fork	dress	chocolate

the /ðə/

the /ði/

baby,

apple,



The Chain Game

Play in teams. Student A says a word. Student B must then say a word that begins with the last letter of Student A's word. Whoever breaks the chain is out of the game. Don't forget to use *a/an*!

Student A: an orange

Student B: an egg

Student C: a girl, etc.

We use **a / an**:

- with singular countable nouns when we are talking about them in general.

An elephant is a big animal.
(Which elephant? We don't mean a specific elephant; we mean elephants in general.)

- after the verbs 'to be' and 'have got'.

He's **an** astronaut.
He's got **a** pet cat.

We don't use **a / an**:

with uncountable or plural nouns.

We can use **some** instead.

I don't like **apples**.
I want **some sugar** and **some strawberries**.

We use **the**:

- with singular or plural nouns when we are talking about something specific which we either already know about or it is mentioned for a second time.

The car in front of **the** house is Ted's. (Which car? Not any car. **The** car which is in front of the house.)

- with nouns which are unique.

The sun is shining. (= There's only one sun.)
The Acropolis is in Athens.

- before the names of rivers (the Amazon) and countries when they include words such as **state, kingdom, etc.** (the United Kingdom)

We don't use **the**:

with proper nouns or possessive adjectives.

Emma is from **London**.

Her father is from **Leeds**.

BUT

family names and nationalities take **the**.

The Browns live next door.

The Italians eat a lot of spaghetti.

3 Write *a, an* or *some*.

- | | | | |
|-------------------|-------------------|------------------|----------------|
| 1 <i>some</i> tea | 4 ice cream | 7 sandwich | 10 bread |
| 2 lemon | 5 burger | 8 butter | 11 grape |
| 3 omelette | 6 egg | 9 onion | 12 juice |

4 Write the or - .

- 1 Look at Layla!
- 2 weather is nice today.
- 3 Smiths are on holiday.
- 4 Is this Tom's cat?
- 5 Ben is in New York.
- 6 Where is hotel?
- 7 Dad is in kitchen.
- 8 We are from Italy.
- 9 blue bag is yours.
- 10 There is some cheese in fridge.

5 Choose the correct item.

- 1 Have you got onion?
A a **B an** C the
- 2 Where is supermarket?
A a B an C the
- 3 Is this lobster?
A a B an C the
- 4 Are Pyramids in Egypt?
A a B an C the
- 5 My mum is artist.
A a B an C the
- 6 The children are in garden.
A a B an C the
- 7 I haven't got umbrella. I need to buy one.
A a B an C the
- 8 apple in my bag is fresh.
A A B An C The
- 9 Ben has got new digital camera.
A a B an C the
- 10 black dog is ours.
A A B An C The
- 11 Ann's brother is doctor.
A a B an C the

6 Fill in the gaps with a/an or the.

- 1 A: Where are you going this summer?
B: Well, we want to go to 1) ..*an*... island in Greece.
A: That's fantastic. Which one?
B: We want to go to 2) island of Corfu.
A: It's 3) beautiful island.
- 2 A: Do you know Justin?
B: Yes, I do. He is 1) friend of John's, isn't he?
A: Right. He is 2) one who wants to become 3) pilot. He loves planes.
- 3 A: I eat 1) apple and 2) banana every day.
B: Why do you do that?
A: Don't you know that 3) apple a day keeps 4) doctor away?
B: What about 5) banana then?
A: Well, I don't know but I love bananas.
- 4 A: What does your mother do?
B: She's 1) doctor.
A: And what about your father?
B: He's 2) artist.
A: Oh, that's great.

7 Read the conversation between Jennifer and Pat. Then fill in the gaps with **a, the or -**.

Jennifer: I'm really hungry. Let's get something to eat.

Pat: OK. Why don't we go to 1) *the* Italian restaurant near my house? They make great pizzas there.

Jennifer: That sounds good. After that, we can go to 2) cinema and watch 3) film.

Pat: I hear 4) new James Bond film is really exciting!

Jennifer: Oh, I just love 5) James Bond films!

Pat: Alright, then. Are you ready?

Jennifer: Give me a few minutes. I need to leave 6) note for my mum. Where's 7) pen? Oh, here it is. OK, now I'm ready.

Pat: Great! Let's go!

8 Read the following sentences and put a tick (✓) for every correct use of **the** and a cross (X) for every incorrect use of it.

- 1 Next week, my family and I are going to visit the London. ... X ...
- 2 We are going to stay at a hotel which is near the River Thames.
- 3 We want to visit all the famous sights.
- 4 I can't wait to see Buckingham Palace and the Big Ben.
- 5 We also want to visit the Tower of London.
- 6 My mum says that the food in the UK is delicious.
- 7 So, I'm going to try the fish and chips. I can't wait!



9 Fill in the gaps with **the** where necessary.



1) Barcelona is 2) second largest city in 3) Spain and it is in 4) northeast of 5) country. About 3 million people live there and millions of tourists visit 6) city of Barcelona every year. There are many places to visit including 7) famous building Casa Batlló.

1) Athens is 2) capital city of 3) Greece. 4) city of Athens is in 5) south of the country. There are many important ancient sites and temples in Athens. One of them is 6) Parthenon. Millions of 7) tourists visit 8) Acropolis every year in order to see the Parthenon and 9) Ancient Agora.



10 Read the letter and write the missing words. Write one word on each line.

Hi Mum,

It's so lovely to be on holiday. Paris 1) *is*... really beautiful. Right now, I am at the hotel. 2) room is huge and I've got an amazing view of the city from here. There is 3) big bed and a sofa with soft cushions on it. There is also a very big bathroom.

I have so many things to do tomorrow. I really want to visit 4) Louvre and the Champs Elyseés. I hear that 5) are fantastic.

That's all for now. Email soon.

Laura



Speaking Activity

Imagine you are on holiday and your friend calls you. Choose a city and tell him/her where you are and what you can see/visit there.

City: **Moscow**

See: – Statue of Peter the Great /
– Moscow Kremlin

Visit: – Saint Basil's Cathedral /
– Red Square

City: **Rome**

See: – Coliseum / – Tiber River

Visit: – Pantheon / – St Peter's Square

Student A: Hi ! Where are you?

Student B: I'm in

Student A: Really! What can you see there?

Student B: I can see

Student A: That sounds great! And what can you visit there?

Student B: I can visit

Student A: I hope you have a great time. Bye!



Writing Activity

Using ideas from the Speaking Activity above, write an email to your mum about your holiday. Use Ex. 10 as a model.

Hi Mum,

It's so lovely to be here in I have so many things to do tomorrow. I want to see

I also want to visit

Email soon!

Love,

.....

Expressing Quantity

5

 Listen and repeat. Then act out.



	Countables	Uncountables
Positive	a lot (of) / lots of	a lot (of)
Interrogative	many / how many	much / how much
Negative	many	much

1 **A lot of** or **lots of** are used in the affirmative with countables or uncountables.

There are **a lot of** / **lots of** stars in the sky.
There's **a lot of** milk in the bottle.

2 **Many** (with countables) and **much** (with uncountables) are used in questions and negations. **Many** and **much** can also be used in the affirmative in formal English.

How **many** friends have you got?
There isn't **much** jam in the jar.

Many people learn English. (formal)

1 Write *a lot of*, *many* or *much*.



1 There are ... *a lot of* ... blueberries.



2 There aren't radishes.



3 There isn't honey.



4 There aren't mushrooms.



5 There's jam.



6 There aren't apples.

5

Expressing Quantity

2 Fill in the gaps with *a lot of*, *much* or *many*.

- 1 There are *a lot of* birds in the sky!
- 2 I haven't got homework today.
- 3 John hasn't got CDs.
- 4 There aren't cars in the street.
- 5 There is sugar in the bowl.
- 6 Are there apples on the tree?
- 7 Jane has got money in her purse.
- 8 Is there bread in the cupboard?
- 9 Are there children in the park?
- 10 We are early. We have time.

3 Choose the correct item.

- 1 There aren't children in the classroom.
A much **B many** C a lot of
- 2 There isn't cheese in my sandwich.
A much B many C a lot of
- 3 I've got books in my bag.
A much B many C a lot of
- 4 There aren't strawberries in the bowl.
A much B many C a lot of
- 5 How milk is there in the carton?
A much B many C a lot of
- 6 Are there trees in the park?
A much B many C a lot of
- 7 We've got flowers in our garden.
A much B many C a lot of
- 8 There isn't cola in the bottle.
A much B many C a lot of

4 Read the conversation between Ann and her mum. Then fill in the gaps with *much*, *many*, *a lot of*, *how much* or *how many*.

- Ann: I'm going to the corner shop, Mum. Do you need anything?
Mum: Yes, I do. I need 1) *a lot of* tomatoes to make some sauce for the pasta.
Ann: 2) tomatoes exactly?
Mum: I think 2 kilos is enough. I need some cheese, as well.
Ann: Of course! 3) do you want?
Mum: I don't want 4) Maybe half a kilo. Also, there isn't 5) milk left.
Get another litre, please.
Ann: OK! What about bread?
Mum: We have 6) bread left. We don't need any more.
Ann: Can I get some chocolate for myself?
Mum: Yes, you can but not 7)
Ann: Is two bars OK?
Mum: That's fine but don't eat all of it at once.
Ann: OK, Mum.



Listen and repeat. Then act out.



Interrogative	Positive	Negative
Any	Some	No / not any
Are there any eggs?	Yes, there are some eggs.	No, there are no eggs. No, there aren't any eggs.

- Some** is used in positive statements, **any** in questions and **no** or **not any** in negations.
Is there **any** meat in the fridge? No, there's **no** meat in the fridge. **or** There isn't **any** meat in the fridge. There are **some** bananas.
- Some** is also used in the interrogative when we expect a 'Yes' answer or when we want to offer something.
Can I have **some** coffee, please? Would you like **some** tea?
- Any** is also used in positive statements but it means 'it doesn't matter which.'
Which book can I get? Get **any** book you like! (It doesn't matter which book.)

5 Circle the correct item.

- Is there **some** / **any** milk in the fridge?
- There aren't **any** / **no** children in the park.
- Can I have **some** / **no** cola, please?
- Have you got **some** / **any** money?
- There is **any** / **no** tea in my cup.
- Would you like **some** / **any** chocolate?
- There are **any** / **no** books on the desk.
- There is **some** / **any** fresh juice in the fridge.
- Would you like **no** / **some** sugar in your coffee?
- You can call me **some** / **any** time you like.
- Can I have **some** / **any** water, please?
- There isn't **any** / **no** butter in my sandwich.

5

Expressing Quantity

6 Fill in the gaps with *some* or *any*.

1 A: Have you got 1) .. *any*... Harry Potter books?

B: Well, I've got 2) .. *some*... of them.

A: Really? Can I borrow them?

2 A: We haven't got 1) sugar.

B: I can get 2) from the supermarket.

A: Thanks.

3 A: Are there 1) vegetables in the fridge?

B: Yes, there are but we need to buy 2) fruit.

A: Don't worry. I can get 3) later today.

7 Look at the picture. Then ask and answer the questions with your partner using the words in the list.

- chairs
- cats
- children
- fish
- flowers
- milk

A: Are there any chairs?

B: Yes, there are.

Are there ... ?



Mind Reading

What have you got on your table? Choose 6 things but don't tell your partner. Ask him/her to guess.

Student A: Guess what I've got on my table!

Student B: Have you got any apples?

Student A: No, I haven't.



8 Read the conversation between Mary and Sam. Then circle the correct item.

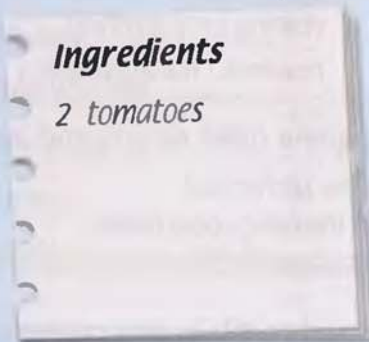
Mary: What's for dinner tonight?
 Sam: How about 1) **any** / **some** lasagna?
 Mary: OK. Have you got the recipe?
 Sam: Yes, I have. Let's see what we need. First of all, we need 2) **some** / **any** onions and 3) **much** / **some** tomatoes for the sauce.
 Mary: OK. We've got enough tomatoes and onions. What else do we need?
 Sam: We need 4) **some** / **many** oil to cook the vegetables and we also need 5) **some** / **any** meat. Is there any in the fridge?

Mary: Yes, don't worry. We've got 6) **a lot of** / **many** meat.
 Sam: What about cheese? Have we got 7) **any** / **many**?
 Mary: Yes. We've got enough.
 Sam: 8) **How much** / **How many** packets of pasta have we got in the cupboard?
 Mary: I can see two in the cupboard.
 Sam: Perfect! Let's start cooking.



Speaking Activity

In pairs, decide what you need to make a pizza and fill in the table. Use Ex. 8 to help you.



Student A: Let's see what we need for our pizza.
 Student B: We need some tomatoes for the sauce.
 Student A: How many tomatoes?
 Student B: Two. We also need...



Writing Activity

Think of your favourite dish. Write down the ingredients for your recipe.

Ingredients

-
-
-
-

Indefinite Pronouns



Listen and repeat. Then act out.



	Positive	Interrogative	Negative
people	someone somebody	anyone anybody	no one / not anyone nobody / not anybody
things	something	anything	nothing / not anything
places	somewhere	anywhere	nowhere / not anywhere

The compounds **someone** / **anyone**, etc. follow the same rules as **any** and **some**.

Is there **anybody** in the kitchen? Yes, there is **somebody** in the kitchen but there is **nobody** in the bedroom and there is **not anybody** in the living room either.

1 Look at the picture and choose the correct word to fill in the gaps.



A: What can you see?
B: I can see someone at the door, but there's no one at the window. (no one/someone)



A: What can you see now?
B: I can see on the table but there isn't on the chair. (something/anything)



A: Can you see my keys?
B: No, I can't. They are in the kitchen! (nowhere/anywhere)

2 Choose the correct item.

- | | |
|---|---|
| <p>1 Is there new in your class?
 A someone B no one C anyone</p> <p>2 I don't want to go this weekend.
 A somewhere B nowhere C anywhere</p> <p>3 I'm thirsty. I want to drink.
 A something B nothing C anything</p> <p>4 Can you see my pen?
 A somewhere B nowhere C anywhere</p> | <p>5 Look! There is in the bag. It's empty.
 A someone B nothing C anything</p> <p>6 Put this money safe. Don't lose it.
 A somewhere B nowhere C anywhere</p> <p>7 The house is empty. There is here.
 A someone B no one C anyone</p> <p>8 I'm hungry but there isn't to eat.
 A something B nothing C anything</p> |
|---|---|

3 Fill in the gaps with someone, no one, something, nothing, nowhere or somewhere.

- | | |
|---|--|
| <p>1 A: I don't like living in the city. It's so crowded and busy.
 B: Oh, I know and there is .. <i>nowhere</i> .. to park.</p> <p>2 A: I'm thirsty.
 B: Would you like to drink?</p> <p>3 A: I want to go warm for my holidays.
 B: Me too!</p> | <p>4 A: Oh no! We're lost!
 B: Don't worry. We can ask for help.</p> <p>5 A: The library is very quiet today.
 B: That's because there is else here.</p> <p>6 A: I'm so bored. There's to do.
 B: Well, we can go to the cinema.</p> |
|---|--|

4 Read the telephone conversation between Frank and his mum. Then fill in the gaps with something, nothing or anything.

<p>Mum: Hello, Frank! Where are you? I need your help. I can't find my glasses anywhere and I can't see 1) ... <i>anything</i> ...!</p> <p>Frank: I'm at the library, Mum. I can't do 2) to help you right now. Try looking in the kitchen. You usually spend lots of time there.</p> <p>Mum: OK. Oh, wait! I can feel 3) on the table. Never mind, it's just an apple.</p> <p>Frank: What about the cooker?</p>	<p>Mum: No, there's 4) on the cooker. But there's 5) on the chair.</p> <p>Frank: Are they there?</p> <p>Mum: No. It's only Rex sleeping. Wait, I can feel 6) on my head.</p> <p>Frank: Please don't tell me your glasses are on your head!</p> <p>Mum: Yes, here they are. How silly of me!</p> <p>Frank: Oh, Mum!</p>
--	--



Think Fast

In teams, listen to your teacher and make a simple sentence with the word you hear. Each correct sentence gets a point.

- Teacher: Something.
 Team A, Student A: There's something on the table.
 Teacher: Correct! You get a point. Anyone.
 Team B, Student A: There isn't anyone at the park, etc.

5 Fill in the gaps with *no one*, *somewhere*, *anywhere*, *anything* or *nothing*.

New Message

Hi Joanne,
 Are you doing 1) .. *anything* .. today? I'm so bored and there is 2) at home. My parents are at my grandparents' house and my sister is at the mall. I'm all alone and there's 3) to do here. I really want to go 4) Would you like to hang out? We can go to the cinema or 5) else you like. Well, I hope you get this email soon. Give me a call as soon as you can.
 Rose



Writing Activity

Look at the picture below. Write about it using the prompts and *something*, *nothing*, *anything*, *someone*, *anyone* or *no one*.

- on / bed / desk / chair
- under / bed
- in / bookcase
- on / wall
- in front of / wardrobe
- next to / bed • on / floor



In the picture, there is someone on the chair. It's a young boy. There is nothing under the bed.

.....

.....

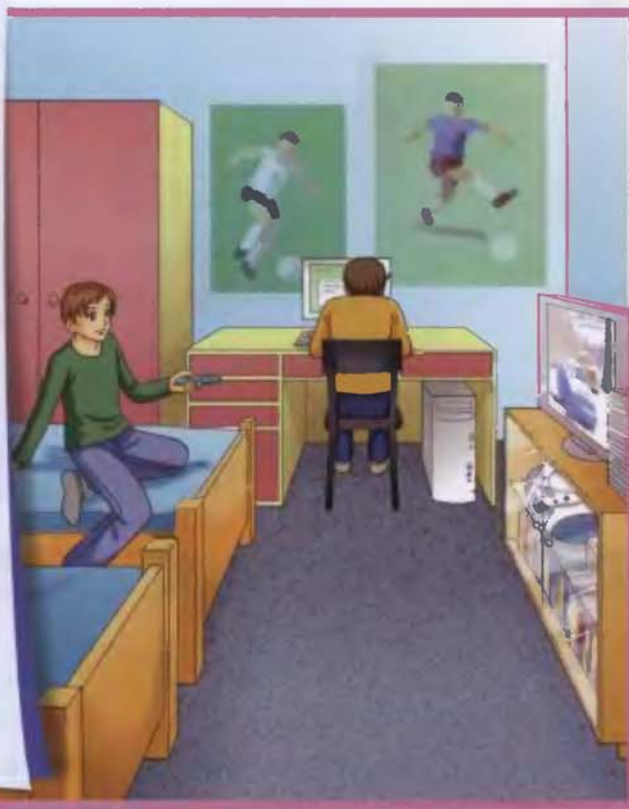
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Progress Check 2 (Units 4-6)

1 Write a, an, the or – .

Hi Bill,
Thanks for your 1) email. Your new
2) bedroom sounds great. Well, I have
got 3) big bedroom, too but I share it
with 4) Diego, my brother. Let me tell
you about it. 5) walls in my room are
light blue and 6) carpet is grey. We have
got 7) TV and 8) CD player in
our room. 9) TV is big because we love
watching films. I've also got 10) amazing
collection of DVDs.
Well, that's all for now. Write back and tell me
about your hobbies.
Ricardo



2 Fill in the gaps with a, an or the.

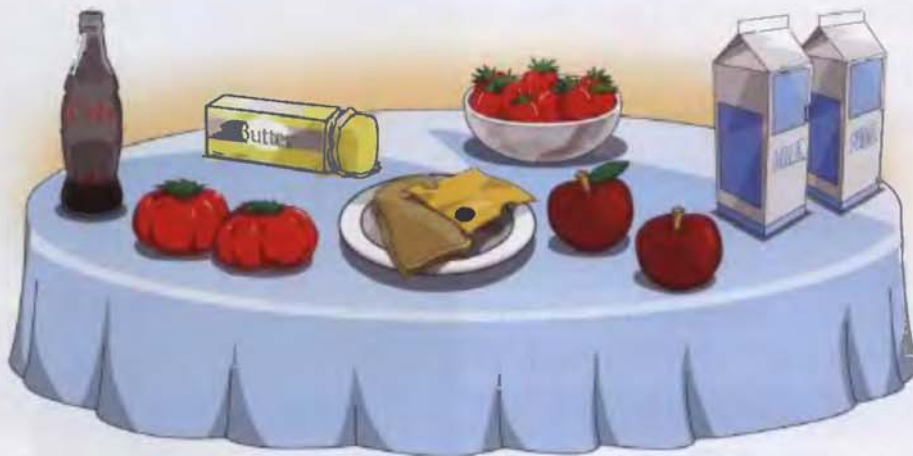
- 1 A: *The* fridge is empty!
B: Don't worry. I can go to
supermarket today.
- 2 A: We need onion and
tomato for the recipe.
B: OK!
- 3 A: Have you got pet?
B: Yes, I have. I've got beautiful cat.
- 4 A: man standing in the corner over
there is Kate's father.
B: Yes, I know. He is Art teacher.

3 Fill in the gaps with a lot of, much or many.

- 1 There are .. *a lot of* .. apples in the bowl.
- 2 I haven't got money in my purse.
- 3 Farima has got friends.
- 4 There aren't bananas in the
fruit bowl.
- 5 There is milk in the bottle.
- 6 Are there pears on the tree?
- 7 There are people on the bus
today.
- 8 Is there sugar in the jar?
- 9 Are there children in the
classroom?
- 10 We are late. We haven't got
time. Hurry up.

Progress Check 2

4 Look at the picture. Then write the questions and answers.



1 (tomatoes)

How many tomatoes are there?

There aren't many tomatoes.

2 (cola)

.....?

3 (strawberries)

.....?

4 (apples)

.....?

5 (milk)

.....?

6 (bread)

.....?

7 (butter)

.....?

8 (cheese)

.....?

5 Fill in the gaps with *some*, *any* or *no*.

Mitsuko: I'm going to the supermarket to buy 1) *some* things. There's 2) milk in the fridge and we haven't got 3) coffee. Do you need anything?

Julie: Can you get 4) biscuits, please?

Mitsuko: Yes, of course. Anything else?

Julie: Oh, and 5) flour because I want to make 6) cakes this afternoon and there isn't enough.

Mitsuko: Aren't there 7) cakes in the fridge?

Julie: No. There are 8) cakes in the fridge.

6 Fill in the gaps with *something* (x2), *anything*, *somewhere*, *nowhere* or *someone*.

- 1 A: Let's get ... *something* ... to eat.
 B: Good idea!
- 2 A: Where do you want to go on holiday?
 B: I want to go warm
 and sunny.
- 3 A: What's that noise?
 B: I don't hear

- 4 A: That man over there looks like
 I know.
 B: Are you sure?
- 5 A: Let's go shopping!
 B: Oh, I can't right now because I'm doing
 else.
- 6 A: This café is so crowded.
 B: I know. There's to sit.

7 Underline the correct item.

New Message

Hi Caroline,
 How are you? I am emailing you about our shopping plans for today. The fridge is almost empty, so we need to buy 1) **much** / **a lot of** things for the party. We need 2) **lots of** / **much** bottles of cola and 3) **much** / **some** bottles of lemonade. We also have to get 4) **no** / **a lot of** pizzas and 5) **some** / **much** burgers. We haven't got 6) **some** / **any** bread, so can you get 7) **much** / **some** on your way home? I want to make sandwiches but there is 8) **any** / **no** cheese, so we have to buy 9) **some** / **many**. We also need 10) **lots of** / **any** plastic plates and cups because we haven't got 11) **any** / **no**. Oh! I almost forgot. We need to buy 12) **any** / **some** decorations.
 Email me when you can.
 Cynthia

Listening

8 Listen and draw lines.



Present Simple



Listen and repeat. Then act out.



Affirmative	Negative		Interrogative
	Long form	Short form	
I talk	I do not talk	I don't talk	Do I talk?
You talk	You do not talk	You don't talk	Do you talk?
He talks	He does not talk	He doesn't talk	Does he talk?
She talks	She does not talk	She doesn't talk	Does she talk?
It talks	It does not talk	It doesn't talk	Does it talk?
We talk	We do not talk	We don't talk	Do we talk?
You talk	You do not talk	You don't talk	Do you talk?
They talk	They do not talk	They don't talk	Do they talk?

We use the **present simple** for permanent states or habitual actions.

Spelling

verbs ending in **-ss, -sh, -ch, -x, -o** → **-es**

I watch – he watches

verbs ending in **consonant + y** → *** + -ies**

I study – he studies

BUT

I buy – he buys

Time expressions used with the present simple:

every day	every morning	every year	at night
in the afternoon	in the evening	always	usually
often	never	rarely	sometimes, etc.


Questions and short answers

Questions	Short answers
Do I/we/you/they like cherries?	Yes, I/we/you/they do . / No, I/we/you/they don't .
Does he/she/it like cherries?	Yes, he/she/it does . / No, he/she/it doesn't .

1 Write the verbs in the third person singular.

- | | | |
|---------------------------------------|------------------------|------------------------|
| 1 I fly – it <i>flies</i> | 4 I play – she | 7 I do – he |
| 2 you run – he | 5 we hurry – he | 8 you see – he |
| 3 we catch – she | 6 you stay – she | 9 they take – he |

Pronunciation

2  Put the verbs in the correct column in the third person singular. Listen and check. Listen and repeat.

work	play	come	walk	swim	visit	ride	speak
watch	talk	laugh	fish	wash	close	open	sit
go	dance	drive	sleep	stay	know	teach	buy

/s/	/ɪz/	/z/
/f/, /k/, /p/, /t/	/s/, /ʃ/, /tʃ/, /dʒ/, /z/	after other sounds
<i>works</i>	<i>watches</i>	<i>goes</i>
.....
.....

3 Circle the correct form of the verb.

- | | |
|---|--|
| 1 Chloe watch / watches TV every evening. | 7 We live / lives in a big house. |
| 2 Our teacher read / reads lots of books. | 8 The boys hate / hates fish. |
| 3 Dad go / goes to work by bus every morning. | 9 My mum wear / wears a uniform to work. |
| 4 I drink / drinks lots of water. | 10 He ride / rides his bike to school every morning. |
| 5 Paul fly / flies his kite on windy days. | 11 I usually fish / fishes in the river near my house. |
| 6 The children play / plays in the park on Saturdays. | 12 They are from Italy. They speak / speaks Italian. |

4 Complete the sentences.

Long Form

- She *does* not like apples.
- We not work on Sundays.
- He not help me.
- They not drive fast.
- It not fly.

Short Form

- She *doesn't* like apples.
- We work on Sundays.
- He help me.
- They drive fast.
- It fly.

5 Put the verbs in brackets into the present simple.

Favourite PETS

by Amelia Saunders



My friend Cathy 1) *has* (have) a horse. It 2) (be) a beautiful animal with big eyes and a long tail. Its name 3) (be) Bella and it 4) (love) people. It 5) (not/kick) or bite. It 6) (be) very friendly. It 7) (eat) apples and hay but it 8) (not/eat) meat. Horses 9) (not/like) meat. Since it 10) (rain) a lot in England, Bella 11) (sleep) in a stable. Cathy 12) (ride) her horse every day after school. She 13) (not/ride) into the town because there 14) (be) a lot of traffic on the roads. There 15) (not/be) many cars in the country, so Cathy 16) (take) Bella there. It 17) (not/be) easy looking after a horse but Cathy 18) (enjoy) it very much!

6 Look at Ex. 5 again. Then mark the sentences as true (T) or false (F).
Correct the false sentences.

- 1 Cathy has a dog. *F*
Cathy doesn't have a dog. She has a horse.
- 2 Bella loves people.
- 3 Bella eats carrots.

- 4 Bella doesn't eat meat.
- 5 Cathy takes Bella to the country.
- 6 Horses sleep in a house.

7 Ask and answer questions with your partner as in the example:

- 1 get up early
2 like pop music
3 tidy your room

- 4 like sweets
5 go to bed late
6 like fruit

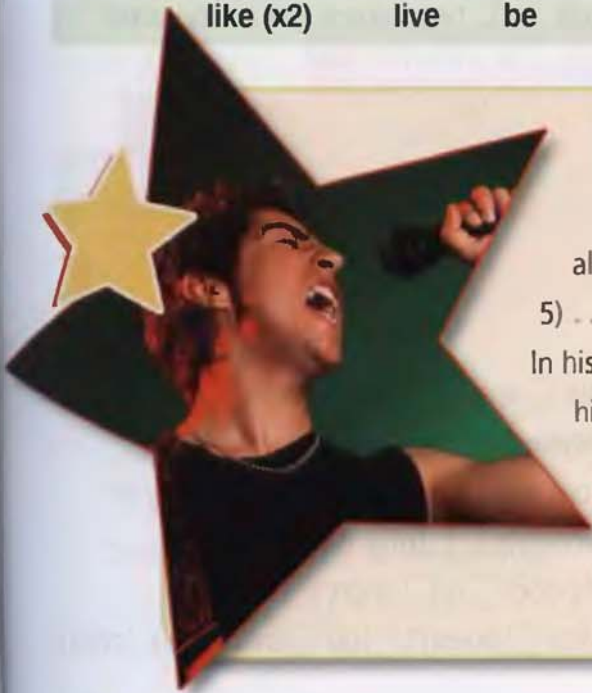
- 7 watch TV
8 drink milk

- 1 A: *Do you get up early?*
B: *Yes, I do. I get up at 7 o'clock every morning.*

- 2 A: *Do you like pop music?*
B: *No, I don't. I like rock music, etc.*

8 Complete the text with the correct form of the verbs in the list.

like (x2) live be travel make sing read go write



This is Michael Johnson. He 1) *is* a famous rock star. He 2) in America. He 3) all around the world and 4) in rock concerts. He 5) his songs and 6) his own video clips. In his free time, he 7) staying at home listening to his CDs. At weekends, he usually 8) to expensive restaurants with his friends. He also 9) a lot of books about strange things. I can't wait to see him perform live. I 10) him so much.

9 Put the verbs in brackets into the present simple.

A day in the life of a farmer

John Fields 1) *is* (be) a farmer. He 2) (get up) at 5 o'clock in the morning. He 3) (wash), 4) (get) dressed and 5) (have) breakfast. He 6) (put on) his coat and 7) (go) outside. He 8) (milk) the cows early in the morning. His wife and children 9) (not/get up) so early. They 10) (get up) at 7 o'clock. His wife 11) (feed) the chickens and then she 12) (make) some tea for herself. The children 13) (not/like) tea. They 14) (drink) milk. At 7:30 am, John 15) (take) the children to school. His wife 16) (help) John on the farm and then she 17) (do) the housework. At 4 o'clock, the children 18) (come) home from school. Mrs Fields 19) (cook) dinner. John 20) (not/help) his wife with the cooking because he can't cook. In the evening, John and his wife 21) (watch) TV or 22) (listen) to the radio. The children 23) (not/watch) TV. They 24) (do) their homework. They all 25) (go) to bed at 9:00 pm.



Adverbs of Frequency

Adverbs of frequency go after the verbs 'to be' and 'can,' but before the main verbs.

She

always
often
usually

 reads books.

He is

sometimes
rarely
never

 late.

10 Tick (✓) the right box.

- | | |
|---|--|
| <p>1 She <input type="checkbox"/> is <input checked="" type="checkbox"/> late <input type="checkbox"/> for work. (never)</p> <p>2 Diego <input type="checkbox"/> eats <input type="checkbox"/> meat <input type="checkbox"/>. (usually)</p> <p>3 You <input type="checkbox"/> can <input type="checkbox"/> see <input type="checkbox"/> foxes in this forest.
(sometimes)</p> <p>4 Does <input type="checkbox"/> Tim <input type="checkbox"/> go <input type="checkbox"/> to school by bus?
(usually)</p> | <p>5 We <input type="checkbox"/> spend <input type="checkbox"/> the summer <input type="checkbox"/> in France.
(always)</p> <p>6 Tom and James <input type="checkbox"/> are <input type="checkbox"/> very busy on Mondays <input type="checkbox"/>. (often)</p> <p>7 My dog <input type="checkbox"/> is <input type="checkbox"/> angry <input type="checkbox"/>. (rarely)</p> <p>8 Alice <input type="checkbox"/> doesn't <input type="checkbox"/> go <input type="checkbox"/> swimming. (often)</p> |
|---|--|

11 Write sentences using the adverbs in brackets as in the example:

- | | |
|--|--|
| <p>1 Tony / be / rude (never)
<i>Tony is never rude.</i></p> <p>2 The children / play / tennis (sometimes)
.....</p> <p>3 I / go / to the beach (often)
.....</p> <p>4 We / eat / breakfast / before school (always)
.....</p> | <p>5 Aya / help / her mum (often)
.....</p> <p>6 You / do / your homework (always)
.....</p> <p>7 The boys / watch / films (sometimes)
.....</p> <p>8 Josh and I / tidy / our rooms (always)
.....</p> |
|--|--|

12 Use the words and adverbs of frequency to make true sentences about yourself.

- | | |
|--|--|
| <p>1 wake up at 7:30 am
<i>I always wake up at 7:30 am.</i></p> <p>2 be late for school
.....</p> <p>3 play computer games
.....</p> | <p>4 go jogging
.....</p> <p>5 go to bed at 10 o'clock
.....</p> <p>6 tidy my room
.....</p> |
|--|--|

13 Look at the table. This is what the people do on Sundays. Write the questions and answers. Then ask your partner questions to fill in the table about him/her.

	watch TV	listen to music	swim	go to the cinema
Luigi	usually	sometimes	never	often
Oliver and Sara	never	often	sometimes	usually
Nadia	often	never	usually	sometimes
Your partner				

1 Luigi / watch TV

*Does Luigi watch TV on Sundays?
Yes, he does. He usually watches
TV on Sundays.*

2 Oliver and Sara / go to the cinema

.....?
.....
.....

3 Oliver and Sara / listen to music

.....?
.....
.....

4 Nadia / go to the cinema

.....?
.....
.....

5 Oliver and Sara / swim

.....?
.....
.....

6 Nadia / swim

.....?
.....
.....

7 Oliver and Sara / watch TV

.....?
.....
.....

8 Luigi / swim

.....?
.....
.....

9 Nadia / watch TV

.....?
.....
.....

10 Luigi / listen to music

.....?
.....
.....



MEMORY GAME

Look at the table in Ex. 13 for 2 minutes. Then close your books. In teams, answer your teacher's questions. Each correct answer gets a point.

Teacher: Does Luigi watch TV on Sundays?

Team A, Student A: Yes, he usually watches TV on Sundays.

Teacher: Correct. Team A you get a point.

7 Present Simple

14 Read and complete the text. Then put the pictures in the correct order.



- watch leave catch do read meet
- return have get start be



James 1) ... *is* ... a student. He 2) up early every morning and 3) breakfast with his family. Then he 4) for school. James 5) the bus to school because his school is far from his home. He 6) his friends at school before he 7) lessons. After school, he 8) home and 9) his homework. In the evening, he usually 10) TV or 11) a book.



Speaking Activity

Look at Ex. 14. In pairs, ask each other questions and fill in the table below about James. Then ask each other questions to fill in the table about yourselves.

	MORNING	AFTERNOON	EVENING
James	get up, have breakfast, .....	.....	.....
You	.....	.....	.....

Student A: What does James do in the morning?
Student B: He gets up and has breakfast.



Writing Activity

Use your answers from the Speaking Activity above to write a short paragraph about your daily routine. Use Ex. 14 as a model.

.....

.....

.....

.....

Present Continuous

8



Listen and repeat. Then act out.



Waiter! This meat is too hard. Why is that?

The problem isn't the meat, Madam. You're cutting the plate!

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

We use the **present continuous** for temporary actions or for actions happening at the time of speaking.

Time expressions used with the present continuous:

now	at the moment	at present
-----	---------------	------------

Spelling

When verbs end in one stressed vowel between two consonants, we double the consonant and add **-ing**.

swim – swimming walk – walking
sit – sitting **BUT** wait – waiting


Look at the spelling of these verbs: → lie – lying, etc. write – writing, etc.

Questions and short answers

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

8

Present Continuous

1  Add *-ing* to the verbs and put them in the correct column. Listen and repeat.

drink make sit begin fly cut bake take drop
lie hit shave play die sleep meet type water

+ ing	-i: → y + ing	-o → ing	double consonant + ing
<i>drinking,</i>	<i>lying,</i>	<i>making,</i>	<i>hitting,</i>
.....
.....

2 Complete the sentences.

Long Form

- He *is* feeding the dog.
- They reading.
- It flying.
- We not cleaning the floor.
- I not crying.

Short Form

- He's feeding the dog.
They reading.
It flying.
We cleaning the floor.
I crying.

3 Write the questions and answers.



1 (laugh?)
Is she laughing?
No, she isn't.
She's crying.



4 (ski?)
.....
.....
.....



2 (eat?)
Is the dog eating?
Yes, it is.
It's eating.



5 (dance?)
.....
.....
.....



3 (cook?)
.....
.....
.....



6 (fly?)
.....
.....
.....

4 Look at the picture and correct the sentences.



- 1 The man on the rock is eating a sandwich. *The man on the rock isn't eating a sandwich. He's fishing.*
- 2 The two boys on the beach are reading.
- 3 The woman under the umbrella is playing with the sand.
- 4 The baby is reading a newspaper.
- 5 The man under the umbrella is drinking some juice.
- 6 The two girls are fishing.

5 Look at the picture and the list of verbs. Then complete the text using the present continuous.

cook play look snow stay drink sit listen sleep sing

Dear Diary,
 It's Sunday, my favourite day of the week. I 1) *am sitting* in the living room and I 2) at my big happy family. Mum 3) tea. My dad 4) dinner. The boys 5) with the karaoke machine. Grandmother 6) to the boys singing but grandfather 7) The girls 8) a board game. It is very cold. It 9) outside, so we 10) at home tonight. It's OK, though, because we have lots of fun together. I love my big noisy family so much!



6 Read the email. Then choose the right words and write them on the lines.



Dear Paolo,

Here is 1) *a* picture of my family. I hope you like it. My brother, my sister and I
 2) *are making* a snowman. My brother, Ben, is wearing a red hat and a yellow scarf. Ben
 is putting a black hat on the snowman. We are laughing 3) *because of* the snowman
 4) *is* funny. My mum, Julia, is standing by the door and she is watching all of
 us. She is drinking a 5) *cup* of coffee. My dad, John, is cleaning the snow off the
 car. We also 6) *have* two dogs. As you can see, they are playing in the snow.

Please send 7) *me* a photo of your family soon.

Take care,

Gina

- | | | | | | |
|-----------|-----------|--------------|------------|-------|----------|
| 1 A a | B an | C the | 5 A jug | B cup | C carton |
| 2 A make | B making | C are making | 6 A having | B has | C have |
| 3 A and | B because | C but | 7 A me | B my | C mine |
| 4 A looks | B look | C is looking | | | |



GET IN LINE

In groups, put the cards your teacher gives you in the right order to form sentences.





Listen and repeat.

My sister usually *watches* TV in the evening and I *play* computer games.



It's my sister's birthday today. We're *having* a party.

Present Simple vs Present Continuous

We use the **present simple** for permanent states and repeated or habitual actions.

We use the **present continuous** for temporary states or actions, or for actions happening at the moment of speaking.

Time expressions used with the present simple:

every day / week / month / year, usually, often, always, rarely, never, sometimes, in the morning / evening / afternoon, at night, etc.

Time expressions used with the present continuous:

now, at present, at the moment, today, tonight

Some verbs are usually only used in the simple tenses.

believe, belong, decide, forget, hate, hear, know, live, like, love, need, remember, smell, see, think, understand, want, etc.

The verb **have** is only used in the simple tenses when it means **possess**. Otherwise, it is used in the continuous tenses as well.

I **have** two cars at present. **BUT** She **is having** a bath now.

7 Circle the correct form of the verb.

- 1 Mum **cleans** / **is cleaning** the kitchen at the moment.
- 2 We always **do** / **are doing** our homework.
- 3 My friends **play** / **are playing** football now.
- 4 Julie usually **walks** / **is walking** to school.
- 5 I **wear** / **am wearing** my new T-shirt today.
- 6 I **don't know** / **'m not knowing** his name.
- 7 Ethan **loves** / **is loving** rock music.
- 8 I sometimes **meet** / **are meeting** my friends after school.
- 9 Sara **works** / **is working** hard these days.
- 10 Ivan **doesn't want** / **isn't wanting** to do his homework.
- 11 This bag is mine. It is **belonging** / **belongs** to me.

8

Present Simple vs Present Continuous


8 Write sentences as in the example:

1

Usually	Today
	
• pilot • fly / a plane	• ride a horse

She is a pilot. She usually flies a plane. Today, she is riding a horse.

2

Usually	Today
	
• cooks • cook	• eat / in a restaurant

.....

3

Usually	Today
	
• musician • play / the piano	• listen / a CD

.....

4

Usually	Today
	
• teacher • teach / students	• read a book

.....

9 Choose the correct item.

- Look at him! He a horse.
A rides B riding **C is riding**
- He usually tennis in the afternoon.
A plays B play C is playing
- What in the kitchen, Mum?
A do you B are you doing C you do
- She dinner now.
A isn't having B doesn't have
C don't have

- He comic books every day.
A read B is reading C reads
- Be quiet! The baby
A sleep B sleeps C is sleeping
- he like exercising?
A Do B Does C Is
- Look! The dog with the ball.
A plays B is playing C are playing

Present Simple vs Present Continuous

8

10 Put the verbs in brackets into the *present simple* or the *present continuous*. Explain why.

1 He often ... *goes* ... (go) to the cinema.
habitual action.

2 They (not/watch)
TV at the moment.

3 John is outside. He
(wash) the car.

4 Dad
(lie) on the sofa now.

5 Claire (not/like) pizza.

6
(you/sleep) early on weekdays?
.....

11 Underline the correct *time expression*.

1 I go to school every morning / at the moment.

2 My parents never / now go to work on Sundays.

3 I go skiing today / every winter.

4 I at present / always do my homework. I'm a very good student.

5 I am having an English lesson now / every day.

6 My parents are working on Saturdays / at the moment.

7 I watch TV tonight / in the evenings.

8 I usually / at present go out with my friends on Sundays.

12 Put the verbs in brackets into the *present simple* or the *present continuous*.

Dear Katy,

Here I 1) ... *am* ... (be) in Mykonos, Greece. The weather

2) (be) fantastic. We 3)
(have) a wonderful time.

At the moment, I 4) (lie) by the swimming
pool with my brother, James. I 5)

(sunbathe) and James 6) (drink) lemonade.

We 7) (sunbathe) and 8)
(swim) every day. At night, we usually 9)

(eat) at a restaurant and then we 10)
(dance) at one of the fantastic discos on the island.

I 11) (love) it here and I

12) (not/want) to leave!

Love,

Sally

Miss S. Jones,
38 Dean Park, Peebles
Border Region
EH45 8DD Scotland
U.K.



Present Simple vs Present Continuous

13 Put the verbs in brackets into the *present simple* or the *present continuous*.



It 1) *is* (be) very cold today and it
 2) (snow). It always
 3) (snow) here in December.
 Peter 4) (swim) in the sea
 now. He 5) (like) fish and
 he 6) (love) cold weather.
 Peter's friend 7) (watch)
 him. Peter always 8) (bring)
 his friend a fish. His friend 9)
 (wait) for his fish. Peter 10)
 (not/cook) his fish, he 11)
 (eat) it in the sea. This 12)
 (not/be) strange because Peter is a penguin!



Speaking Activity

Close your eyes. Imagine that you are on your dream holiday. Your partner is trying to find out what you and your family are doing right now.

Student A: I'm on an exotic island.

Student A: I'm sunbathing right now.

Student B: What are you doing?

Student B: What's your mother doing? etc.



Writing Activity

Write an email to your friend about your dream holiday. Say where you are and what you and your family are doing right now. Use Ex. 12 as a model.

Hi

I'm on holiday I'm right now.

My mum

.....

Where are you at the moment?

Email me soon.

.....

Prepositions of Place – Movement – Time

9



in / inside



on



at



under



above



through



between



(a)round



behind



in front of



up



down



opposite



next to / by / beside



off



out of



onto



into



over



along



across



from ... to



towards / to / in the direction of

1 Read the text and answer the questions.



Layla's and Olivia's bikes are **in front of** the garage, **beside** the house. They are now walking **towards** the house. They are holding something **behind** their backs. Oh! They're two bouquets of flowers. Their mother is standing **at** the front door smiling. It's Mother's Day.

- 1 Where are Layla's and Olivia's bikes?
- 2 Where's the garage?
- 3 Where are they walking?
- 4 Where are they holding the bouquets of flowers?
- 5 Where's their mother standing?

..... *In front of the garage*

.....

.....

.....

.....

Prepositions of Place – Movement – Time

2 Look and read. Write *yes* or *no*. Then describe the picture.



- | | |
|--|-----------------|
| 1 A police officer is walking across the street. | . <i>yes</i> .. |
| 2 He is walking around the bank. | .. <i>no</i> .. |
| 3 Two women are coming out of the bank. | ..... |
| 4 A man is going into the café. | ..... |
| 5 A boy is standing in front of the toy shop. | ..... |
| 6 A toy aeroplane is flying over the boy's head. | ..... |
| 7 Two girls are running across the street. | ..... |
| 8 A bus is going around the corner. | ..... |

3 Fill in the gaps with *at*, *beside*, *in*, *behind*, *on*, *opposite*, *from ... to*, *above* or *in front of*.



Rania is 1) *at* the airport. She's waiting for her flight 2) Athens London. There's a man sitting 3) her. He's got a cap 4) his head. There are some suitcases 5) them. An old woman is sleeping 6) the seat 7) them. 8) Rania there's a security guard. He's got a mobile phone 9) his hand. The information board is 10) him.

► Now, cover the text and describe the picture.

4 Fill in the gaps with *opposite*, *on*, *inside*, *along* or *under*.

- 1 A: It's cold outside!
B: I know. Let's go *inside* the house.
- 2 A: Hey Jane! What are you doing?
B: I'm sitting my bed and I'm listening to music.
- 3 A: Why is Rocky hiding your bed?
B: Because he is scared of loud noises.
- 4 A: Can you tell me how to get to the supermarket?
B: Just walk Main Street and take the first turning on the right.
- 5 A: Where is the park?
B: It's my house.

5 Circle the correct item. Then describe your bedroom to your partner.



Hi Nikos,

I am writing to tell you about my bedroom 1) **in** / **above** my new house. It's just perfect! Everything is the way I want it. There is a small rug 2) **on** / **over** the floor. My desk is 3) **at** / **between** the bookcase and the wardrobe and there is a computer 4) **on** / **over** my desk. I've got lots of books 5) **in** / **on** my bookcase because I love reading. Well, that's all for now. Come over soon and see our new house.

Your friend,
Ahmed



Guess Where

Look at the picture. In teams, hide your favourite CD somewhere in the room. The other team asks questions to find out where it is.



- Team A: Is it under the table?
Team B: No, it isn't.
Team A: Is it ...? etc.

Prepositions of Place – Movement – Time

Study these prepositional phrases:

by car (**BUT:** in my car)

by helicopter (**BUT:** in a helicopter)

by train (**BUT:** on a train)

by plane (**BUT:** on a plane)

by taxi (**BUT:** in a taxi)

by bus (**BUT:** on / in a bus)

by air

by ship

by boat

by sea

on foot

in danger

go to work (**BUT:** go on holiday)

in Athens (**BUT:** at Athens airport)

on a chair (**BUT:** in an armchair)

at the bus stop

6

Fill in the gaps with the correct preposition.

Katie is 1) *on* ... holiday in the north of Scotland when she gets a text message from her friend, Victoria. "Please, return to your hotel and wait 2) the lobby for my next message. Your life is 3) danger." Katie is very scared, so she decides to return to the hotel 4) taxi instead of going 5) foot. She is 6) the hotel lobby sitting 7) a chair when she gets Victoria's next message. "Go to your room immediately!" Katie walks up the stairs to her room. When she opens the door, she sees that Victoria is sitting 8) an armchair laughing. "Surprise! I just arrived 9) train," she says. "Happy Birthday!"



7

Look at the picture and complete the email with *beside, in, on, behind, next to or above*.



Hi Kim!

How are you? Here's a picture from my sister's birthday party, as I promised. This is our living room. There is a long table 1) .. *beside* .. the wall with lots of food and drinks 2) it. 3) it, there is a sign which says "Happy Birthday!" The two boys standing 4) the table with glasses 5) their hands are my sister's friends. The girls who are dancing 6) the middle of the room are our cousins, Jessie and Betty. My sister is wearing her new skirt and a party hat 7) her head. Can you see her? My dad is also in the picture. He is standing right 8) my sister and he is holding a present 9) his hands. What about you? What do you do on your birthday?

Write soon!

Elisha



Listen and repeat. Then act out.



Prepositions of Time

in	at	on
in the morning	at 8 o'clock	on Fridays
in the afternoon	at the moment	on Wednesdays
in the evening	at present	on Thursday (days), etc.
in August (months)	at noon	on January 27th (dates)
in summer (seasons)	at night	on Monday morning
in 1992 (years)	at midnight	on a cold day
in the twentieth century	at the weekend	on a summer night

8 Fill in the gaps with *at*, *on* or *in*.

- We usually go on holiday ... *in* ... July.
- It's cold winter.
- I always have a nap the afternoon.
- My birthday is October 2nd.
- She usually sleeps late night.
- Youssef's party is 4 o'clock Friday.
- It's hot summer.
- He never wakes up late the morning.
- I have computer class noon.
- We usually don't go out Mondays.
- It's windy autumn.
- Her birthday is August 2nd.

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

Peter likes spending time with his family 1) ... *at* ... the weekend.

2) Saturday mornings, Peter and his sister go for a walk with their dog. 3) the afternoons, the family usually go to the cinema. Then 4) about 8 o'clock they go to a restaurant for dinner.

5) Sundays, they get up late. They sometimes go for a drive in the countryside or visit their grandparents. 6) the evenings, they all watch TV and then they go to bed.

Weekends are really special for Peter and his family.

10 Fill in the gaps with *at*, *on* or *in*.


My Favourite Season

By Daniel Jones



My favourite season is summer because the weather is warm and there's so much you can do.

School finishes **1)** *in* June, so I can go to bed late **2)** nights and wake up **3)** around ten o'clock **4)** the mornings. **5)** weekdays, I usually play video games with my brother and **6)** the afternoons, I meet my friends at the park near my house. We play football there and we enjoy the beautiful weather. **7)** the evenings, I take my dog out for a walk and then my family and I watch DVDs.

Weekends are always fun **8)** summer, too. **9)** Saturdays, I always go to the beach with my family and **10)** Sundays, I visit my grandparents and spend the day with them.

Summers are just perfect!



Speaking Activity

In pairs, ask and answer questions to find out about each other's favourite season. Make sure to use the prepositions *at*, *in* or *on*.

- What / be / your / favourite season?
- What time / go / to bed / night?
- What time / get up / morning?
- What / do / morning / afternoon / evening?
- What / do / Saturday / Sunday?

Student A: What is your favourite season?

Student B: My favourite season is winter.

Student A: What time do you usually go to bed at night?

Student B: I usually go to bed ..., etc.



Writing Activity

Now, write an article about your favourite season. Use Ex. 10 as a model. Make sure to use the prepositions of time.

My Favourite Season by

My favourite season is

.....

.....

.....

Progress Check 3 (Units 7-9)

1 Look at the table. First, write about what Ann does on Saturdays. Then write about yourself.

	tidy room		go shopping		have lunch with friends		get up early		help Mum		drink tea	
	Ann	You	Ann	You	Ann	You	Ann	You	Ann	You	Ann	You
often					✓							
never							✓					
usually									✓			
always	✓											
rarely												✓
sometimes			✓									

Ann *always tidies her room on Saturdays. She*

.....

.....

2 Look at the picture. Then write the questions and answers.



1 Mum / water / the plants
Is Mum watering the plants?
No, she isn't. She's washing the car.

3 Dad / wash / the car

2 the girls / sit / under the tree

4 the boys / drink lemonade

Progress Check 3

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

1 A: Hey Stacey! Where *are you going*...
(you/go)?

B: I (go) to
the supermarket. Mum can't go today
because she (work)
until late.

A: That's a good idea. The fridge
(be) almost empty.

2 A: What (you/do) right now?

B: I (study) for the History test.

A: (you/want) to take
a break? We can have some tea and then
you can continue.

B: OK! That (sound) good.

3 A: What (you/cook), Mum?

B: I (try) a new recipe.
It's an Italian dish.

A: Well, it (smell) delicious.
I can't wait to taste it!

4 A: I (go) to the shops now.

Can you join me?

B: I (want) to come but
I can't. I (need) to
study for my exams.

A: No problem. I
(understand).

4 Look at the picture and fill in the gaps with *on*, *opposite*, *beside*, *under*, *above*, *in* or *at*.



1 Dimitris is sitting *on* a chair *at* his desk.

2 There is a poster the wall.

3 There are some bookshelves the small table.

4 The table is the door.

5 There is a rug the table.

6 Dimitris is holding a piece of paper his hand.

7 Dimitris's schoolbag is on the floor his desk.

5 Fill in the gaps with *on*, *at* or *in*.

1) ... *in* ... November, my family and I often travel to London for two days to celebrate Bonfire Night. 2) the 5th of November, we usually fly to London Gatwick airport early 3) the morning. 4) the afternoon, we have a traditional meal of baked potatoes and toffee apples and 5) the evening, we gather around the bonfire and watch the fireworks display. 6) midnight, we go to bed. The next day, 7) around 12 o'clock, we visit my aunt and uncle and have a big lunch with them. I love spending Bonfire Night with my family!

6 What do these people do on Thursday evenings? Write the questions and answers.

	go to the library	read comics	wash the dishes	play computer games
Ethan and Jamie	usually	sometimes	never	often
Lily	never	often	sometimes	usually

1 Ethan and Jamie / go to the library
Do Ethan and Jamie go to the library on Thursday evenings?
Yes, they do.
They usually go to the library on Thursday evenings.

2 Lily / go to the library

3 Ethan and Jamie / read comics


4 Ethan and Jamie / wash the dishes

5 Lily / read comics

6 Ethan and Jamie / play computer games

7 Lily / wash the dishes

Listening

7  What does Peter do every week? Listen and draw a line from the day to the correct picture.



Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday
 Sunday

Activities shown in circles:
 - A person riding a bicycle (Monday)
 - A person swimming in a pool
 - A person playing a video game
 - A person playing a guitar
 - A person playing a computer game
 - A person playing soccer



Listen and repeat. Then act out.



Past simple of the verb 'to be'

Affirmative	Negative		Interrogative
	Long form	Short form	
I was	I was not	I wasn't	Was I?
You were	You were not	You weren't	Were you?
He was	He was not	He wasn't	Was he?
She was	She was not	She wasn't	Was she?
It was	It was not	It wasn't	Was it?
We were	We were not	We weren't	Were we?
You were	You were not	You weren't	Were you?
They were	They were not	They weren't	Were they?

1 Fill in the gaps with *am*, *is*, *are*, *was* or *were*.



Dear Diary,

My family and I 1) *are* just back from an amazing holiday in the Bahamas. We had a great time! The weather 2) fantastic; it 3) really hot and sunny. My family and I 4) so happy there. I know it 5) not that long ago but I 6) already missing the sun and the sea, especially today because the weather 7) cold here. On the other hand, of course, it 8) nice to be back home with all my friends.



Listen and repeat. Then act out.



Regular verbs: We form the past simple of regular verbs by adding **-ed**.

Affirmative	Negative	
	Long form	Short form
I stayed	I did not stay	I didn't stay
You stayed	You did not stay	You didn't stay
He stayed	He did not stay	He didn't stay
She stayed	She did not stay	She didn't stay
It stayed	It did not stay	It didn't stay
We stayed	We did not stay	We didn't stay
You stayed	You did not stay	You didn't stay
They stayed	They did not stay	They didn't stay

Spelling

-e → + -d	one stressed vowel + consonant → double consonant + -ed	consonant + y → y + -ied	vowel + y → + -ed
like – liked	prefer – preferred	carry – carried	play – played
hate – hated	stop – stopped	study – studied	enjoy – enjoyed


Questions and short answers

Questions	Short answers
Did I/you/he/she/it/we/you/they go to the party?	Yes, I/you/he/she/it/we/you/they did . No, I/you/he/she/it/we/you/they didn't .

2 Write the past simple of the following verbs.

- | | | | |
|----------------------------|-----------------|-----------------|-----------------|
| 1 open .. <i>opened</i> .. | 5 regret | 9 cry | 13 stay |
| 2 love | 6 quarrel | 10 fry | 14 travel |
| 3 plan | 7 drop | 11 arrive | 15 close |
| 4 empty | 8 die | 12 play | 16 tidy |

Pronunciation

3  Add -ed to the verbs and put them in the correct column. Listen and check. Listen and repeat.

count	arrive	close	regret	push	wait	laugh
kiss	hurry	watch	rob	start	travel	post
open	look	cook	add	end	tidy	change

/ id /	/ t /	/ d /
after /t/, /d/	/k/, /s/, /tʃ/, /ʃ/, /f/, /p/	after other sounds
<i>counted</i>	<i>kissed</i>	<i>opened</i>
.....
.....
.....
.....

Irregular verbs have a special past form.

Present	I go	I drink	I am
Past	I went	I drank	I was

See List of Irregular Verbs at the back of the book.

4 Look at the list of irregular verbs at the back of the book and complete the table.

Infinitive	Past	Infinitive	Past	Infinitive	Past
1 go	<i>went</i>	11 take	.....	21	did
2 have	.....	12	stole	22 leave	.....
3	came	13 drink	.....	23 shine	.....
4 be	.....	14	put	24	became
5 wake	.....	15 make	.....	25 hear	.....
6 meet	.....	16 can	.....	26 write	.....
7	sang	17	found	27 say	.....
8 speak	.....	18 run	.....	28	got
9	broke	19	told	29 see	.....
10	cut	20 begin	.....	30 hold	.....

We use the Past Simple:

- for actions which finished at a stated time in the past.
She **went** to school by bus yesterday. (When? Yesterday)
- for actions that happened one after the other.
First he **had** breakfast and then he **left** for work.

Time expressions used with the past simple:

yesterday, then, last night / week / month / year, a week / month / year ago, two days ago, in 2003, when, etc.

5 Ask and answer questions about what these people *did/didn't* do yesterday. Then ask your partner questions to fill in the table about him/her.

	go for a walk	play golf	write a letter	wash the car
Peter	✓	✓		
Mr & Mrs Page	✓		✓	✓
Your partner				

- Peter / go for a walk? *Did Peter go for a walk yesterday? Yes, he did.*
- Peter / play golf?
- Peter / write a letter?
- Mr and Mrs Page / play golf?
- Mr and Mrs Page / wash the car?

6 Look at what Maria *did* and *didn't* do last Sunday. Then write sentences.

- | | |
|-------------------------------|--|
| wake up late (x) | have lunch with her grandparents (x) |
| do her homework (✓) | take her dog, Fluffy, out for a walk (✓) |
| speak to her friend, Mary (x) | help her mother make dinner (✓) |

- Last Sunday, Maria didn't wake up late.*
-
-
-
-
-

7 Use the time expressions below to write true sentences about yourself.

three months ago yesterday last weekend in 2008 last Tuesday

- I went to a pop concert three months ago.*
-
-
-
-



Quiz Time

In pairs, complete the sentences and answer the quiz. Compare your answers with the rest of the class.

- | | |
|--|---------------------------|
| 1 <input type="checkbox"/> He (star) in the Harry Potter films. | a Queen Elizabeth I |
| 2 <input type="checkbox"/> He (discover) penicillin. | b Ruth Handler |
| 3 <input type="checkbox"/> Leonardo Da Vinci (paint) this famous painting. | c Italy |
| 4 <input type="checkbox"/> They (design) the Parthenon. | d Shakespeare |
| 5 <input type="checkbox"/> He (write) <i>Romeo & Juliet</i> . | e The <i>Mona Lisa</i> |
| 6 <input type="checkbox"/> She (be) the daughter of King Henry VIII. | f Iktinos and Kallikrates |
| 7 <input type="checkbox"/> This country (win) the World Cup in 2006. | g Alexander Fleming |
| 8 <input type="checkbox"/> She (invent) the Barbie doll. | h Daniel Radcliffe |

Present Simple vs Past Simple

We use the **present simple** for permanent states and repeated or habitual actions.

Tom **is** a student. He **goes** to school every day.
He usually **goes** to school by bus.

Time expressions used with the present simple:

every day / week / month / year, usually, often, always, rarely, never, sometimes, in the morning / evening / afternoon, at night, etc.

We use the **past simple** for actions which finished at a stated time in the past.

He **bought** a new car last week.

Time expressions used with the past simple:

yesterday, then, when, last night / week / month / year, a week / month / year ago, two days ago, in 2003, etc.

8 Circle the correct item.

- | | |
|---|---|
| 1 Dad doesn't buy / didn't buy a new car last week. | 5 Do you brush / brushed your teeth every night? |
| 2 Mum always cooks / cooked chicken on Mondays. | 6 The boys don't play / didn't play football last Sunday. |
| 3 Do you like / liked chips? | 7 Did Emily come / came to the party? |
| 4 Mary leaves / left for Italy last month. | 8 I don't watch / didn't watch TV last night. |

9 Write what Edward usually does and what he *did* yesterday.

1



- finish / work / 3:30 pm
- finish / work / 2:00 pm

2



- go / home / by train
- go / home / by taxi

3



- eat / dinner / home
- eat / dinner / restaurant

4



- go / bed / early
- go / bed / late

1 Edward usually finishes work at 3:30 pm, but yesterday, he finished work at 2:00 pm.

2

3

4

10 Put the verbs in brackets into the present simple or the past simple.

- We *went* (go) to the beach last weekend.
- (your mum/make) a chocolate cake yesterday?
- Dad (not/work) on Sundays.
- He (not/come) to the party last Saturday.

- My cousins (not/visit) us every weekend.
- (Julia/wear) jeans to school yesterday?
- The children always (do) their homework in their rooms.
- I (send) Claire an email yesterday afternoon.

11 Complete the sentences with the time expressions from the list.

at the moment always yesterday last night every week last summer

- We watched a really good film at the cinema *last night*
- I went to a beautiful exotic island The weather was very hot.
- My mother does the shopping
- I am working I can't come with you.
- She brushes her teeth before she goes to bed at night.
- He is upset because he failed his driving test

Present Simple vs Past Simple

12 Put the verbs in brackets into the *present simple* or the *past simple*.

- 1 A: ... *Did you enjoy* ... (you / enjoy) the film last night?
 B: No, I ... *didn't* ... It ... *was* ... (be) a horror film.
- 2 A: (you/go) to work yesterday?
 B: No, I I (never/work) on Saturdays.
- 3 A: (you/see) Charles yesterday?
 B: Yes. We (have) lunch together.
- 4 A: (Colin/work) at a bank?
 B: No, he He (work) at a post office.
- 5 A: What time (you start) school every day?
 B: Eight o'clock. But yesterday we (start) at eight thirty.
- 6 A: What (you/do) at weekends?
 B: We usually (go) to the beach.
- 7 A: (you/do) anything exciting last Saturday?
 B: No, not really. I (watch) TV and (read) a book.
 It was a boring weekend.

13 Read the conversation between Ling and Amy. Then put the verbs in brackets into the *present simple* or the *past simple*.

Ling: Hi Amy. 1) ... *Were you* ... (you/be) at home last weekend?

Amy: No, I 2) (not/be). My family and I
 3) (go) to the beach. We often
 4) (go) to the beach at weekends.

Ling: You're lucky. 5) (you/have) a nice time?

Amy: Oh, yes! I 6) (have) a great time!

Ling: Where 7) (you/stay)?

Amy: We 8) (stay) at my grandparents' house.

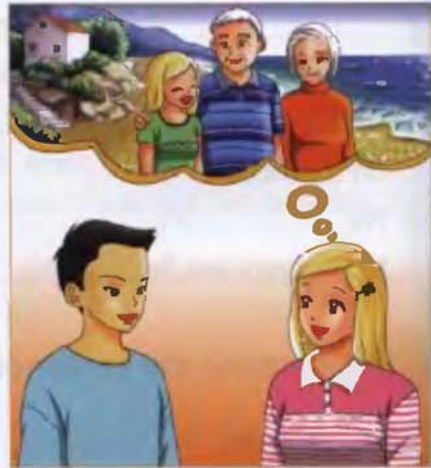
Ling: Oh. 9) (they/live) near the beach?

Amy: Yes, they do. Their house 10) (be) right by the beach.

Ling: Wow! That's cool. And what did you do there?

Amy: We 11) (walk) along the beach and 12) (swim) in the sea.

Ling: That sounds like a lot of fun.



14 Put the verbs in brackets into the present simple or the past simple.

Tommy Brown 1) ... *likes* ... (like) making up stories. No one 2) (believe) what he 3) (say) because he always 4) (tell) lies. He 5) (live) in a small village and 6) (work) on a farm just outside the village. One night last week, Tommy 7) (finish) work late. It 8) (be) dark and cold. Suddenly, he 9) (hear) a strange noise, so he 10) (look) up. It 11) (be) a UFO with bright flashing lights. The UFO 12) (come down) towards him and he 13) (see) two green men looking at him from inside. He 14) (scream), 15) (drop) his bag and 16) (run away). When he 17) (arrive) in the village, he 18) (run) into some villagers and 19) (start) telling them about the aliens but they all 20) (laugh) at him. No one 21) (believe) Tommy.



Speaking Activity

Look at the pictures and the list of verbs. In pairs, tell the story.

- | | | | | | | |
|----------|-------|-------|--------|-------|-----|----|
| decide | drive | take | arrive | pack | run | be |
| get into | find | start | tell | begin | can | go |



Student A: Last Sunday the Smiths **decided** to go on a picnic.

Student B: They all **got into** the car and **drove** to the country.

Writing Activity

You are the young girl from the Speaking Activity above. Write an email to your English speaking friend telling him/her what happened to you yesterday.

Dear

Guess what happened to me yesterday! My family and I decided to go on a picnic. Everything was great in the beginning.



Listen and repeat. Then act out.



have/has + past participle

Regular Verbs

Affirmative		Negative	
Long form	Short form	Long form	Short form
I have walked	I've walked	I have not walked	I haven't walked
You have walked	You've walked	You have not walked	You haven't walked
He has walked	He's walked	He has not walked	He hasn't walked
She has walked	She's walked	She has not walked	She hasn't walked
It has walked	It's walked	It has not walked	It hasn't walked
We have walked	We've walked	We have not walked	We haven't walked
You have walked	You've walked	You have not walked	You haven't walked
They have walked	They've walked	They have not walked	They haven't walked

Spelling

one stressed vowel between two consonants → double final consonant + -ed	consonant + y → ɣ + -ied	e → + -d
stop – stopped prefer – preferred	study – studied carry – carried	type – typed move – moved

Irregular Verbs

Affirmative		Negative	
Long form	Short form	Long form	Short form
I have eaten	I've eaten	I have not eaten	I haven't eaten
You have eaten	You've eaten	You have not eaten	You haven't eaten
He has eaten	He's eaten	He has not eaten	He hasn't eaten
She has eaten	She's eaten	She has not eaten	She hasn't eaten
It has eaten	It's eaten	It has not eaten	It hasn't eaten
We have eaten	We've eaten	We have not eaten	We haven't eaten
You have eaten	You've eaten	You have not eaten	You haven't eaten
They have eaten	They've eaten	They have not eaten	They haven't eaten

Look at the back of the book for the past participles of irregular verbs.

We use the present perfect:

- **for recent actions or states, or for actions which happened at an unstated time in the past.**
The Smiths **have bought** a new house. (When did they buy it? We don't know.)
- **for actions or states which began in the past and continue up to the present.**
She **has been** a student at this school for two years. (She came to this school two years ago and she is still here.)

1 Write the past participles of the following verbs.

- | | | | |
|----------------------------|---------------|----------------|----------------|
| 1 eat ... <i>eaten</i> ... | 4 iron | 7 arrive | 10 break |
| 2 sleep | 5 clean | 8 put | 11 make |
| 3 open | 6 take | 9 leave | 12 run |

2 Complete the sentences as in the example:

Long Form

- 1 She ... *has* ... cleaned the house.
- 2 We not worked hard.
- 3 I visited them several times.
- 4 She not finished yet.
- 5 They talked to him.

Short Form

- 1 She's cleaned the house.
- 2 We worked hard.
- 3 I visited them several times.
- 4 She finished yet.
- 5 They talked to him.

3 Put the verbs in brackets into the present perfect.

- | | |
|--|---|
| 1 Jenny ... <i>has gone</i> ... (go) to bed. | 6 I (not/see) this film. |
| 2 The boys (not/eat) their breakfast. | 7 The dog (be) in the garden all day. |
| 3 I (buy) a new bag. | 8 Chloe (visit) her grandparents twice this week. |
| 4 Eric (not/brush) his hair yet. | 9 Mum and Dad (do) the shopping. |
| 5 Lisa (send) an email to her cousin. | 10 Nikos (not/have) a shower. |

Questions and short answers

Questions	Short answers
Have I/we/you/they finished?	Yes, I/we/you/they have . No, I/we/you/they haven't .
Has he/she/it finished?	Yes, he/she/it has . No, he/she/it hasn't .

4 Write questions and answers as in the example:

	visit Brazil	try sushi	climb a mountain	see a crocodile	ride a camel
Janice		✓		✓	✓
Tony & Beth	✓		✓	✓	
Ben		✓	✓		✓

1 *Has Janice ever visited Brazil? No, she hasn't. Has Janice ever tried ...
sushi? Yes, she has.*

2

3

Time expressions used with the present perfect:

already is used in statements and questions.

I have **already** cooked dinner.

Have you **already** eaten?

yet is used in questions and negations at the end of the sentence.

Have you spoken to him **yet**?

I haven't spoken to him **yet**.

just is used in statements before the main verb.

I have **just** finished my homework.

how long is used in questions.

How **long** have you known Jim?

ever is used in statements and questions.

Have you **ever** visited Paris?

It's the most beautiful city I have **ever** visited.

recently is used mainly in statements before the main verb.

He has **recently** bought a new car.

so far is used mainly in statements at the end of the sentence.

I've typed ten letters **so far**.

never is used in statements but it has a negative meaning.

I have **never** seen a lion.

since is used to express a starting point in the past.

She's been ill **since** Monday.

for is used to express a period of time.

She's been ill **for** two days.

5 Write what Mrs Wood *has already done* or *hasn't done yet*.



1 take out the rubbish	X	4 drink some coffee	✓
2 mop the floor	X	5 water the plants	X
3 wash the dishes	X	6 do the shopping	✓

- 1 *She hasn't taken out the rubbish yet.*
- 2 *She hasn't mopped the floor yet.*
- 3
- 4
- 5
- 6

► Now say what you *have already done* or *not done yet*.

6 Write *for* or *since*.

- | | | |
|-----------------------------|---------------------|-----------------------|
| 1 ... <i>since</i> ... 2002 | 5 two weeks | 9 three hours |
| 2 yesterday | 6 last month | 10 Monday |
| 3 six days | 7 two years | 11 my birthday |
| 4 a month | 8 a whole day | 12 last weekend |

► Use five phrases and make true sentences about yourself.

7 Fill in the gaps with *how long*, *ever*, *never*, *just*, *already*, *for* and *yet*.

- | | |
|--|---|
| <p>1 A: Have you ... <i>ever</i> ... been to London?
B: No, I have ... <i>never</i> ... been there.</p> <p>2 A: Have you seen the Parthenon?
B: Yes, I have seen it. It's amazing!</p> <p>3 A: Has Damien gone skiing?
B: No, he hasn't. He doesn't like it.</p> <p>4 A: Is Akim at home, please?
B: No, I'm afraid he's gone out.</p> | <p>5 A: I'm afraid I have visited the Melbourne Museum and I've been in Melbourne for a whole year.
B: Really? I have. It's fantastic!</p> <p>6 A: have you and Ben been friends?
B: We've been friends twelve years.</p> <p>7 A: I have cooked dinner.
B: That's good because I haven't eaten and I'm really hungry.</p> |
|--|---|

Present Perfect vs Past Simple

Present Perfect vs Past Simple

We use the **present perfect**:

- for recent actions or states, or for actions which happened at an unstated time in the past.



I **have bought** a new bicycle.
(When did he buy it? We don't know.)
unstated time

- for actions or states which began in the past and continue up to the present.



I **have been** a teacher for two years.
(He is still a teacher.)

Time expressions used with the present perfect:

just, ever, never, already, yet, always, how long, so far, for, since, recently, etc.

We use the **past simple**:

- for actions or states which finished at a stated time in the past.



I **bought** this bicycle five years ago.
(When did he buy it? Five years ago.)
stated time

- for actions or states which finished in the past.



I **was** a student fourteen years ago.
(He isn't a student now. He is a teacher.)

Time expressions used with the past simple:

yesterday, last night / week / month / year, ago, then, when, in 2004, etc.

8 Circle the correct item.

- 1 I haven't tidied my room **just** / **yet**.
- 2 We went to the cinema **already** / **yesterday**.
- 3 Helen has **already** / **yet** had her breakfast.
- 4 The children have **never** / **ever** been to Italy.
- 5 I didn't play football **yet** / **last weekend**.
- 6 I sent you an email two days **already** / **ago** but you haven't replied.
- 7 Billy took a test **already** / **three days ago**.
- 8 Tonia has sent twenty invitations **yesterday** / **so far**.
- 9 She hasn't watched any new films **yesterday** / **recently**.
- 10 Has Ben gone to school **then** / **yet**?

9 Fill in the gaps with **yet**, **ago**, **ever**, **last night**, **for** or **since**.

- 1 My father went to Spain two days *ago*.
- 2 He has known her 2001.
- 3 She hasn't finished her work
- 4 Have you seen an elephant?
- 5 We went to bed at 10 o'clock
- 6 He has lived in Madrid ten years.

10 Choose the correct item.

- | | |
|---|---|
| <p>1 I a new dress yesterday.
 A buy B bought
 C have bought</p> <p>2 She anything since 9 o'clock this morning.
 A hasn't eaten B ate
 C didn't eat</p> <p>3 He to school last week. He was ill.
 A hasn't gone B went
 C didn't go</p> <p>4 I such a delicious cake.
 A have never eaten B have ever eaten
 C never ate</p> <p>5 you me last night?
 A Have, called B Do, call
 C Did, call</p> | <p>6 She married in 2008.
 A has got B got
 C have got</p> <p>7 Jane painting.
 A always like B always has liked
 C has always liked</p> <p>8 I TV last night.
 A didn't watch B haven't watched
 C hasn't watched</p> <p>9 They their homework yet.
 A have finished B haven't finished
 C finished</p> <p>10 Last year, the Smiths to Australia.
 A have gone B went
 C have never gone</p> |
|---|---|

11 Put the verbs in brackets into the past simple or the present perfect.

- 1 Kevin .. *has lost*.. **(lose)** his keys. He *left*..... **(leave)** them on the bus yesterday.
- 2 I **(not/play)** tennis since I was at school but I **(be)** very good at it back then.
- 3 Mr and Mrs Little **(visit)** Egypt. They **(go)** there on holiday in 2007.
- 4 A: you **(choose)** a dress for the party yet?
 B: Yes, I **(buy)** one yesterday.
- 5 A: you **(see)** any new films lately?
 B: Yes, I **(watch)** the new James Bond film last week.
- 6 I think our teacher **(forget)** about the test! He **(not/say)** anything about it in the last lesson!
- 7 Sarah **(break)** her leg. She **(fall)** off a horse last week.
- 8 A: **(you/sell)** your house yet?
 B: Yes, some people **(see)** it last month and **(buy)** it.
- 9 I **(finish)** decorating my room. I **(paint)** it last week and I **(put up)** the new curtains last night.
- 10 They **(lose)** their cat. It **(run)** away last week.

Present Perfect vs Past Simple

12 Put the verbs in brackets into the *present perfect* or the *past simple*.

- a) Ann: 1) *Did you go* (you/go) on holiday last year?
 Costas: Yes, I 2) (go) to Spain. 3) (you/ever/be) there?
 Ann: Yes, I 4) (go) there two years ago.
- b) Maria: I 5) (sell) my old radio.
 Helen: Really? When 6) (you/sell) it?
 Maria: I 7) (sell) it yesterday.
- c) Ian: I 8) (go) to the new sports centre yesterday.
 Josh: Really? I 9) (not/be) there yet. What's it like?
 Ian: It's fantastic! I 10) (never/see) anything like it before.

13 Put the verbs in brackets into the *past simple* or the *present perfect*.



- I 1) *'ve been* (be) a ski instructor for many years now. I
 2) (take up) the sport when I 3) (be)
 at school. I still remember the first time I 4) (try) to
 ski. I 5) (slip) on the ice and 6)
 (break) my ankle. Thankfully, I 7) (not/have) a
 serious accident since then. Last year, I 8) (try)
 ice-skating for the very first time. I 9) (slip) on the
 ice rink a couple of times since then but I 10)
 (not/break) anything. Two years ago, I 11) (take)
 snowboarding lessons. I 12) (not/like) it because I
 13) (find) it a little dangerous. I 14)
 (not/play) ice-hockey yet. There's a game tomorrow. I can't wait to go!



Brain Gym

In 5 minutes, write 3 things you have already done today and 3 things you did yesterday.

.....

.....

.....



14



Read the telephone conversation between Marcus and his dad. Then put the verbs in brackets into the *past simple* or the *present perfect*. Listen and check.



Marcus: Hey, Dad!
 Dad: Hello, Marcus! Are you enjoying your holiday in Egypt?
 Marcus: Oh, yes! I'm having a wonderful time.
 Dad: 1) *Have you been*.. (you/be) to the Valley of the Kings yet?
 Marcus: No, I haven't. But I 2) (already/visit) the Great Pyramids. They were beautiful!
 Dad: What else 3) (you/do) so far?
 Marcus: Hmm..let's see. I 4) (walk) around the local Egyptian markets three days ago and I 5) (go) on a Nile River cruise last night.
 Dad: Great! How's the food there?
 Marcus: I 6) (already/try) the traditional Egyptian food and it was very good.
 Dad: What are your plans for the rest of the week?
 Marcus: I 7) (not/see) the Sphinx and I 8) (not/visit) the Egyptian Museum yet, so I would really like to do those things by the end of the week.
 Dad: Sounds good. Well, I have to go now, Marcus. Call me again soon.
 Marcus: OK, Dad! Bye!

15

Read the letter and write the missing words. Write one word on each line.



Dear Mum and Dad,
 England is great! I have 1) *just* come back from a short trip to Cambridge. It's a beautiful city.
 Last week, I visited all the tourist attractions in London. I saw Big Ben and Buckingham Palace and took lots of photos. I haven't been to the London Eye 2) but I'm planning to go soon. Two days 3), I had tea at the Savoy Hotel! I have already tried the local cuisine and I must say that it is delicious.
 How 4) everyone at home? Have you done anything interesting lately? 5) you like the postcards I sent you last week? I hope so.
 Well, that's all for now. I miss you a lot.
 All my love,
 Leanne

Present Perfect vs Past Simple



Speaking Activity

James is on holiday in Mexico City, Mexico. Look at his notes and in pairs, act out a telephone conversation between James and his mum using the *present perfect* and *past simple*. Use Ex. 14 as a model.

- see the Great Temple (**yet**) X
- visit the National Palace (**already**) ✓
- walk around the Zocalo Square (**five days ago**) ✓
- buy souvenirs at the local market (**yet**) X
- watch a bullfight at the Plaza de Toros (**yesterday afternoon**) ✓
- try traditional Mexican food (**already**) ✓
- relax by the beach (**yet**) X

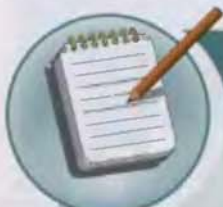


James: Hey, Mum!

Mum: Hello, James! Are you enjoying your holiday in Mexico City?

James: Oh, yes! I'm having a wonderful time.

Mum: Have you seen the Great Temple yet? etc.



Writing Activity

Imagine you are James. Use the Speaking Activity above to write an email to your friend describing your holiday in Mexico City. Use Ex. 15 as a model.

Dear

My summer holiday in Mexico City has been absolutely perfect so far!

.....

.....

.....

.....

.....

Email soon.

James

Past Continuous

12



Listen and repeat. Then act out.



was/were + verb -ing

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

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

We use the **past continuous** for an action which was in progress at a stated time in the past, or for two or more actions happening at the same time in the past.

He **was studying** for his Maths test at 9 o'clock last night.

Mum **was reading** a book while Dad **was watching** TV. (two actions happening at the same time)

We also use the **past continuous** for an action which was in progress when another action interrupted it. The action that interrupted it is in the past simple.

Kate **was sunbathing** when it started to rain.

Time expressions used with the past continuous:

while, when, as, all day / night / morning, all day yesterday, etc.

Past Continuous

1 Look at the picture and write what was happening when the lights went out. What was each person doing? Use the verbs to describe the pictures.



sleep on the sofa
watch television

talk on the phone
eat a snack at the dinner table

listen to music
read a book

- 1 Grandfather *Grandfather was reading a book when the lights went out.*
- 2 Hakim and Amir
- 3 Mum
- 4 Grandmother
- 5 Alisha
- 6 Dad

2 Oliver was at camp last Wednesday. Look at his schedule. What was he doing at:

7:45 am*?

8:30 am?

12:45 pm*?

4:00 pm?

7:00 pm?

- 1 A: *What was Oliver doing at 7:45 am last Wednesday?*
- B: *He was having breakfast.*
- 2 A:
- B:
- 3 A:
- B:
- 4 A:
- B:
- 5 A:
- B:

Wednesday April 23rd

- 1 7:30 am – 8:00 am: have breakfast
- 2 8:00 am – 12:00 pm: walk in the mountains
- 3 12:00 pm – 1:00 pm: have lunch
- 4 3:30 pm – 5:30 pm: sleep
- 5 6:30 pm – 8:00 pm: play football

Note: am = before noon, pm = after noon

► In pairs, say what you were doing yesterday at these times.

3 Write sentences using the prompts below and the *past continuous*. Then identify the use of the *past continuous*.

- simultaneous actions
- action in progress interrupted by another
- action in progress at a stated time in the past



(John/listen music/his parents/watch TV)
John was listening to music while his parents were watching TV. (simultaneous actions)



(Rosalie/cook/cut/finger)



(Lizzy and Nadia/play basketball/5 o'clock/yesterday)

4 Form questions using the *past continuous* as in the example. Then answer the questions about yourself.

1 you / play football / at 3 o'clock yesterday?

A: *Were you playing football at 3 o'clock yesterday?*

B: *No, I wasn't. I was doing my homework.*

2 you / have lunch / at 2 o'clock yesterday afternoon?

A:

B:

3 you / talk / on phone / at 8 o'clock yesterday evening?

A:

B:

4 you / watch / DVD / last Saturday morning?

A:

B:



What's my lie?

In pairs, think of one thing you were doing yesterday afternoon at 5 o'clock and one lie about what you were doing yesterday afternoon at 5 o'clock. Tell your partner. Your partner has to guess which one is the lie.

Student A: Yesterday afternoon at 5 o'clock, I was writing a book. Yesterday afternoon at 5 o'clock, I was doing my homework.

Student B: You weren't writing a book!

Student A: That's right! It's your turn now.

Past Continuous vs Past Simple

Past Continuous vs Past Simple

We use the **past continuous**:

- for an action which was in progress at a stated time in the past.
The girls **were playing** volleyball at five o'clock in the afternoon.
(When did they start? We don't know.)
- for two or more actions happening at the same time in the past.
The children **were studying** while their mother **was cooking**.
- for an action which was in progress when another action interrupted it. The action that interrupted it is in the past simple.
Mary **was cooking** when he **burnt** her hand.

Time expressions used with the past continuous:

while, when, as, all day / night / morning, all day yesterday, etc.

We use the **past simple**:

- for an action that took place at a specific time in the past.
Simon **went** to camp **last month**.
(When did he go to camp? Last month.)
- actions which happened immediately one after the other in the past.
First she **made** the pizza, then she **put** it in the oven.

Time expressions used with the past simple:

ago, yesterday, last month / week / year, in 2005, then, etc.

5 Underline the correct item.

- 1 I **watched** / **was watching** a DVD when my cat **jumped** / **was jumping** on me.
- 2 She **was buying** / **bought** a new dress last month.
- 3 Greg **was sleeping** / **slept** while Joanne **listened** / **was listening** to her MP3 player.
- 4 Mum **cooked** / **was cooking** dinner when someone **knocked** / **was knocking** on the door.
- 5 Sue **was watering** / **watered** the flowers when it **started** / **start** to rain.
- 6 They **were walking** / **walked** to school last Monday because there was no bus.
- 7 I **ate** / **was eating** a sandwich while my parents **drank** / **were drinking** coffee.

6 Put the verbs in brackets into the **past continuous** or the **past simple**.

- 1 Jack **was playing** (play) a video game when his brother, Tom, **entered** (enter) the room.
- 2 I (study) for my English test when my mother (come) home from work.
- 3 I (read) a book when my sister (leave) for the cinema.
- 4 Emma (wash) the dishes when the telephone (ring).
- 5 I (write) an email when the lights (go) out.

7 Put the verbs in brackets into the *past simple* or the *past continuous*.

- 1 A: What 1) *...were the children doing...* (the children/do) when you 2) *...returned...* (return) home last night?
 B: Kate 3) (watch) a DVD and Andrew 4) (do) his homework.
- 2 A: How 1) (Anne/break) her leg?
 B: She 2) (ride) her horse when she 3) (fall) and 4) (land) on her leg.
 A: 5) (she/go) to hospital?
 B: Yes, she did.
- 3 A: When 1) (you/see) Peter?
 B: While I 2) (do) my shopping at the supermarket.
- 4 A: I 1) (call) you last night but you 2) (not/answer). Where were you?
 B: I 3) (jog) in the park.
- 5 A: 1) (you/hear) what happened to George?
 B: No! Is he OK?
 A: Well, he 2) (ride) his bike to school when a cat 3) (jump) out in front of him. He 4) (try) to stop but he 5) (fall) against a wall. Luckily, he 6) (not/be) hurt.

8 Read the letter and write the missing words. Write one word on each line.

Dear Georgia,

I'm writing to you from my hotel room 1) *...in...* Berlin. You can't imagine what happened to me yesterday! I was walking in Mitte at around noon 2) it started raining. 3) I was running back to the hotel, I saw a famous actor who was eating in a restaurant. I went in and 4) hello and he gave me two tickets to see his new film. Isn't that great?

That's all for now. See you 5) I get back!

Love,
 Rachel



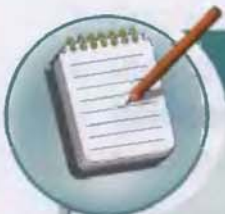
Speaking Activity

What did Angelica and Susan do yesterday? Look at the pictures. Take roles and tell the story. Use the *past continuous* or the *past simple*.

- be / beautiful / Sunday / morning
- Angelica and Susan / decide / to take / dog / for walk / in park
- Angelica / sit / bench / read book / while / Susan / take / the dog / walk
- half an hour / Susan / come back / alone
- they / look / for dog / everywhere / but / not find / him
- when / get / dark / they / decide / return home
- when / they / arrive / home / dog / lie in front of the door
- look at each other / laugh



Student A: It was a beautiful Sunday morning.
 Student B: Angelica and Susan decided to take their dog for a walk in the park.



Writing Activity

Imagine you are either Angelica or Susan. Write in your diary about what happened to you yesterday.

Dear Diary,

You can't imagine what happened to us yesterday! Susan and I decided to take our dog for a walk in the park. I

.....

.....

.....

.....

.....

.....

Progress Check 4 (Units 10-12)

1 Read the conversation between Ellie and Ben. Then put the verbs in brackets into the *past simple*.

Ellie: What 1) *...did you do...* (you/do) yesterday, Ben?

Ben: I 2) (have) a very busy day yesterday. I 3) (get) up at seven o'clock. I 4) (have) breakfast and then I 5) (go) to my grandparents' house.

Ellie: 6) (you/walk) to your grandparents' house?

Ben: No, I didn't. I 7) (ride) my bike there. I 8) (help) my grandfather in the garden.

Ellie: Oh, and what 9) (you/do) in the afternoon?

Ben: My grandparents 10) (take) me to the zoo. It was great!



2 Put the verbs in brackets into the *present simple* or the *past simple*.



My cat 'SNOW' by Ann Smitlers

This 1) *...is...* (be) my cat, Snow. He 2) (be) a small white cat with a bushy tail. Every day, I 3) (take) him for a walk in the park. He 4) (walk) everywhere and 5) (play) with his ball on the grass. When we 6) (return) home, he 7) (eat) his food and then he 8) (lie) on the carpet. At night, he 9) (sleep) on a rug near my bed. A year ago, I 10) (take) him for a walk and I 11) (lose) him. I couldn't find him anywhere. I 12) (go) home and 13) (tell) my parents. They 14) (search) for him in the park and then they 15) (go) to the police station. A few days later, a policeman 16) (come) to our house. Snow 17) (be) with him. I 18) (be) so happy to see him again!



Progress Check 4

3 Put the verbs in brackets into the *past simple* or the *present perfect*.

- a Jenny: Julie, 1) *have you ever driven*.. (you/ever/drive) a car?
Julie: No, but I 2) (drive) a tractor.
Jenny: Where 3) (you/drive) it?
Julie: I 4) (drive) it once last summer on my uncle's farm.
- b Ivan: Bobby, 5) (you/ever/visit) Germany?
Bobby: No, but I 6) (already/visit) Portugal.
Ivan: When 7) (you/visit) Portugal?
Bobby: I 8) (visit) Portugal three years ago.

4 Put the verbs in brackets into the *past continuous*.

- 1 I *was cooking* (cook) when I heard a knock on the door.
2 The Wilsons (travel) to their summer house when the thunderstorm hit.
3 While Ahmed (work), the telephone rang.
4 She (paint) the living room while the children (play) in the garden.
5 Simon (watch) TV all day yesterday.
6 What the Simpsons (do) yesterday afternoon?
7 He (not/study) when his mother came into the room.


5 Put the verbs in brackets into the correct tense.

- 1 Sue and I *went* (go) shopping yesterday.
2 I (have) lunch while my mum (wash) the dishes.
3 (you/finish) your homework yet?
4 They (never/travel) abroad.
5 Jeff (watch) a documentary on TV at 7 o'clock yesterday evening.
6 Diane (buy) a new computer two months ago.
7 I (tidy) my room when the lights suddenly
..... (go) off.
8 Gary (already/cook) dinner.
9 (she/walk) to school yesterday?
10 Mike (just/come) home from work.

6 Choose the correct item.

- 1 I always breakfast in the morning.
A have had B had **C have**
- 2 Mary dinner last night?
A Has, cooked B Did, cook
C Does, cook
- 3 He his car when it started to rain.
A cleaned B cleans
C was cleaning
- 4 The Smiths to go to Spain for their summer holiday this year.
A don't want B wants
C haven't wanted
- 5 Peter has been good at Maths.
A ever B never C since
- 6 you Jamie, yet?
A Have, seen B Did, see
C Do, see
- 7 While Paul, Mary was reading a magazine.
A swam B swims
C was swimming
- 8 They football on Saturdays.
A don't play B haven't played
C weren't playing
- 9 you ever a Ferrari?
A Did, drive B Have, driven
C Weren't, driving
- 10 Josh was playing tennis Mary was reading a book.
A already B while C for

Listening

- 7**  **What did Peter do last week? Listen and draw a line from the day to the correct picture.**









Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

The Future ('Be going to' / 'Will' / 'Shall')



Listen and repeat. Then act out.



Affirmative	Negative
I am going to / I'm going to	I am not going to / I'm not going to
You are going to / You're going to	You are not going to / You aren't going to
He is going to / He's going to	He is not going to / He isn't going to
She is going to / She's going to	She is not going to / She isn't going to
It is going to / It's going to	It is not going to / It isn't going to
We are going to / We're going to	We are not going to / We aren't going to
You are going to / You're going to	You are not going to / You aren't going to
They are going to / They're going to	They are not going to / They aren't going to

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

We use **be going to** to talk about plans and intentions or when there is evidence that something is going to happen in the future.

He's **going to** be a pilot when he grows up. (It is his plan/intention.)

Look at the dark clouds in the sky. It **is going to** rain. (There is evidence that it will happen.)

Time expressions used with be going to: tomorrow, tonight, next week / month, etc.

1 Fill in the gaps with the short forms of **be going to**.

- | | |
|--|--|
| 1 I am going to travel to Paris next month.
I'm <i>going to</i> ... travel to Paris next month. | 4 She is not going to become an actress.
She become an actress. |
| 2 They are going to have a party next week.
They have a party next week. | 5 We are going to eat out tonight.
We eat out tonight. |
| 3 We are not going to clean the house.
We clean the house. | 6 He is not going to cook.
He cook. |

2 Look at Amy's diary for next week. Then ask and answer questions as in the example:



1 clean her room / Wednesday

Is Amy going to clean her room on Wednesday?
No, she isn't. She's going to clean her room on Monday.

2 play volleyball / Saturday

.....

3 help her mum / Monday

.....

4 have a guitar lesson / Friday

.....

5 watch TV / Tuesday

.....

6 meet her friends / Sunday

.....

7 visit her grandmother / Thursday

.....

3 Look at Ex. 2 again. Ask and answer questions with your partner.

A: *Are you going to clean your room on Monday?*

B: *Yes, I am. / No, I'm not.*

► Now, tell the class about your partner.

Rosa is going to clean her room on Monday.



Writing Activity

Write about your plans for this week.

I'm going to on Monday.

.....



Listen and repeat. Then act out.



We use the **future tense** for actions which will happen in the future.

Affirmative		Negative		Interrogative
Long form	Short form	Long form	Short form	
I will play	I'll play	I will not play	I won't play	Shall/Will I play?
You will play	You'll play	You will not play	You won't play	Will you play?
He will play	He'll play	He will not play	He won't play	Will he play?
She will play	She'll play	She will not play	She won't play	Will she play?
It will play	It'll play	It will not play	It won't play	Will it play?
We will play	We'll play	We will not play	We won't play	Shall/Will we play?
You will play	You'll play	You will not play	You won't play	Will you play?
They will play	They 'll play	They will not play	They won't play	Will they play?

Short answers

Yes, I/you/he/she/it/we/you/they **will**. / No, I/you/he/she/it/we/you/they **won't**.

Will is used to express predictions, warnings, offers, promises, threats, requests, on-the-spot decisions, opinions, hopes and fears (especially with words such as: *think, expect, suppose, hope, believe, know* and *probably*).

In 2100, people **will** travel in flying cars. (prediction)

Be quiet or the teacher **will** be angry. (warning)

I'll wash the dishes tonight. (offer)

I'll write to you every day. (promise)

Stop talking or I'll send you out. (threat)

Will you help me, please? (request)

It's cold. I'll close the window. (on-the-spot decision)

I hope he'll win the race. (hope)

Shall can be used with **I** or **We** in questions, suggestions and offers.

Shall we go to the cinema tonight? (suggestion)

Shall I get you a cup of tea? (offer)

Time expressions used with the future tense:

tomorrow, tonight, soon, next week / month / year, etc. in a week/month, etc.

4 Complete the sentences as in the example:

Long Form

- 1 It *will* rain tomorrow.
- 2 I'm sure she not be late.
- 3 He pass the test.
- 4 We not have a party.
- 5 I call you tonight.

Short Form

- It *'ll* rain tomorrow.
- I'm sure she be late.
- He pass the test.
- We have a party.
- I call you tonight.

5 Fill in the gaps with *will*, *won't* or *shall*.

- | | |
|---|--|
| <p>1 A: I'm so hungry, Mum.
B: I ... <i>will</i> ... make you some sandwiches.</p> <p>2 A: Jimmy, be careful! The cooker is still very hot. You burn your hand.
B: OK, Mum!</p> <p>3 A: I call you every day while I am on holiday.
B: That's very nice of you.</p> <p>4 A: I'm very thirsty!
B: I bring you a glass of water.</p> <p>5 A: I want to tell you a secret.
B: OK, I promise I tell anyone.</p> | <p>6 A: I get you another glass of lemonade?
B: Yes, please.</p> <p>7 A: Charlie come to practice today. He broke his leg.
B: Oh, that's terrible!</p> <p>8 A: I go out tonight. I don't feel well.
B: Then you should go to bed early.</p> <p>9 A: you help me? I think I'm lost.
B: Of course!</p> |
|---|--|

6 Fill in the gaps with *will*, *won't* or *shall*.

- Jim: 1) ... *Shall* ... we go to Snacks Restaurant for lunch?
- Lucia: No, you 2) like the food there. I think you 3) like the new café in York Street.
- Jim: OK. We 4) take the bus there. 5) I phone John and ask him if he wants to come?
- Lucia: I'm sure he 6) want to come but we 7) have time to wait for him here.
- Jim: 8) I tell him to meet us there?
- Lucia: That's a good idea. Tell him we 9) meet him outside the café.
- Jim: 10) I tell him to be there in half an hour? 11) that give us enough time?
- Lucia: Yes, I think so.

7 Label the speech situations with the uses of the future tense as in the example:

offer

warning (x 2)

promise

request

on-the-spot decision

1 *warning*

Don't touch the iron!
You will burn your hand.

2



I'll close the window.
It's very windy.

3



Don't worry. I'll buy
you a new one.

4



Shall I do the washing up?

5



Will you help me?

6



Don't touch these
wires! You'll get hurt!

8

Work in groups of four. Take the role of a fortune teller and tell your group about their future. You can use the ideas below.

One student will ...

- 1 be a dentist
- 2 have 3 children
- 3 win a lot of money
- 4 marry a millionaire

Two students will ...

- 1 be singers
- 2 live in the USA
- 3 win a competition
- 4 fly to the moon

Fortune teller: I think that Jim and Lucy will be singers.



Listen and repeat. Then act out.



Will vs Be going to

Will is used

- to express on-the-spot decisions.
It's cold. I'll close the window.
- to express hopes, threats, predictions, etc.
I think it will rain tomorrow.
- to express a prediction or a future event that is or is not certain to happen.
He will probably win the race. (prediction)
She will be twelve next month. (future event)

Be going to is used

- to express things already decided in the near future.
He is going to fly to Rome tomorrow.
- to express intentions and plans.
He likes acting. He is going to be an actor.
- when there is evidence that something will definitely happen.
Watch out! You're going to fall.

9 Fill in the gaps with the correct form of will or be going to. Then act out the exchanges.

- A: What do you want to do when you finish school?
B: I'm going to... be a dancer.
- A: I think that house over there is on fire!
B: Oh no! I phone the fire brigade.
- A: My tea is not sweet enough.
B: I get you some sugar.
- A: Have you finished your homework yet?
B: No, but I stay up late and finish it.
- A: you have another piece of cake?
B: No, thank you. I've already had two pieces.
- A: Do you want to go to the park this afternoon?
B: I can't. I visit my grandparents.
- A: This box is very heavy!
B: I carry it for you.
- A: you open the window, please?
B: No, it's too cold in here.

The Future ('Be going to' / 'Will' / 'Shall')

10 Match the sentences to the pictures. Then label the situations as in the example:

- I've got a toothache. I'm going to see my dentist.
- She's going to have a bath.
- Get up or you will be late for school.
- It's very hot. I'll open the window.
- I think it will rain all night.
- I like aeroplanes. I'm going to be a pilot.

~~something already decided~~
warning

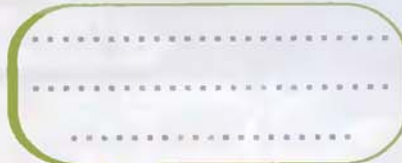
intention
on-the-spot decision

evidence
prediction

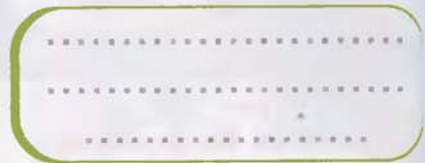
*I've got a toothache.
I'm going to see my
dentist.*



1 *something already
decided*



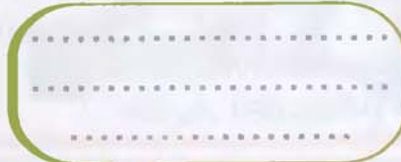
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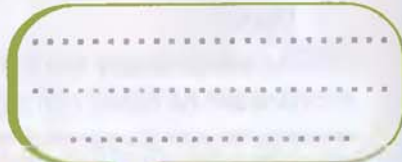
3



4



5



6



BRAIN GYM

What will your life be like in twenty years? How old will you be? Where will you live? In 3 minutes write in your notebook as many predictions as you can. Then tell the class.



11 Complete the sentences by using the verbs in brackets and *shall/will* or the correct form of *be going to*.



Craig: Hey Mark! What 1) ...*are you going to do...* (you/do) during half-term?

Mark: You 2) (not believe) it but I 3) (visit) Switzerland!

Craig: Really? That's so exciting! Switzerland is great. I'm sure you 4) (love) it!

Mark: I think so, too. My family and I 5) (stay) at a hotel near the Swiss Alps.

Craig: Wow!

Mark: Yeah, it's great. I 6) (play) in the snow every day. My brother and I 7) also (try) to learn how to ski.

Craig: You're so lucky. I wish I could go with you.

Mark: Maybe you can. 8) (I/ask) my parents?

Craig: Definitely!

Mark: OK, then. I 9) (talk) to them tonight.

Craig: Great!

Mark: I think we should go to class now or we

10) (be) late.

Craig: You're right. Let's go.

Writing Activity

Write a dialogue between you and your friend in which you make plans for your summer holidays. Use Ex. 11 as a model.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Listen and repeat. Then act out.



The modal verbs are: **can, could, must, will, would, shall, may, should**, etc. They have the same form in all persons. They come before the subject in questions and take 'not' after them in negations. They take the infinitive without 'to' after them.

Can she sing? No, she **can't** sing but she **can** dance.

Can – Could

Can is used to express ability in the present (= I am able to) or to ask for permission (= Is it OK if ... ?).

She **can** type. (ability in the present)

Can I use your pen? (asking for permission)

Could is used to express ability in the past (= I was able to), polite requests or to ask for permission politely (= Would it be alright if ... ?).

He **could** run fast when he was 17. (ability in the past)

Could I have some tea? (polite request)

Could I leave early, please? (asking for permission politely)

1 Circle the correct word.

- Can** / **Can't** I use your pencil, please?
- You **can** / **can't** borrow my book. I need it.
- Maria **can't** / **can** sing well. She's got a beautiful voice.
- Could** / **Couldn't** I have a glass of water?
- Dan **couldn't** / **could** write at the age of one.
- She **could** / **can** speak Spanish when she was fifteen.
- John and Phil **could** / **can** play the piano. They're quite good at it, too.
- Could** / **Couldn't** I go to the cinema with Aya?

2 Label the speech situations.

ability in the present
ability in the past

asking for permission
polite request (x 2)

asking for permission politely

1 *asking for permission politely*

2

3



Could I use your phone?



They can swim so well.



Could you close the door, please?

4

5

6



I could walk before the accident.



Can I sit here?



Could you help me, please?

3 Fill in the gaps with **can**, **can't**, **could** or **couldn't**.

- 1 Katherine is three years old. She *can't* write yet.
- 2 I use your computer, please?
- 3 Diane go to the cinema with her friends yesterday. She had too much homework.
- 4 He read from a very young age.
- 5 Alexa drive now that she is eighteen.
- 6 I'm afraid you use the printer right now. It's broken.
- 7 Emma speak Italian when she was twelve?
- 8 My mum cook very well. Everything she makes is delicious!
- 9 I leave early today, Miss Julie?
- 10 The weather was terrible yesterday, so we go to the beach.

Must – Mustn't

We use **must** to express necessity (=it is necessary to) or obligation (=I'm obliged to).

It's raining. I **must** take my umbrella. (necessity)
I **must** tidy my room. (obligation)

We use **must not/mustn't** to show that something is forbidden or that someone is not allowed to do something.

You **mustn't** eat in class.

4 Look at the pictures and fill in the gaps with *must* or *mustn't*.



1 You ... *must* ... recycle glass here.



2 You ride your bike here.



3 You park here.



4 You drive slow.



5 You stop.



6 You throw your rubbish here.

Have to – Don't have to

We use **have to** to express necessity (=it is necessary to). We can not choose to do something else. It is obligatory.

Nurses **have to** wear a uniform at work.

We use **don't / doesn't have to** to express lack of necessity (=it is not necessary to).

You **don't have to** do the ironing. I did it yesterday.

5 Fill in the gaps with the correct form of *have to* or *don't/doesn't have to*.

- 1 You *don't have to* dust the furniture today. I did it yesterday.
- 2 Mark wear a uniform at work. He's a doctor.
- 3 We've got plenty of time before the film starts. We hurry.
- 4 Ann get up early on Saturdays because she doesn't work.
- 5 Ken broke his leg. He go to the doctor's.
- 6 On school nights, I go to bed early.
- 7 We are going to a restaurant tonight, so Mum cook.
- 8 My room is a mess. I tidy it.
- 9 Joey water the plants because it rained yesterday.
- 10 Samantha type letters at work. She's a secretary.

6 Look at the table. Then write sentences about what a teacher *has to* or *doesn't have to*.



Teacher	
study very hard	✓
wear formal clothes at work	x
care about students	✓
work at weekends	x
fill in reports	✓
prepare material for students	✓

- 1 *A teacher has to study very hard.*
- 2
- 3
- 4
- 5
- 6

7 Fill in the gaps with *must*, *mustn't* or *don't have to*.



- 1 They *mustn't* go out today.
They *must* stay in bed.



- 2 He do his homework.



- 3 You tell anyone. It's a secret.



- 4 We buy any eggs. We've got lots.



- 5 You let the dog sleep in your bed.



- 6 You do the washing-up.

8 Fill in the gaps with *mustn't* or *don't have to*.

A teacher is speaking to her students before a test:

"You are going to have a test today. Your test papers are on your desks. You 1) *mustn't* begin until I say

so. You 2) hurry; there is plenty of

time. You 3) speak during the test.

You 4) copy your friends' work and

you 5) open any of your books. You 6)

write in pen; you can write in pencil. You 7) stay when you've finished; you

can leave but you 8) be noisy. When you leave, you 9)

wait for your friends outside the classroom. Wait outside the building. Finally, I wish you all good luck. You can begin now!"



Must is used only in the present tense. It borrows the rest of its tenses from the verb **have to**. **Have to** changes into **has to** in the third person singular in the present affirmative and into **had to** in all persons in the past affirmative. **Have to** takes **do/does/did** to form its questions or negations and it is followed by a bare infinitive.

He **had to** leave early. **Did she have to** leave early, too?

She **doesn't have to** finish it now. She **has to** finish it by Monday.

I'll water the plants tonight, so you **won't have to** do it tomorrow.

9 Fill in the gaps with *has to*, *don't/doesn't have to*, *had to* or *won't have to*.

1 It's Sunday tomorrow, so I *won't have to* get up early.

2 You've got lots of time. You hurry.

3 I broke my tooth, so I go to the dentist's yesterday.

4 Let's clean up now so we clean up tomorrow.

5 Lucy feels better now, so she take the medicine.

6 He shout or else she can't hear him.

10 Using *modal verbs*, complete the sentences about yourself.

1 At the weekend, *I don't have to go to bed early*.....

2 At school,

3 When I was five,

4 On weeknights,

11 What *must/mustn't* people do and what *don't they have to do* to be safe on the road? Complete the rules.

- wear a racing helmet
- always wear a seatbelt
- use your mobile phone while driving
- turn off the music in the car
- follow the speed limit
- go through a red light

- 1 *You don't have to wear a racing helmet.*
- 2
- 3
- 4
- 5
- 6



Speaking Activity

In pairs, talk about what you *must/mustn't/don't have to do* to be safe at home.

- play / matches
- lock windows / doors / at night
- leave / all lights on
- open /door / to strangers
- call / parents or another adult / when / need help

Student A: We *mustn't* play with matches.

Student B: Yes, and we *must* lock all windows and doors at night, etc.



Writing Activity

Write a 'Home-Safety' leaflet to give to all your schoolmates.

**BE
SAFE
NOT
SORRY**

When you are at home alone:

- 1 You *mustn't* play with matches.
- 2 You *must* lock all the doors and windows at night.
- 3
- 4
- 5

Shall – Will – Would

Shall is used with 'I' or 'We' in questions, suggestions or offers.

Shall we go to the cinema tonight?

Will is used to express predictions, warnings, offers, promises, threats, requests, suggestions, on-the-spot decisions, opinions, hopes and fears.

Try harder or you'll fail your exams.

Would is used to express polite or formal requests.

Would you carry my suitcase?

Would like is used to express polite or formal offers and suggestions.

Would you like some more tea?

12 Match the sentences to the pictures. Then label the speech situations.

I hope she will come on time.

Would you type these letters, please?

Shall I close the window?

Would you like to drink some milk?

You will get sick if you eat so much.

Will you post this letter, please?

hope

polite request

warning

suggestion

offer

request

1 ... hope ...



I hope she will come on time.

2



.....

3



.....

4



.....

5



.....

6



.....

13 Choose the correct item.

- 1 I play the guitar when I was five.
A can B can't **C couldn't**
- 2 You shout in the library.
A must B mustn't C have to
- 3 you carry this bag for me, please?
A Would B Shall C Must
- 4 You wash the dishes. I'll do it.
A have to B don't have to C must

- 5 I go to the supermarket for you?
A Would B Will C Shall
- 6 We remember to buy some milk.
A could B mustn't C must
- 7 you help me, please?
A Will B Shall C Must
- 8 You stay up late. You have school tomorrow.
A could B couldn't C can't

14 Circle the correct item.

- 1 **Shall** / Would I help you cook dinner?
- 2 We **don't have to** / **have to** buy bread. We've already got some.
- 3 You **mustn't** / **won't** talk in the classroom.
- 4 Paul **can** / **could** ride a bike when he was six.

- 5 I can't go out tonight. I **have to** / **could** do my homework.
- 6 **Will** / **Shall** you help me fix my bike, please?
- 7 You **can** / **shall** go to the party but don't come home late.
- 8 **Would** / **Could** you like a cup of tea?

15 Read the conversation and choose the best answer. Write a letter (A-F) for each answer. There are two extra answers you do not need to use.

1 Simone: Were you at Ben's party last night?
Carlisle: **B**

2 Simone: Oh dear. Was it difficult?
Carlisle:

3 Simone: You don't have to go to the library. We can look on the internet.
Carlisle:

4 Simone: Well, would you like to come to my house and use my computer?
Carlisle:

- A I had a great time yesterday.
- B No, I couldn't go to the party. I had to stay at home and do my homework.
- C Yes please! Thanks, Simone!
- D No, we can't use my computer. It doesn't work.

- E Yes, I had to leave early.
- F Yes, it was. I still haven't finished it. I must finish it today or my teacher will be angry. I'm going to the library now. I hope I can find some useful books there.

Should (=it is a good idea)/**Shouldn't** (= it isn't a good idea) are used to offer advice.

A: My tooth hurts.

B: You **should** see a dentist. You **shouldn't** eat sweets.

- 16 Give advice to the people in the pictures. Then match the pictures to the sentences.

1 have / toothache / see / dentist

A: *I have a toothache.*

B: *You should see a dentist.*

2 have / temperature / visit / doctor

A:

B:

3 have / stomach ache / not / eat too many sweets

A:

B:

4 have / headache / take / aspirin

A:

B:



A



B



C

1



D

- 17 Circle the correct item.

1 You **shouldn't** / **can** eat so much fast food.

2 Jane **shouldn't** / **should** go out tonight. She has a test tomorrow.

3 I **should** / **shouldn't** exercise more. It's good for me.

4 Doctors say we **should** / **could** eat a lot of fruit.

5 James **can't** / **shouldn't** drive so fast. He may have an accident.

6 He has a cold. He **shouldn't** / **should** stay at home.



COMPETITION

Listen to the problem your teacher has. In teams, give him/her as much advice as you can. Each correct sentence gets a point.

Teacher: I have a sore throat.

Team A, Student A: You should see a doctor.

Teacher: You get 1 point.

Team B, Student A: You shouldn't eat ice cream.

Teacher: Excellent! You get 1 point, etc.

Could/May are used to show that something is possible.

There are clouds in the sky. It **could/may** rain. (it's possible)

Could/May are also used to ask for permission politely.

Could I use your dictionary?

May I use your computer?

18 Fill in the gaps with *must* or *may*. Then act out the exchanges.

1 A: You ... *must* ... be careful when you cross the street.

B: I know, Mum.

2 A: What are you doing this evening?

B: I'm not sure. I go to the cinema.

3 A: Are you busy?

B: Yes. I finish this project tonight.

4 A: Can I go to John's party, Dad?

B: You can but you be home early.

5 A: Are you coming with us to the beach?

B: I come but I don't know yet.

6 A: We have a barbecue next week.

B: Oh, that's great! Call me when you know for sure.

19 Underline the correct word.

1 Good morning. How can / **must** I help you?

2 Frank **may** / **must** be late this evening.

3 I'm sorry. You **can't** / **couldn't** park here.

4 **Could** / **Must** I sit here, please?

5 **May** / **Must** I borrow your pen, please?

6 I **must** / **can't** go to the hospital. I feel ill.

20 Replace the words in bold with the correct modal, as in the example.

1 Kate **is able to** use the computer.

⇒ Kate *can use the computer.*

2 You **are forbidden to** eat or drink in class.

⇒ You

3 You **are obliged to** tidy your room at the weekend.

⇒ You

4 **It's a good idea to** eat a lot of vegetables.

⇒ You

5 **There's a possibility** it will snow tonight.

⇒ It



Writing Activity

Write four things you *may* do next weekend.

1 I may go to the cinema with my friends.

2

3

4



Listen and repeat. Then act out.



Conditional clauses consist of two parts: the **if-clause** (hypothesis) and the **main clause** (result). When the if-clause comes before the main clause the two sentences are separated by a comma. We don't use a comma when the if-clause follows the main clause.

If it doesn't rain, we will go to the park.

We will go to the park **if** it doesn't rain.

	If-clause (hypothesis)	Main clause (result)	Use
Conditionals Type 0	if + present simple If you heat ice, it melts.	present simple	something which is always true
Conditionals Type 1	if + present simple If he doesn't wear his coat, he will be cold. If you have a headache, take an aspirin.	future, imperative	something that is true or likely to happen in the present or future
Conditionals Type 2	if + past simple If she had a computer, she would send him an email. (But she doesn't have one so she won't send the email – imaginary situation in the present.) If I were you, I would eat lots of vegetables. (advice)	would + bare infinitive	imaginary situation in the present or the future; also used to give advice

We can use either **were** or **was** with the first and third person singular in the if-clause of type 2 conditionals.

If he **were/was** older, he would travel around Europe.

1 Look at the pictures and use the prompts to make *type 0 conditional* sentences.



• leave ice / sun • melt
... If you leave ice in the sun, it melts.



• mix / cocoa and milk • get / chocolate



• boil / water • become / steam



• exercise • get / fit



• mix / black and white • get / grey

2 Complete the sentences using the *type 1 conditional* and the verbs below.

give have finish be not go win

- | | |
|--|---|
| <p>1 If Peter comes back soon, we <i>will have</i> dinner together.</p> <p>2 If Tom doesn't go to Bella's party, she angry.</p> <p>3 If you have time tomorrow, you me a call?</p> | <p>4 If Dad his work early, we will go for a walk.</p> <p>5 If I first prize, I will go on a trip to Egypt.</p> <p>6 If you to bed now, you will be tired tomorrow.</p> |
|--|---|

3 Read the statements and use the prompts to make *type 1 conditionals* as in the example:

- 1 I don't want to put on my hat. (you/get sunburnt)
If you don't put on your hat, you'll get sunburnt.
- 2 Let's go to New York. (we/visit the Statue of Liberty)

- 3 I want to stay up late. (you/not/be able/get up early for school)

- 4 He doesn't want to wear a jacket. (he/catch a cold)

- 5 She must leave soon. (she/not/miss the beginning of the film)

4 Use the prompts to ask and answer questions as in the example. Use **type 2 conditionals**.

1 meet a famous actress? / ask to take a photo of her

A: *What would you do if you met a famous actress?*

B: *If I met a famous actress, I would ask to take a photo of her.*

2 win £10,000? / buy lots of presents for my family

A:

B:

3 want to be fit and healthy? / stop eating junk food

A:

B:

4 a dog chase you? / run

A:

B:

► Now, answer the questions about yourself.

5 Jacob is lost in the forest and he is thinking. Look at his thoughts and write **type 2 conditional** sentences as in the example:



1 *If I had a mobile phone, I would call for help.*

2

3

4

5

6 Put the verbs in brackets into the correct tense as in the example:

- 1 If I *had* **(have)** more free time, I would take up a hobby.
- 2 If Ben could, he **(travel)** all over the world.
- 3 If Simon **(not/enjoy)** reading, he wouldn't buy so many books.
- 4 If I were you, I **(study)** harder.
- 5 If he **(not/be)** afraid, he would go bungee jumping.

- 6 If Peter and Jane exercised more often, they **(be)** fitter.
- 7 If I saw a ghost, I **(scream)**.
- 8 If Jackie **(win)** lots of money, she would buy a new car.
- 9 If I **(be)** you, I wouldn't eat so many sweets.
- 10 If I had a good voice, I **(become)** a singer.

7 Make full sentences. Then say which type of conditional each sentence is.

- 1 water freeze / turn into ice
If water freezes, it turns into ice. *Type 0*
- 2 the weather be good / have a picnic tomorrow
.....
- 3 he miss the bus / be late for school
.....
- 4 she have a toothache / go to dentist
.....
- 5 you not stop jumping around / hit your head
.....
- 6 I be you / take an aspirin
.....
- 7 they eat sweets all day / get fat
.....
- 8 you mix yellow and blue / you get green
.....
- 9 John be here / help us
.....
- 10 you add sugar to coffee / become sweet
.....

8 Match the parts of the sentences. Then identify the type of conditional.

- | | |
|------------------------------|-------------------------------|
| 1 If you drop something, | a he would have better marks. |
| 2 She will become a doctor | b if they saw an accident. |
| 3 If Peter studied harder, | c if she studies hard. |
| 4 They would call the police | d you won't miss the bus. |
| 5 If you leave early, | e it falls. |

1 .. *Type 0* .. 2 3 4 5

9 Put the verbs in brackets into the correct tense. Then act out the exchanges.

- 1 A: I want to buy a new computer.
B: Well, if I ... *were* ... **(be)** you, I ... *would buy* ... **(buy)** a good one.
- 2 A: We're going to be late. The film starts soon.
B: Don't worry. If we **(get)** a taxi, we **(be)** there on time.
- 3 A: I'm hungry. Is there anything to eat?
B: Well, if you **(look)** in the fridge, I'm sure you **(find)** something.
- 4 A: What did the teacher tell you in the Science lesson yesterday?
B: He said that if you **(boil)** water, it **(become)** steam.
- 5 A: If I **(find)** someone's wallet in the street, I **(give)** it to the police.
B: That's very nice of you.

10 Complete the sentences about yourself.

- 1 If I were old enough, *I would buy a car.*
- 2 If my friend comes to my house today,
- 3 If I was rich,
- 4 If someone invited me to London,
- 5 If my friends forgot my birthday,
- 6 If I wanted to lose weight,
- 7 If I studied harder,
- 8 If I go to the beach,



Chain Story

Tomorrow is Jenny's first day at school. She is very worried. What will happen if Jenny is late? Work in pairs to continue the story.

Student A: If Jenny wakes up late, she will miss the bus.

Student B: If she misses the bus, she will be late for her first day of school, etc.



Speaking Activity

James is at school and he is daydreaming about what he would do if he was rich and famous. Look at the pictures below. Then in pairs, make sentences to create the story.

• buy / huge / house



• have / big / party



• invite / friends / his house



• he / become / popular

Student A: If James was rich and famous, he would buy a huge house.

Student B: If he bought a huge house, ...



Writing Activity

Using the ideas from the Speaking Activity above, write what you would do if you were rich and famous.

If I was rich and famous, I would

.....

.....

.....

Progress Check 5 (Units 13-15)

1 Fill in the gaps with the correct form of *will* or *be going to*.

Alec: What are you doing?

Layla: I'm writing my New Year's resolutions.

Alec: Really? Well, I've already made mine. I 1) ... *am going to* ... learn to drive.

Layla: That's great! I 2) give you some lessons if you like. Have you got a car?

Alec: No, but I 3) start saving now and I expect I 4) buy one in the summer.

Layla: I 5) start learning Spanish and, if I can, I 6) go to Spain next year.

Alec: 7) any of your friends come with you?

Layla: No, I 8) probably go alone.

2 Fill in the gaps with the correct tense of the verbs in brackets.

1 If you ... *mix* ... (mix) blue and yellow, you ... *get* ... (get) green.

2 If John doesn't study hard, he (fail) his exams.

3 If Andy (have) lots of money, he would travel all over the world.

4 If I (be) you, I would see a doctor.

5 If you need help, please (let) me know.

6 If Mr Pemberton has time, he (call) you.

7 If you (be) cold, close the window.

8 If Karen knew you were ill, she (visit) you.

9 If they (not/stop) talking, the teacher will be angry.

10 If you heat ice, it (melt).

3 Circle the correct item.

1 Lisa **started** / has started learning Chinese when she **was** / was being ten.

2 I **am going to learn** / will learn French in September.

3 Amir is **eating** / eats a big breakfast every morning.

4 Lucy usually **goes** / went cycling at the weekend.

5 Keisha was in the bedroom when the phone **has rang** / rang.

6 I promise I'll **call** / am going to call you.

7 At eight o'clock yesterday morning, Paul and Charlotte **had** / were having breakfast.

8 This weekend I **will visit** / am going to visit a friend in Cambridge. I've already booked a ticket.

9 I **haven't seen** / didn't see Harriet for two days.

10 Michael **has been** / went to Sweden twice.

11 You'll never guess what **happened** / has happened to Tanya last night.

12 At the moment, John **is typing** / types his essay on the computer.

13 Peter **was walking** / has walked down the street when he **was meeting** / met Tim.

14 I'm so hungry; I'll **make** / am making a sandwich.

4 Complete the conversation with *must*, *mustn't*, *have to* or *don't have to*.

Mother: Jane, you 1) ... *must* ... tidy your room while I'm out.
 Sara: But Mum, I want to watch TV.
 Mother: You can watch TV later.
 Sara: Do I 2) wash the dishes, too?
 Mother: No, and you 3) wash the windows but you 4)
 dust the furniture. Don't forget!
 Sara: Do you want me to water the plants?
 Mother: No, it rained yesterday, so you 5) water them.
 Sara: OK, Mum. Will you bring me some chocolate?
 Mother: I will but you 6) eat it all at once or you'll be sick.

5 Circle the correct item.

- | | |
|--|---|
| 1 A firefighter <u>has to</u> / could wear a uniform. | 5 You must / may wear a seat belt when driving. |
| 2 Can / Should I take photos in the museum? | 6 Shall / Must I get you a glass of water? |
| 3 You don't have to / shouldn't go to the bakery. We have lots of bread. | 7 You mustn't / don't have to be rude to your teachers. |
| 4 I'm not sure what I am going to do this afternoon. I may / must go for a walk. | 8 You can / should study harder if you want to pass your exams. |

6 Fill in the gaps by putting the verbs in brackets into the correct tense.

Hi Anna,
 How 1) ... *are* ... **(be)** you? I know I 2) **(not/write)** to you for a long time but I have been away on holiday. My parents and I 3) **(go)** on a safari last month! We 4) **(plan)** to go last year but we couldn't make it in the end. Our safari holiday 5) **(be)** in South Africa. We 6) **(see)** some amazing wild animals but it was quite dangerous. One day, I 7) **(take)** photos of elephants when I 8) **(hear)** a lion really close to me. Luckily, it didn't see me but I was really scared. Next year, we 9) **(go)** to France. I am sure we 10) **(have)** a great time. Well, that's all my news. What's new with you? Write soon.
 Yours,
 Dominique

Progress Check 5

Listening

7  Listen and tick (✓) the correct box.

What will John do on holiday?



A



B



C

1 What has Amy already packed?



A



B



C

2 What is Kate going to buy?



A



B



C

3 What will Poppy give Jack?



A



B



C

4 What is Sally going to eat?



A



B



C

Yes/No Questions – Wh- Questions

16



Listen and repeat. Then act out.



1 Questions are usually formed by changing the word order; this means that the auxiliary or modal verb comes before the subject. (Auxiliary/modal verbs are: **can, have, be, will, shall, must**, etc.)

Is she happy?

Can she type?

Have you ever been to Paris?

Will you help me?

Shall we go out tonight?

2 In the present simple, questions are formed by using **do/does** and in the past simple, by using **did**.

Do you like sweets?

Does he often visit them?

Did he pass the test?

3 **Wh- questions** start with a question word: **who, where, what, when, why, how, which**, etc.


Who did you go out with?

Where did you meet her?

What is your name?

4 Questions about quantity / time / size / distance / height, etc. are formed with **How + adjective**.

How much / long / big / far / high is it?

- 1  43 You are interviewing a famous actor. Complete the interview by writing the questions. Listen and check.

Reporter: Hello, Matt! It's great to finally meet you. I'd like to ask you a few things.
What do you like doing in your free time?

Matt Pitt: I like reading books.

Reporter: 1) (What) *What kind of books?*

Matt Pitt: Science fiction.

Reporter: Do you exercise?

Matt Pitt: Yes, I go to the gym.

Reporter: 2) (How often)

Matt Pitt: I usually go to the gym four times a week.

Reporter: What about dancing?

Matt Pitt: Oh, I can dance really well.

Reporter: 3) (sing), too?

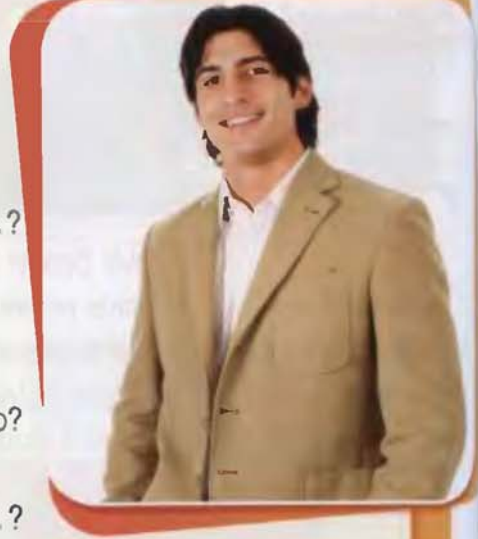
Matt Pitt: Not really, but I play a musical instrument.

Reporter: 4) (What)

Matt Pitt: I play the violin.

Reporter: That's interesting. Thank you, Matt.

Matt Pitt: No problem.



people	Who / Whose / Which (one of)
jobs / things / animals / actions	What / Which (one of)
place	Where
time	When / How long / What time / How often
quantity	How much / How many
manner	How
distance / length / height	How far / How wide / How long / How high
reason	Why

- 2 Fill in the gaps with *how, who, whose, when, how far, why, how many or where*.

- | | |
|---|--|
| 1 " <i>How many</i> ... CDs are there?" "100." | 5 "..... is it to the post office?"
"Only 50 metres." |
| 2 "..... are you happy?" "Because
it's my birthday." | 6 "..... is that?" "That's Sarah." |
| 3 "..... did Ken go to the USA?" "In 2005." | 7 "..... do you live?" "In Park Road." |
| 4 "..... do you go to school?" "By bus." | 8 "..... is this?" "It's John's." |

3 Fill in the gaps with the correct question word. Then match the questions to the answers.

- 1 *How old* is Ben?
- 2 do you live?
- 3 are you so happy?
- 4 milk shall I buy?
- 5 is Katie's birthday?
- 6 do you go to the gym?
- 7 is the library from their house?
- 8 does he get to school?

- A On July 27th.
- B He's fifteen years old.
- C By bus.
- D Four times a week.
- E In Madrid, Spain.
- F Because I did well on my Maths test!
- G Two cartons.
- H About 100 metres.

4 Fill in the gaps with the correct question word to complete the exchanges.

- 1 A: *Whose* schoolbag is that?
B: Oh, I think it's Tom's schoolbag.
- 2 A: have you lived in London?
B: For two years.
- 3 A: do you go shopping?
B: Three times a month.
- 4 A: are you from?
B: I'm from Toronto, Canada.
- 5 A: is the beach?
B: About 300 metres.

- 6 A: apples are in the fridge?
B: Only two.
- 7 A: coat did Beth buy yesterday?
B: She bought the long black coat.
- 8 A: time do you go to bed?
B: At 10 o'clock.
- 9 A: is your birthday?
B: On April 12th.
- 10 A: did you buy at the supermarket?
B: Some eggs and a carton of milk.

5 How well do you know your partner? Ask him/her the following questions and write his/her answers.

- 1 *Where* are you from?
I'm from Rome, Italy.
- 2 old are you?
- 3 do you live?

- 4 is your hobby?
- 5 is your favourite sport?
- 6 are you like?

► Now, tell the class about your partner.

Subject / Object Questions

If **who, which** or **what** are the subject of the question, we do not put the verb in question form.

If **who, which** or **what** are the object of the question, we put the verb in question form.

subject

object

Harry knows Jane.
 ↓
 Who knows Jane? (NOT: Who ~~does~~ know ...)

subject

object

Jane knows Bob.
 ↓
 Who does Jane know?

6 Write questions for the following sentences.

- | | |
|---|------------------------------------|
| 1 Who <i>came home late last night</i>? | John came home late last night. |
| 2 Where | Fish live in the water. |
| 3 Who Mary? | Jessie telephoned Mary. |
| 4 When | Jessie telephoned Mary a week ago. |
| 5 Which of you | All of us want to help. |
| 6 What | They sent her some flowers. |
| 7 Who Sue? | Paul invited Sue. |
| 8 Which dress | She bought the red dress. |

7 Write questions to which the phrases in bold are the answers.

Dear Tom,
 You asked me about my best friend. His name is **John Page**. He's from **Portsmouth, England**. He is **a student**. He's **15 years old**. He's got **one sister**. His sister's name is **Sarah**. He likes **rock music and heavy metal**. His favourite group is **Iron Maiden**.
 Write back soon and tell me about your best friend.
 Mike

- | | |
|---|---------|
| 1 <i>Who is Mike's best friend?</i> | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

When we ask someone to decide or choose between two options we form questions with 'or'.

Do you want a ham sandwich **or** a cheese sandwich?
I want a cheese sandwich, please.

Do you like football **or** basketball?
I like football.

8 Write questions with or.

- 1 you / like / swimming / sailing?
Do you like swimming or sailing?
- 2 the boys / want / pizza / burgers?
.....
- 3 Helen / read / comics / books?
.....
- 4 the children / like / apples / oranges?
.....
- 5 your teacher / walk / cycle / to school?
.....

- 6 Katie / live in / a big house / a small house?
.....
- 7 you / usually / listen to music / watch TV?
.....
- 8 the girls / play / the piano / the guitar?
.....
- 9 Mark / usually / play / tennis / basketball?
.....
- 10 they / wake up / early / late / on Saturdays?
.....

9 Answer the questions about you.

- 1 Do you like volleyball or tennis?
I like volleyball.
- 2 Do you like summer or winter?
.....
- 3 Do you watch cartoons or films?
.....
- 4 Do you like English or Maths?
.....

- 5 Do you drink coffee or tea?
.....
- 6 Do you like staying in or going out?
.....
- 7 Do you read books or newspapers?
.....
- 8 Do you like sandwiches or cheeseburgers?
.....



Chain Questions

Form a circle. You ask a question. The student to your right must answer it and ask a different question. Whoever makes a mistake is out of the game.

Student A: What's your name?
Student B: Tom. How old are you?
Student C: 10. When's ...? etc.

10 Complete the interview with Spike Sparkle.

Reporter: 1) *What is your real name* ?

Spike Sparkle: My real name is Eric Stanley Smith.

Reporter: 2) ?

Spike Sparkle: I am twenty-five years old.

Reporter: 3) ?

Spike Sparkle: I made my first record in 2007.

Reporter: 4) ?

Spike Sparkle: I live in the centre of London.

Reporter: 5) ?

Spike Sparkle: Paris is my favourite city.

Reporter: 6) ?

Spike Sparkle: I go there three times a year.

Reporter: 7) ?

Spike Sparkle: My next live performance will be in New York.

Reporter: 8) ?

Spike Sparkle: No, I have never been to New York before.

Reporter: Well, good luck then.



Speaking Activity

Imagine you are reporters and you are going to interview Mary Jones, a famous actress. In pairs, come up with ten questions to ask her.

Where are you from?

How old are you? ...



Writing Activity

In pairs, act out an interview between the reporter and Mary Jones. Write your interview. Use Ex. 10 as a model.

Reporter: Where are you from?

Ms Jones: I'm from New York.

Reporter: How old are you?

Ms Jones: 27, etc.

The Passive



Listen and repeat. Then act out.



We form the passive with the verb 'to be' and the past participle of the main verb.

The letter **was written** by Tim.

Study the following examples to see how the passive is formed in the present simple and past simple:

	Active	Passive
Present Simple	Jack waters the plants.	The plants are watered by Jack.
Past Simple	Tina sent the email.	The email was sent by Tina.

Interrogative	Negative
Are the plants watered every week?	The plants aren't watered every week.
Was the email sent by Tina?	The email wasn't sent by Tina.

When changing a sentence from the active to the passive:

- the object of the active sentence becomes the subject of the passive sentence.
- the active verb changes into a passive form. (to be + past participle)
- the subject of the active sentence becomes the agent and is either introduced with the preposition **by** or omitted.

	subject	verb	object
Active	George	fed	the dog.
Passive	The dog	was fed	by George.

We use the **passive**:

- when the agent (the person who does the action) is unknown, unimportant or obvious from the context.

My wallet **was stolen** yesterday. (unknown agent)

The house **is cleaned** twice a week. (unimportant agent)

The thief **was arrested**. (by the police – obvious agent)

- when the agent is one of the following words: people, one, someone/somebody, they, he, etc.

They **published** the report last week.

The report **was published** last week.

1 Circle the correct word.

- 1 Coffee **(is)** / **are** made from coffee beans.
- 2 Cola **is** / **are** drunk by millions of people around the world.
- 3 *Great Expectations* **was** / **is** written by Charles Dickens.
- 4 This ring **was** / **were** given to me as a gift.
- 5 Foreign languages **is** / **are** taught in every school.
- 6 Our car **was** / **is** washed every week.

2 Fill in the gaps with *is*, *are*, *was* or *were*.

- 1 *Macbeth* ..*was*.. written by Shakespeare.
- 2 Fiat cars made in Italy.
- 3 Tamara and José invited to a party last week.
- 4 Our flat cleaned every week.
- 5 The telephone invented by Alexander Graham Bell.
- 6 The World Cup held every four years.
- 7 The Parthenon visited by thousands of tourists every year.
- 8 A short story competition organised every year.
- 9 The castle destroyed by a fire in the fifteenth century.
- 10 Dinner served at 7 o'clock every evening.



Guess What

In teams, choose an object. Describe it to the other team and see if they can guess which one it is.

- paper / write in • metal / open doors • plastic / measure things
- rubber / erase things • wood / write with • leather / carry papers



Team A, Student A: It is made of paper and it is used for writing in.

Team B, Student A: Is it a notebook?

Team A, Student A: Yes, it is.

3 Match the words in the columns and make sentences using the *past passive* as in the example:

A	B	C
The film <i>ET</i>	paint	Vincent van Gogh
The Golden Gate Bridge	build	Lewis Carroll
Radium	direct	Steven Spielberg
<i>Alice in Wonderland</i>	discover	Joseph Baermann Strauss
<i>The Starry Night</i>	write	Marie and Pierre Curie

- 1 *The film ET was directed by Steven Spielberg.*
- 2
- 3
- 4
- 5

4 Rewrite the sentences in the *passive* form.

- | | |
|--|--|
| <p>1 James Joyce wrote this book.
<i>This book was written by James Joyce.</i></p> <p>2 They deliver the post every day.
.....</p> <p>3 Birds eat seeds.
.....</p> <p>4 A storm destroyed three houses in the neighbourhood.
.....</p> <p>5 They built the school in 1956.
.....</p> | <p>6 Does she cook dinner every night?
.....</p> <p>7 Did Nicky wash the dishes?
.....</p> <p>8 Ben didn't steal Johnny's bag.
.....</p> <p>9 They found the missing painting.
.....</p> <p>10 Fiona takes the dog for a walk every day.
.....</p> |
|--|--|

5 Put the newspaper headlines in the *passive*.

- | | | |
|---------------------------------------|---|--------------------------------------|
| 1 FIRE DESTROYED LOCAL LIBRARY | 2 QUEEN OPENS NEW SCIENCE MUSEUM | 3 TSUNAMI HIT COASTAL VILLAGE |
| 4 FISHERMAN SAVED TEENAGER | 5 FACTORY POLLUTES RIVER | |

- 1 *The local library was destroyed by a fire.*
- 2
- 3
- 4
- 5

6 Rewrite the text using the *passive*. Use the agent(s) where necessary.



Gustave Eiffel designed the Eiffel Tower. Workers built it between 1887 and 1889. They used iron to build it. The City Mayor opened it to the public on May 6th, 1889. Many tourists visit the tower every year. They buy souvenirs, take photos of Paris and admire the view from the top.

The Eiffel Tower was designed by Gustave Eiffel.



Speaking Activity

In pairs, use the information and the notes below to ask and answer questions as in the example:

- where / locate
- what / make of
- when / complete
- why / build
- who / visit by



Name: The Great Wall of China

Location: northern China

Made of: granite

Reason built: to protect China from the Mongols

Completed: early sixteenth century

Visited: thousands of tourists every year

Student A: Where is the Great Wall of China located?

Student B: It is located in northern China.



Writing Activity

Use the information about the Great Wall of China from the Speaking Activity to write a short text about it in the passive voice. Use Ex. 6 as a model.

.....

.....

.....

The Infinitive / -ing form / Too - Enough



Listen and repeat. Then act out.

I would like **to buy** a mousetrap, please.



Certainly, sir.

Could you **be** quick, please?
I have **to catch** a bus.



I'm sorry sir, but I don't like **telling** people lies. This is the biggest trap in the shop, but it won't **catch** a bus.

The Infinitive

- We use **to infinitive** to express purpose.
Why did you go to the baker's? **To buy** bread.
- We use **to infinitive** after **want** and **would love/like**.
I would like **to visit** Madrid.
- We use **to infinitive** after verbs like **know, remember, ask, etc.** when they're followed by question words: **who, what, where** and **how**.
I know how **to make** an omelette.
- We use **infinitive without to** after modal verbs (**can, must, will, etc.**)
He **can dance** but he **can't sing**.

-ing form

- We use the **-ing form** as a noun.
I like **swimming**.
- We use the **-ing form** after the verbs: **enjoy, love, hate, like, dislike, look forward to, stop**.
He enjoys **reading**.
- We use the **-ing form** after **go** for physical activities.
He goes **fishing** every Sunday.
- We use the **-ing form** after prepositions.
She's tired **of working** long hours.

1 Circle the correct item.

- 1 I love **play** / **playing** football.
- 2 The children want **go** / **to go** to the park.
- 3 You can't **have** / **to have** any sweets now.
- 4 I don't remember how **to get** / **getting** there.
- 5 My brother enjoys **watch** / **watching** TV.
- 6 Please stop **to make** / **making** that noise.
- 7 You must **do** / **doing** your homework.
- 8 We went to the supermarket **to buy** / **buying** some food.
- 9 Patrick goes **to walk** / **walking** every day after work.
- 10 I'd like **to order** / **ordering** a pizza, please.

2 Choose the correct item.

- 1 Lisa hates horror films.
A watch B to watch **C watching**
- 2 I can't the guitar.
A play B to play C playing
- 3 We don't want breakfast.
A eat B to eat C eating
- 4 Gary would like to the cinema tonight.
A go B to go C going
- 5 Do you enjoy in the park?
A walk B to walk C walking
- 6 Thank you for me with my homework.
A helping B to help C help
- 7 Mum went to the bank some money.
A get B to get C getting
- 8 We always go in the summer.
A swim B to swim C swimming

3 Fill in the gaps with the (to) infinitive form or the -ing form of the verbs.

- 1 You must ... *finish* ... **(finish)** your dinner.
- 2 I would like **(visit)** London.
- 3 Please stop **(talk)** in class.
- 4 My friends love **(go)** to the beach.
- 5 Nick can **(sing)** very well.
- 6 Mum will **(take)** us to the zoo soon.
- 7 Dad enjoys **(work)** in the garden.
- 8 I don't like **(play)** tennis.

4 Read the telephone conversation between two friends. Put the verbs in brackets into the to infinitive form or the -ing form.

Kelly: Hey, Marcella! What do you want 1) *to do* **(do)** this weekend?

Marcella: Well, I'd like 2) **(visit)** the exhibition at the National Gallery and go 3) **(shop)** in Oxford Street. What about you?

Kelly: Well, I don't enjoy 4) **(shop)** as much as you do but I want 5) **(see)** the exhibition, too. I might also 6) **(go)** to the gym.

Marcella: Oh, no. I've just remembered I must 7) **(do)** the housework. My cousins are coming over on Sunday afternoon.

Kelly: You must be looking forward to 8) **(see)** them.

Marcella: Oh, yes! I really like 9) **(spend)** time with them. We always have lots of fun together.



5 Read the email. Choose the right words and write them on the lines.

Hey Youssef,

In your last email you asked me what I'd like 1) *to do* in 15 years' time. Well, I don't think I've 2) told you this but I have always wanted to become a doctor. Ever since I can remember, I have enjoyed 3) people. When people in my family have got 4) flu, I usually take care of them. I enjoy making tea and soup for them and I just love 5) them their medicine. I really enjoy programmes like *ER* and *Grey's Anatomy*, which are about doctors 6) hospitals. What about you? What would you like to be when you grow up? Write back soon!

Your friend,
Alexis

- | | | | | | |
|-----------|-----------|-----------|----------|-----------|----------|
| 1 A to do | B do | C doing | 4 A the | B a | C some |
| 2 A never | B ever | C just | 5 A give | B to give | C giving |
| 3 A help | B to help | C helping | 6 A but | B and | C or |

6 Complete the sentences about yourself. Use the (to) infinitive or the -ing form.

- | | |
|--|----------------------|
| 1 I love <i>meeting my friends</i> | 4 I would like |
| 2 I hate | 5 I like |
| 3 I enjoy | 6 I want |



Bingo!

Choose six of the activities and circle them. Listen to your teacher. If you hear a box number you have circled, raise your hand and make a sentence using *like, love, hate, don't like or enjoy*. If you make a correct sentence, put a cross (X) in that box. When you have crosses (X) in all the boxes you have circled, raise your hand and say 'Bingo!'

	1	2	3	4
A	watch DVDs	go to the cinema	walk the dog	do chores
B	meet friends	tidy room	play football	dust the furniture
C	go shopping	play video games	do homework	surf the Net

Teacher: 2A

Student: I have 2A! I like going to the cinema.

Teacher: Correct! 3B ..., etc.



Listen and repeat. Then act out.



Too - Enough

Too + adjective / adverb = more than is wanted
It is always negative.

He's **too young** to travel alone. (He can't travel alone.)
He drove **too slowly** to win the race. (He didn't win the race.)

Adjective / adverb + enough = as much as is wanted
It is usually positive.

She's **old enough** to drive a car. (She can drive a car.)
He left **early enough** to catch the train. (He was able to catch the train.)

Enough + noun

He's got **enough money** to buy a car.

7 Circle the correct item.

- It's too / enough cold to go to the beach.
- The food is too / enough hot to eat.
- Mum has got enough / too sugar and flour to make the cake.
- That CD is cheap too / enough to buy.
- I'm too / enough ill to go to school today.
- Ben is too / enough tired to go to the party.

8 Complete the sentences using *too* or *enough*.



- "Can he pay for his dinner?"
"No, he can't. (money)
He hasn't got enough money."



- "Can he lift the table?"
"Yes, he can. (strong)
He is"



- "Can Sally go to the party?"
No, she can't. (ill)
She is"



- "Can he climb the tree?"
"No, he can't. (old)
He is"



- "Can she drink the tea?"
"No, she can't. (hot)
It's"



- "Can she wear the dress?"
"Yes, she can. (big)
It is"

9 Match the sentences.

- 1 a Helen can't drive a car.
- 2 b You mustn't go to work today.
- 3 c She can buy this dress.
- 4 d I don't want to swim in the sea.
- 5 e Ben can reach the top shelf.

- a She isn't old enough.
- b He's tall enough.
- c It's too cold today.
- d It's cheap enough.
- e You're too ill.



Speaking Activity

In pairs, make up a story with the title 'My Scariest Experience.' Student A starts the story by saying the first sentence. Student B must then add another sentence to continue the story. Use the infinitive or -ing form of the verbs below.

- wear • walk • go • run • stay • scream
- cry • laugh • meet • feel • surprise

Student A: One day, my friend and I were bored. We decided **to wear** our trainers and go **walking** in the park near my house.

Student B: First, we called our friend, Tom, and invited him **to go** to the park with us, etc.



Writing Activity

You have decided to take part in a Creative Writing Contest at your school. Write the story you made up in the Speaking Activity. Be creative!

My Scariest Experience by.....

.....

.....

.....

.....

.....

Progress Check 6 (Units 16-18)

1 Circle the correct item.

- | | |
|--|---|
| <p>1 "Where / When do you usually go on holiday?" "To the beach."</p> <p>2 "How much / How many is this comic?" "It's €1."</p> <p>3 "What / Who is this?" "It's a hat."</p> <p>4 "How old / How many is Ellie?" "She's twelve."</p> <p>5 "What / What time do you have lunch?" "At one o'clock."</p> <p>6 "What / How does your dad go to work?" "By car."</p> | <p>7 "What / Who is that?" "That's my aunt."</p> <p>8 "How far / How long is it to the bank?" "About 100 metres."</p> <p>9 "Whose / Who house is that?" "It's Ann's house."</p> <p>10 "How much / How many sisters have you got?" "Two."</p> <p>11 "What / Why are you sad?" "Because I'm ill."</p> <p>12 "When / Where is your mum's birthday?" "Next week."</p> |
|--|---|

2 Write questions to which the words in bold are the answers.

- | | |
|--|---|
| <p>1 The Smiths have bought a new house.
<i>Who has bought a new house?</i></p> <p>2 Mary has sold her old car.
.....</p> <p>3 Harriet is writing an email.
.....</p> | <p>4 Joseph likes this book.
.....</p> <p>5 Joseph likes this book.
.....</p> <p>6 Maya lost her ring.
.....</p> |
|--|---|

3 Complete the sentences using *too* or *enough*.



- 1 "Can he buy the car?"
"No, he can't. The car is *too expensive*."
(expensive)



- 2 "Can she reach the cake?"
"No, she can't. She is"
(short)



- 3 "Does the skirt fit?"
"Yes, it does. It is"
(big)

4 Put the verbs into the *to infinitive* form or the *-ing* form.



Benjamin and his family love 1) ... *going* ... **(go)** to the zoo. They enjoy 2) **(watch)** the monkeys. Benjamin's mother hates 3) **(look)** at the crocodiles. She doesn't want 4) **(go)** near them. Benjamin and his sister like 5) **(watch)** the lions. When Benjamin grows up, he wants 6) **(be)** a lion tamer. Benjamin's father likes 7) **(listen)** to the exotic birds and 8) **(see)** them fly. He would like 9) **(have)** one at home but he can't because these birds can't 10) **(live)** in houses.

5 Fill in the gaps with *is, are, was or were*.


- | | |
|---|--|
| <p>1 <i>Romeo and Juliet</i> ... <i>was</i> ... written by Shakespeare.</p> <p>2 BMW cars made in Germany.</p> <p>3 The art gallery visited by many people every day.</p> <p>4 Maria Callas born in New York.</p> <p>5 The house destroyed in the earthquake last year.</p> | <p>6 A dance competition organised in our school every year.</p> <p>7 The Empire State Building completed in 1930.</p> <p>8 The World Cup held every four years.</p> <p>9 Penicillin discovered by A. Fleming.</p> <p>10 Thousands of emails sent every day.</p> |
|---|--|

6 Write the sentences in the *passive*.

- | | |
|--|---|
| <p>1 David fixed the computer.
<i>The computer was fixed by David.</i></p> <p>2 Does Latisha clean the house everyday?
.....</p> <p>3 Sally decorated the living room.
.....</p> <p>4 They send text messages every day.
.....</p> <p>5 Bees make honey.
.....</p> | <p>6 They sent Paul a letter from Italy.
.....</p> <p>7 Tom takes the children to school.
.....</p> <p>8 Alex cooked dinner last night.
.....</p> <p>9 A van hit John's car.
.....</p> <p>10 Did Rosalie bake the cake?
.....</p> |
|--|---|

Progress Check 6

Listening

7  Listen and tick (✓) the correct box.

Whose birthday was it on Saturday?



A



B



C

1 How old is Claire now?



A



B



C

2 How do you get to Jack's house?



A



B



C

3 What did Chloe give Mary?



A



B



C

4 Who gave Beth a present?



A



B



C

5 Who dances well?



A



B



C



Listen and repeat. Then act out.



The relative pronouns (**who, which, whose, that**) tell us more about nouns (a specific person or thing) and introduce relative clauses.

The boy **who** is wearing the red T-shirt is my brother. (Which boy?)

The bag **which** is on the desk is Mary's. (Which bag?)

people	objects / animals	possession
who / that	which / that	whose

- We use **who / that** to refer to people.

The girl – she is talking on the phone – is Mary.



The girl **who** is talking on the phone is Mary.

- We use **which / that** to refer to things or animals.

The car – it is parked outside – is Jack's



The car **which** is parked outside is Jack's.

The dog – it is under the table – is Lucy's.



The dog **which** is under the table is Lucy's.

- We use **whose** with people, animals and things to show that something belongs to somebody.

That's the man – his daughter is a nurse.



That's the man **whose** daughter is a nurse.

- **who / which / that** cannot be omitted when they are the subject of the relative clause, that is when there isn't a noun or a subject pronoun between them and the verb.

I saw a film. It was really exciting.



I saw a film **which / that** was really exciting.

- **who / which / that** can be omitted when they are the object of the relative clause, that is when there is a noun or a subject pronoun between them and the verb.

That's the man. Ann met him last week.



That's the man (**who/that**) Ann met last week.

1 Match the phrases to make sentences.

- 1 Is this the car
 2 The bracelet
 3 I met a girl
 4 The article
 5 Is he the man
 6 That is the restaurant
 7 The boy

- a who won the lottery?
 b which you wrote was very interesting.
 c who is playing football is my best friend.
 d which serves Japanese food.
 e that my mum gave me is beautiful.
 f who speaks five languages.
 g which your parents bought you?

2 Match the two columns using the correct *relative pronoun*.

A

- 1 A printer is a machine
 2 Shakira is a singer
 3 An armchair is a piece of furniture
 4 This is Amanda
 5 A teacher is a person

who
 which / that
 whose

B

- a has sung many hit songs.
 b you sit on.
 c mother is a famous actress.
 d teaches children.
 e prints out documents.

Note: **Who's** = short form of **who is**

Whose = used with people, animals and things to show possession.

3 Underline the correct item.

- 1 She is the girl who's / whose the best student in class.
 2 That's the man who's / whose wife is a doctor.
 3 Is that the boy who's / whose family lives next to you?
 4 Did you meet the man who's / whose our new Maths teacher?
 5 That's the girl who's / whose dog chased my cat.

4 Choose the correct item.

- 1 This is the dress I bought last week.
 A who **B** which C whose
- 2 The kangaroo is an animal lives in Australia.
 A who B whose C that
- 3 Meryl Streep is the actress played in *Mamma Mia*.
 A whose B who C which
- 4 The girl parents are doctors lives next door to us.
 A who B whose C that
- 5 Katrina is the hurricane hit New Orleans.
 A which B whose C who
- 6 Maria is the one is always late for class.
 A whose B which C who

5 Read the letter and write the missing words. Write one word on each line.

Dear Annie,

I'm so glad you're coming to Berlin next week! 1) *We* 're going to have the time of 2) lives!

Hey, listen! I know you're crazy about musicals, so I 3) tickets for the *Wizard of Oz*. Isn't that great? It's a musical 4) everyone loves. It tells the story of a girl named Dorothy 5) life changes when a storm takes her to a magical land which is called Oz. There she meets three characters 6) take her to the *Wizard of Oz*. The *Wizard of Oz* is a strange creature who promises to make all their wishes come true if they bring 7) the broomstick of the Wicked Witch. Dorothy's wish is to return home to Kansas. I'm sure you'll love 8) ! I can't wait to see you!

Love,
Carrie



COMPETITION

In teams, look at your set of words. Make as many sentences as you can about each word in your set using *relative pronouns*. Each correct sentence gets one point. The team with the most points at the end wins the game.

Team A

cat artist
coat fork pizza
farmer singer car

Team B

bear teacher
burger scarf spoon
doctor mechanic plane

- Team A:
- A cat is an animal which / that sleeps a lot during the day.
 - A cat is an animal which / that can jump very high.

Teacher: Correct! You get 2 points.

6 Complete the sentences about yourself using *who* or *which/that*.

- I really like reading books *which are about science*
- My best friend is someone
- I enjoy doing sports
- I like people
- I love buying clothes

Relative Pronouns

7 Fill in the gaps with the correct *relative pronoun*. Write **S** for subject or **O** for object. Then write if the relative pronouns can be omitted or not.

- 1 That's the blouse *which / that* I bought last week. *O. (omitted)*
- 2 My best friend is a person loves reading.
- 3 The dog bit me lives next door.
- 4 Is this the dress you borrowed from your sister?
- 5 Do you know the name of the person discovered America?
- 6 The documentary I saw last night was about nature.



Speaking Activity

Look at the student's project. Use the prompts below and, in pairs, ask and answer questions as in the example. Use *who*, *whose* or *which/that*.

Charlie Chaplin /
actor / play / the
part of / Tramp
character

firefighter / be
someone / job /
very /
dangerous

the Great Sphinx /
be / statue / Egyptians
/ build / thousands / of
years ago

Neil Armstrong /
be / astronaut /
become / first
man / in / space

Scrabble / be /
board game /
Alfred Butts /
invented

Student A: Who was Charlie Chaplin?

Student B: He was the actor who played the part of the Tramp character, etc.



Writing Activity

Using the ideas in the Speaking Activity as a model, do a project about famous actors, occupations, animals and objects. Use *which / that, who* and *whose*.



- A giraffe is an animal whose neck is very long, etc.

.....

.....

.....

.....



Listen and repeat. Then act out.



- **Adjectives** describe nouns. They say what something is like. Adjectives come before nouns or after the verb 'to be.' They have the same form in the singular and plural.

This is a **nice** dress.

(What's the dress like? Nice.)

This train is **slow**.

(What's the train like? Slow.)

These trains are **slow**.

(**NOT** slow\$)

Adverbs describe verbs. They say **how, where, when, how often** someone does something.

He left the room **quickly**. (How did he leave the room? **Quickly**.)

She telephoned Jim **yesterday**. (When did she telephone Jim? **Yesterday**.)

Formation of Adverbs

We usually form an adverb by adding **-ly** to an adjective. bad → badly


	Adjective	Adverb
Adjectives ending in -le drop -e and take -y .	simple terrible	simply terribly
Adjectives ending in consonant + y drop -y and take -ily .	happy angry	happily angrily

These adverbs are irregular:

Adjective	good	fast	hard	He's a good dancer. He dances well .
Adverb	well	fast	hard	He's a hard worker. He works hard .

BUT The children were so excited they could **hardly** speak. (hardly = almost not)

Adjectives - Adverbs - Comparisons

1  Write the correct adverb for each adjective. Listen and repeat.

- | | | |
|----------------------------------|---------------------|----------------|
| 1 nice <i>nicely</i> | 5 slow | 9 fresh |
| 2 angry | 6 easy | 10 fine |
| 3 quiet | 7 quick | 11 first |
| 4 good | 8 comfortable | 12 lucky |

2 Label each picture with the correct adjective from the list.

beautiful / ugly
interesting / boring

old / young
thin / fat

heavy / light
old / new



1 *heavy*



2 *light*



3



4



5



6



7



8



9



10



11



12

3 Write what the underlined word is: *adjective* or *adverb*.

- Fast runners win races. *adjective*
- Mathematics is difficult.
- You've done well on your test.
- The clowns are very funny.
- He runs fast.
- She plays the piano beautifully.
- Dad is very busy in his office.
- The doctor arrived immediately.

4 Underline the correct item.

- 1 He left the room **quiet** / quietly.
- 2 Jane works **hard** / hardly.
- 3 He's a very **nice** / nicely man.
- 4 The sun is shining **bright** / brightly.
- 5 She behaves very **good** / well.
- 6 He always dresses **smart** / smartly.
- 7 He shouted **angry** / angrily at me.
- 8 You drive very **slow** / slowly.

5 Fill in the gaps with the correct *adjectives* and *adverbs*.

1 boring – great – hardly

A: Did you enjoy your trip?

B: Oh, yes! I had a great time. I had time to sleep!

A: That's great. I wish I could say the same but I had a very holiday.

2 busy – beautiful – many – lately

A: Hey Kate! Where have you been? I have called you times in the past two weeks. You never answered your phone.

B: I'm sorry. I've been very with school and work. I'm free now though. Let's have lunch together. We can have a picnic in the park.

A: Well ...OK! After all, it's a day!

6 Underline the correct item. Then match the beginnings to the endings.

1 Jackie was 1) **slow** / slowly walking home after a long day at work when 2) **sudden** / suddenly a poster caught her attention. It was a very 3) **beautiful** / beautifully girl. She looked at the poster 4) **careful** / carefully one more time. That was Amy!

2 Mark loves driving his 1) **expensive** / expensively new sports car. 2) **Unfortunate** / Unfortunately, he also loves driving fast. On that cold winter night, the weather was really 3) **bad** / badly but Mark didn't care. And then he saw the big van in front of him.

3 Jennifer was smiling 1) **proud** / proudly as she arrived at the church. She looked perfect in her 2) **simple** / simply white dress as she walked 3) **slow** / slowly towards John.

a Later that night, Mark was in hospital but he felt 1) **lucky** / luckily he was alive. He decided never to drive so 2) **careless** / carelessly again.

b When the service finished, the 1) **pretty** / prettily couple ran 2) **quick** / quickly into the car waiting for them outside. A new life was in front of them!

c Jackie looked at Amy and smiled 1) **happy** / happily. She then said to her 2) **soft** / softly: "Congratulations, Amy!"



Listen and repeat. Then act out.



Comparison of Adjectives

Adjective of:	Positive	Comparative	Superlative
one syllable	long	longer than	the longest of / in
two syllables ending in -y, -w, -er	happy	happier than	the happiest of / in
two or more syllables	modern beautiful	more modern than more beautiful than	the most modern of / in the most beautiful of / in

- 1 We use the **comparative** to compare two people or things and the **superlative** to compare three or more people or things.

Jenny is **younger than** Mary. Jenny is **the youngest of** all her friends.

- 2 We use **than** with the comparative and **the ... of / in** with the superlative. We use **in** with the superlative, usually when we refer to places.

London is **bigger than** Leeds. It is **the biggest city in** England.

- 3 Some adjectives form their comparatives either by adding **-er / -est** or with **more / most**.

Some of these are: clever, stupid, narrow, gentle.

clever – cleverer – the cleverest **OR** clever – more clever – the most clever

Spelling

Adjectives ending in:

-e → -r / -st

-y → -ier / -iest

one stressed vowel between two consonants – double the consonant

large – larger – largest

heavy – heavier – heaviest

big – bigger – biggest

Irregular Adjectives

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
far	further/farther	furthest / farthest

further / farther = longer (in distance)

I can't run any **further / farther**.

further = more

There is no **further** news at the moment.

7



Fill in the gaps with the correct *comparative* and *superlative* forms. Listen and check. Listen and repeat.

- 1 tall ... *taller* *tallest* ..
 2 careful
 3 cheap
 4 fat

- 5 modern
 6 nice
 7 fast
 8 thin

8

Read and underline.



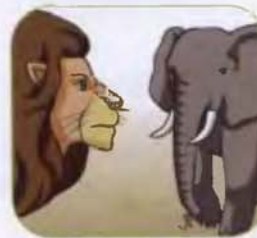
1 Mary is thinner than / from from Ann.



3 Emeka is **better** / **the best** athlete of all.



2 This bike is **cheaper** / **cheapest** than this car.



4 A lion is **more** / **most dangerous** than an elephant.

9 Complete the sentences and answer the quiz. Check your answers to find your score.

Geography Quiz

- | | |
|--|--|
| 1 Which is the <i>longest</i> (long) river in the world?
(A) The Nile B The Amazon | 4 Which ocean is (small) than the Atlantic?
A The Arctic Ocean B The Pacific Ocean |
| 2 Which desert is (large) than the Kalahari Desert?
A The Sahara Desert B The Syrian Desert | 5 Which is the (cold) country in the world?
A the Russian Federation
B Norway |
| 3 Which is the (high) mountain in the world?
A Kilimanjaro B Mount Everest | |

10 Write sentences about places you know as in the example:

- 1 (beautiful) *The most beautiful place I know is Venice.*
- 2 (expensive)
- 3 (cheap)
- 4 (cold)
- 5 (hot)
- 6 (ancient)

as ... as is used to compare two people or things which are the same.

He's as tall as Peter.

not as / so ... as is used in negative sentences. He isn't as / so rich as John.

11 Compare the pictures.



safe



dangerous



fast



slow



expensive



cheap

1 Cars are *safer* than motorbikes. Motorbikes are *more dangerous* than cars. Motorbikes are not as *safe as* cars.

2 Planes are
 Ships are
 Ships are not

3 Trains are
 Buses are
 Buses are not

12 Look and read. Write yes or no.

- 1 There are six of them in Mary's family. *yes*
- 2 Her two brothers are older than her. *no*
- 3 Tony is shorter than Peter.
- 4 Tina is as tall as Mary.
- 5 Mary's hair is longer than Tina's.
- 6 Tina is heavier than Mary.



13 Choose the correct item.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 They were dancing all night.
A happy B happier C happily 2 Helen is a student.
A good B well C best 3 Joanna is the of the three sisters.
A young B younger C youngest 4 Sue has got as CDs as Ann.
A many B more C most | <ol style="list-style-type: none"> 5 I can't walk any I'm exhausted.
A far B furthest C further 6 Kim is older Martin.
A so B as C than 7 My flat is not as modern yours.
A so B as C than 8 Lisa is girl in the neighbourhood.
A friendly B friendlier
C the friendliest |
|--|--|



Let's Compare!

In teams, make comparisons about different things as in the example. Use the *comparative* and *superlative* forms of the adjectives below.

- exciting • boring • beautiful • big • small • clean • dirty • modern
- historic • busy • quiet • cheap • expensive • old • new • good • bad
- young • interesting • many • tall • short

Team A: Madonna

Team B: Madonna is the best singer in the world!

Team A: No, she isn't. Beyoncé is a better singer than Madonna.

Team B: New York

Team A: New York is a historic city.

Team B: That's true but London is more historic than New York.

- 14 Look at the picture below. Using the prompts, write sentences comparing the three girls.



- 1 Jenny / old / Emma
..... *Jenny is as old as Emma.*
- 2 Mary / short hair / all
.....
- 3 Jenny / thin / Emma
.....
- 4 Mary / tall / Jenny
.....
- 5 Mary / old / all
.....
- 6 Emma / short / Jenny
.....

Comparison of Adverbs

	Positive	Comparative	Superlative
adverbs with the same forms as adjectives	hard	harder than	the hardest of / in
two syllable adverbs	early	earlier than	the earliest of / in
adverbs formed from adjective + -ly (slow - slowly)	slowly	more slowly than	the most slowly of / in

Irregular Adverbs


Positive	Comparative	Superlative
well	better	best
badly	worse	worst
much	more	most
many / a lot of	more	most
little	less	least
far	further / farther	furthest / farthest

further / farther = longer (in distance)

I can't run any **further / farther**.

further = more

There is no **further** news at the moment.

15  Fill in the gaps with the correct *comparative* and *superlative* forms. Listen and check. Listen and repeat.

- | | | | | | |
|-----------|---------------------|---------------------|------------|-------|-------|
| 1 cheaply | <i>more cheaply</i> | <i>most cheaply</i> | 5 late | ..... | ..... |
| 2 fast | ..... | ..... | 6 loudly | ..... | ..... |
| 3 quickly | ..... | ..... | 7 hard | ..... | ..... |
| 4 early | ..... | ..... | 8 politely | ..... | ..... |

16 Complete the sentences as in the example:

- | | |
|--|--|
| 1 It rained ... <i>more heavily</i> ... today than yesterday. (heavily) | 4 She earns money than her friend. (much) |
| 2 Anne talks than Lisa. (loudly) | 5 The girls are all good singers but Emma sings (beautifully) |
| 3 Broccoli is my favourite food. (little) | 6 We left the party than you. (late) |

17 Look at the advert below. Then fill in the gaps with the correct form of the adjectives in brackets.


Camera World

Special! Special!

Check out this week's special offers and don't miss the chance to buy your new camera now!


- The TurboX can store 1) ... *more* ... (**many**) photos than the Smile100, it has got a 2) (**big**) screen than the Smile 100 and it is as 3) (**light**) as the Smile 100.
- The Smile100 can store the 4) (**few**) photos of all but it is one of our best-sellers because it is the 5) (**cheap**) of all.
- The Flash 350 is the 6) (**expensive**) of the three models but it can store the 7) (**many**) photos. While it is 8) (**heavy**) than the other two models, it has got the 9) (**big**) screen of all, so it is great quality.

Check out our special offers and find the digital camera that is perfect for you!




TurboX
Stores: 325 photos
• Screen size: 7.62 cm • Weight: 116.2 g

£170



Smile100
Stores: 200 photos
• Screen size: 6.35 cm • Weight: 116.2 g

£70



Flash 350
Stores: 450 photos
• Screen size: 8.89 cm • Weight: 127.6 g

£245



Speaking Activity

Look at the three MP3 players below, and in pairs, compare them. Use the *comparative/superlative* form of the adjectives below.

- many
- few
- expensive
- cheap
- heavy
- light
- big
- small

Music 200

Stores: 4,000 songs
Screen size: 3 cm x 6 cm
Weight: 25 g



Student A: The XS 100 is the cheapest MP3 player of all.

Student B: That's true, but it can't store many songs. The JAMS 300 can store more songs than the XS 100. etc.



XS 100

Stores: 500 songs
Screen size: 4 cm x 1 cm
Weight: 22 g

JAMS 300

Stores: 1,000 songs
Screen size: 5 cm x 1,5 cm
Weight: 51 g



Writing Activity

Write an advert for the three MP3 players from the Speaking Activity. Use Ex. 19 as a model.

(Name of Shop)

Special offers this week!

Don't miss this week's special offers. We've got three new models at very special prices: the XS 100, the Music 200 and the JAMS 300.

- The XS 100 is the cheapest MP3 player of all.
-
-

Check out our special offers and find the MP3 player that is perfect for you!

Progress Check 7 (Units 19-20)

1 Fill in the gaps with *who*, *which* or *whose*.

- 1 She is the girl ... *whose* ... brother is a Hollywood actor.
- 2 Marianne is the girl father is a dentist.
- 3 The new house my parents bought is very big.
- 4 A spoon is something we use to eat with.
- 5 Robbie Williams is a singer has sung in many concerts.
- 6 A doctor is a person treats ill people.
- 7 This is the sofa we bought in May.
- 8 I like people are happy and kind.
- 9 Radiohead is the band I like best.
- 10 Kevin is the boy lives next door.

2 Join the sentences using *who*, *which* or *whose*.

- | | |
|------------------------|------------------------------------|
| 1 The dress | a who works in a hospital. |
| 2 Amanda is the girl | b who are twins. |
| 3 This is the necklace | c whose family owns a bakery. |
| 4 I like books | d which Petra bought is beautiful. |
| 5 A nurse is a person | e which I want to buy. |
| 6 I met two girls | f which have interesting pictures. |

- 1 *The dress which Petra bought is beautiful.*
- 2
- 3
- 4
- 5
- 6

3 Change the sentences as in the example:

- | | |
|-----------------------------|---|
| 1 She's a fantastic cook. | She cooks <i>fantastically.</i> |
| 2 He's a careful driver. | He drives |
| 3 He's a wonderful painter. | He paints |
| 4 She is a slow driver. | She drives |
| 5 She is a quick typist. | She types |

Progress Check 7

4 Fill in the gaps with the correct form of the *adjectives* in brackets.

In last year's Olympics, the Russians were 1) *better* (good) than all the other countries. The Americans won 2) (many) silver medals than the British but not as 3) (many) gold medals as the Russians. The Americans ran 4) (fast) than the British but they did not jump as 5) (high) as the French. The Italians were the 6) (quick) cyclists of all but they were the 7) (slow) swimmers.

5 Compare picture A to picture B as in the example:

Picture A



Picture B



1 *In picture A, the doll is taller. It has got longer hair. Its dress is shorter.*

2

3

4

5

6

Progress Check 7

6 Complete the text with the correct form of the verbs in brackets.

Tony 1) *worked* ... (work) in a bank two years ago. Now he 2) (not/work) there because he 3) (win) a lot of money one year ago. He 4) (travel) to many countries since then but he 5) (not/be) to America yet. He 6) (already/decide) to fly to America where he thinks he 7) (stay) for three weeks.



7 Complete the text with the correct form of the verbs in brackets.



Jane 1) ... *has worked* ... (work) in a shop since 1989. She 2) (not/like) her job because she 3) (not/earn) enough money. Yesterday, she 4) (have) an interview for another job in a bank. The interview 5) (go) well and she 6) (wait) for their answer at the moment. She hopes she 7) (get) the job.

Listening

8 Listen and draw lines.



Lisa

Sam

Tom

Mark

Ben

Emma

Clare



Revision 1 (Units 1-3)

1 Write the plurals.

- | | | | | | |
|------------------|-------|--------------------------|---------------|-------|-------|
| one bus | — two | <i>buses</i> | 5 some meat | — two | ..... |
| 1 one fly | — two | ..... | 6 one brush | — two | ..... |
| 2 some chocolate | — two | ..... | 7 some cheese | — two | ..... |
| 3 one mouse | — two | ..... | 8 one foot | — two | ..... |
| 4 one fox | — two | ..... | 9 one day | — two | ..... |

(Points: —
9x2 18)

2 Write a, an or some.

- | | | | | | | | |
|-------------------------|-------|----------|-------|-------|--------|-------|-------|
| <i>some</i> | tea | 3 | ..... | milk | 6 | ..... | hour |
| 1 | ..... | banana | 4 | ..... | orange | 7 | ..... |
| 2 | ..... | umbrella | 5 | ..... | bread | | |

(Points: —
7x2 14)

3 Fill in the gaps. Then complete the questions and answers.



Look at *her*!
Is she a policeman?
No, she isn't.
She's a doctor.



1 Look at!
 a dog?

 a lion.



2 Look at!
 teachers?

 dancers.

(Points: —
2x2 4)

4 Fill in the gaps with *have got*, *has got*, *is*, *are*, *am* or *can*.

Martin and I *are* friends. We 1) computers. Martin's computer 2) new. He 3) play games on his computer but I 4) happy because my computer 5) a webcam.

(Points: —
5x2 10)

Revision 1

5 Answer the questions.



A: Has she got a CD player?
B: *No, she hasn't.*



1 A: Has it got a fish?
B:



2 A: Have they got blue T-shirts?
B:



3 A: Has he got a plane?
B:



4 A: Have they got balls?
B:



5 A: Has it got a short tail?
B:

(Points: —
5x2 10)

6 What can the people / animals do? Write the questions and answers.



(dance)
A: *Can he dance?*
B: *Yes, he can.*



1 (ride a horse)
A:?
B:



2 (walk)
A:?
B:



3 (jump)
A:?
B:



4 (play the piano)
A:?
B:



5 (talk)
A:?
B:

(Points: —
5x2 10)

Revision 1 (Units 1-3)

7 Fill in the gaps with *This*, *That*, *These* or *Those*.

... *This* ... is a frog.



1 are cats.



2 is a man.



3 are books.



4 is a butterfly.



(Points: —)
4x2 8

8 Fill in the gaps with *he*, *its*, *their* or *his*.

I have got a brother, Tom. ... *He* ... is fifteen years old and **1)** hobbies are swimming and skiing. Tom also likes animals and **2)** has got two pets; a dog and a cat. **3)** names are Rumbo and Gretta. He has a bicycle, too. **4)** colour is red! He likes his bicycle so much!

(Points: —)
4x2 8

9 Circle the correct item.

Look at the **womens'** / **women's** hats.

- 1 My **brother's** / **brothers** house is big.
- 2 This is **Robert and Ann's** / **Roberts and Anns'** book.
- 3 Look at the **houses windows** / **windows of the house**.
- 4 These are the **children's** / **childrens'** toys.

- 5 Look at the **chair legs** / **legs of the chair**.
- 6 My **teacher's** / **teachers'** name is Mr Brown.
- 7 The **house roof** / **roof of the house** is red.
- 8 Her **cousin's** / **cousins'** names are Betty and Kristi.
- 9 The **men's** / **mens'** ties are new.

(Points: —)
9x2 18

(Total: —)
100

Revision 2 (Units 1-6)

1 Write the plurals.

- | | | |
|--------------------------------|----------------|----------------|
| woman <i>women</i> | 4 potato | 8 child |
| 1 brush | 5 glass | 9 proof |
| 2 scarf | 6 foot | 10 boy |
| 3 baby | 7 piano | 11 mouse |

(Points: —)
11x1 11

2 Fill in the gaps with *he, they, it, their, her, his* or *him*.

Mary is in the garden with *her* sister. 1) name is Judy. 2) are both very happy because 3) parents gave them a pet as a present. 4) is a dog. 5) name is Sam. Judy loves 6) very much. She plays with Sam every day. Sam can do so many things because 7) is so smart!

(Points: —)
7x1 7

3 Write questions and answers using the correct form of the verbs *be, have got* and *can*.

- | | |
|---|--|
| <p>George / Italian
..... <i>Is George Italian?</i></p> <p>No, <i>he isn't.</i></p> <p>1 Pam / red hair
..... ?</p> <p>Yes,</p> <p>2 Peter and John / teachers
..... ?</p> <p>No,</p> <p>3 Liz / ride a bike
..... ?</p> <p>No,</p> <p>4 Ben / brown eyes
..... ?</p> <p>Yes,</p> | <p>5 Amy and Mary / German
..... ?</p> <p>No,</p> <p>6 Mike / sing
..... ?</p> <p>Yes,</p> <p>7 Sue / a dog
..... ?</p> <p>No,</p> <p>8 Phil / a laptop
..... ?</p> <p>Yes,</p> <p>9 Lucy and Jack / drive
..... ?</p> <p>Yes,</p> |
|---|--|

(Points: —)
9x2 18

Revision 2

4 Write a, an or some.

- | | | | | |
|--------------------------------|---------|-----------|----------|----------|
| ^a piano | 4 | furniture | 8 | children |
| 1 | 5 | horse | 9 | umbrella |
| 2 | 6 | octopus | 10 | money |
| 3 | 7 | pear | | |

(Points: —)
10x1 10

5 Fill in the gaps with a, an, the or —.

Mario is from Italy. He is 1) student. His house is in 2) Rome. Mario's mum is 3) teacher and his dad is 4) artist. He has got 5) sister. His sister has got 6) iguana. Mario has got 7) cat. 8) iguana and 9) cat are friends!

(Points: —)
9x2 18

6 Choose the correct item.

- | | |
|--|---|
| That's book. | 8 This is teacher. |
| A mine B my C me | A we B our C ours |
| 1 Paul is brother. | 9 These are grapes. |
| A Jenny B Jenny's C Jennys' | A Bill's B Bill C Bills' |
| 2 trees are very tall. | 10 There's sugar in the bowl. |
| A The B A C This | A a B an C some |
| 3 The are in the garden. | 11 Eiffel Tower is in Paris. |
| A child's B children C children's | A — B The C An |
| 4 There is milk in the fridge. | 12 My uncle is teacher. |
| A a B some C the | A the B a C some |
| 5 Those sweets are | 13 Mary is sister. |
| A my B me C mine | A them B theirs C their |
| 6 He lives in Paris. | 14 We eat breakfast every day. |
| A — B the C a | A the B — C a |
| 7 Look at! | 15 Can we have grapes? |
| A they B their C them | A some B a C an |

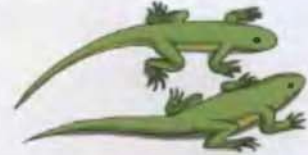
(Points: —)
15x1 15

7 Fill in the gaps with *This, That, These* or *Those*.

..... *These* are cats.



1 are lizards.



2 is a bird.



3 is a rabbit.



(Points: —)
3x1 3

8 Circle the correct item.

Billy wants to buy **much** / **a lot of** things for his party tonight. He must buy 1) **some** / **any** bread and 2) **some** / **no** cheese. There isn't 3) **no** / **any** juice in the fridge but there are **much** / **many** cans of cola. There are 5) **some** / **any** packets of biscuits in the cupboard but there aren't 6) **much** / **any** cakes. There are 7) **no** / **many** things Billy has to do and there isn't 8) **any** / **no** time left. Can you help him?

(Points: —)
8x1 8

9 Fill in the gaps with *something, anything, somewhere, nothing* or *someone*.



Emma is shopping at a local department store. She wants to buy ..*something*.. new. She is starting a new job tomorrow and she hasn't got 1) nice to wear. She wants to find 2) to help her but everyone is so busy. Emma also wants to buy 3) for her parents but there is 4) here that she likes, so she may go 5) else.

(Points: —)
5x2 10

(Total: —)
100

Revision 3 (Units 1-9)

1 Write the sentences in the plural.

He's a funny man. *They are funny men.*

- 1 This is a glass of water.
- 2 That's a can of cola.
- 3 Look at this baby.
- 4 It's an orange fish.
- 5 She's a pretty woman.

(Points: —
5x2 10)

2 Complete the sentences with the words in the list.

my him your them hers their me

The boys are with *their* grandfather today.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 Hello, Lucy. Where is mum? 2 The birds are in the tree. Can you see? | <ol style="list-style-type: none"> 3 Jenny has got a new coat. That coat is 4 I'm Emma and this is house. 5 Dad is in the car. Look at 6 Look at ! I can ride a bike. |
|---|---|

(Points: —
6x2 12)

3 Fill in the gaps with *a, an, the* or — .

..... Amy is my friend.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 My dad is astronaut. 2 I've got red bike. | <ol style="list-style-type: none"> 3 Do you want orange? 4 Is Eiffel Tower in Paris? 5 Chinese eat a lot of rice. |
|--|--|

(Points: —
5x2 10)

4 Fill in the gaps with *much, many, some* or *any*.

A: How *much* milk is there?

B: Not *much*.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 A: Can I have juice, please?
B: I'm sorry. There isn't left. 2 A: How brothers and sisters have you got?
B: I've got a sister but I haven't got brothers. | <ol style="list-style-type: none"> 3 A: I need apples for the pie.
B: How? 4 A: How water do you drink every day?
B: Not |
|--|--|

(Points: —
4x2 8)

5 Fill in the gaps with *some, any, no* or their derivatives.

... *Someone* ... is sitting at the train station but there aren't 1) trains and the café is closed, so she can't get 2) to drink. There is 3) to do and 4) to talk to. There are just 5) birds walking around, looking for 6) to eat.



(Points: —)
6x2 12

6 Look at the table below. What do these people do on Saturdays? Write the questions and answers.

	go to the park	watch films	play tennis
Tony	never	always	sometimes
Jenny and Lucy	sometimes	never	always

Jenny and Lucy / go to the park
Do Jenny and Lucy go to the park on Saturdays?
Yes, they do.
They sometimes go to the park on Saturdays.

1 Tony / play tennis

2 Tony / go to the park

3 Jenny and Lucy / play tennis

4 Jenny and Lucy / watch films

5 Tony / watch films

(Points: —)
5x2 10

Revision 3 (Units 1-9)

7 Put the verbs in brackets into the *present simple* or the *present continuous*.

- She *plays* tennis every Sunday. (**play**)
- 1 Every morning, he a cup of tea. (**drink**)
- 2 We to school now. (**go**)
- 3 Dad to Mum at the moment. (**talk**)
- 4 He usually football every Saturday afternoon. (**watch**)
- 5 I always my homework. (**do**)
- 6 Look! The baby (**walk**)

(Points: —)
6x2 12

8 Put the verbs in brackets into the *present simple* or the *present continuous*.

- a Mary: What ... *are you drawing* ... (**you/draw**)?
Jack It 1) (**be**) a picture of my dad.
- b Lucy: Where 2) (**you/live**)?
Frank: We 3) (**live**) in a flat but we 4)
(**not/like**) it, so we 5) (**look**) for a new house at the moment.

(Points: —)
5x2 10

9 Look at the picture and fill in the gaps with *on*, *in*, *under*, *beside* or *in front of*.



This is Riverside Park. I can see some swans
... *under* ... the bridge 1) the river and
there are some people 2) the bridge.
There's a van 3) the bridge and there is a
boy 4) it. He has got an ice cream in his
hand.

(Points: —)
4x2 8

10 Fill in the gaps with *on*, *in* or *at*.

... *At* ... weekends, my family and I do many things together. 1) Saturdays, we usually go shopping. It's really fun. 2) the evenings, we have dinner at a nice restaurant or we watch a film at the cinema. 3) Sundays, we usually get up 4) around 10 o'clock and spend the day with our friends and relatives. I love weekends.

(Points: —)
4x2 8

(Total: —)
100

Revision 4 (Units 1-12)

1 Write the plurals.

- | | | |
|----------------------------|----------------|---------------|
| man <i>men</i> | 3 tooth | 6 child |
| 1 watch | 4 tomato | 7 radio |
| 2 knife | 5 bus | 8 baby |

(Points: —)
8x1 8

2 Complete the sentences with the words in the list.

her my him your us his them hers their mine

- | | |
|---|---|
| <p>I'm Sam and this is .. <i>my</i> .. dad.</p> <p>1 Ben is in the garden. Look at</p> <p>2 We can jump! Look at</p> <p>3 That's David and that's bike.</p> <p>4 The children are with mum today.</p> <p>5 Hello, James. Where is coat?</p> | <p>6 The dogs are in the park. Can you see</p> <p>7 Emma has got a cat. That cat is</p> <p>8 This book is It has my name on it.</p> <p>9 Look at She dances so beautifully.</p> |
|---|---|

(Points: —)
9x1 9

3 Fill in the gaps with *a, an, the* or *-*.

- | | | |
|--|--|--|
| <p>Paul is from London.</p> <p>1 We've got new car.</p> <p>2 Is Acropolis in Athens?</p> | <p>3 Can I have apple?</p> <p>4 John is eight years old.</p> <p>5 Smiths live in New York.</p> | <p>6 Japanese eat sushi.</p> <p>7 Madrid is the capital of Spain.</p> <p>8 My mum is artist.</p> |
|--|--|--|

(Points: —)
8x1 8

4 Circle the correct item.

- | | |
|--|---|
| <p>There are <u>a lot of</u> / much apples in the basket.</p> <p>1 Are / Have you got a pen?</p> <p>2 This is Amy's book. It's her / hers.</p> <p>3 There isn't much / many cheese in my sandwich.</p> <p>4 Those / That is my bag.</p> | <p>5 Can I have some / any oranges, please?</p> <p>6 I haven't / can't come to the party.</p> <p>7 Miriam is / has twelve years old.</p> <p>8 There is someone / anyone in the house.</p> <p>9 Someone / Some is in the garage.</p> |
|--|---|

(Points: —)
9x1 9

Revision 4

5 Fill in the gaps with *in, on, in front of, next to, above, beside, into* or *by*.



Ann is *in* bed 1) hospital.
 2) the bed there's a small table and
 3) the table there's a vase of
 flowers. 4) the vase there's a glass
 of water. There's a TV 5) the bed.
 6) the bed there's a lovely picture. A
 nurse is 7) the bed. A doctor is coming
 8) the room. She has got some
 papers 9) her hands.

(Points: —
9x1 9)

6 Put the verbs in brackets into the *present simple*, the *present continuous* or the *past simple*.

Every weekend, we do something different. Last weekend, we ... *went* ... (go) to the beach. We
 1) (play) beach volley and 2) (swim) in the sea. This weekend, we
 3) (go) to the country to visit my grandparents. The sun 4) (shine).
 We usually 5) (travel) by train but today my father 6) (drive) us
 there. We 7) (be) all so happy.

(Points: —
7x2 14)

7 Complete the text by putting the verbs from the list into the *past simple*.

be watch not/enjoy leave decide take not/have fall

Last night, we *didn't have* anything special to do,
 so we 1) to watch TV. The first
 programme 2) terrible – we
 3) it at all. The next programme we
 4) was much better. It was about a
 girl who 5) from a plane into
 the jungle. Some people found her and
 6) her to their village. After several
 weeks, some English people found her. When she
 7), the villagers were very sorry to see her go.



(Points: —
7x2 14)

Revision 4

8 Fill in the gaps by putting the verbs in brackets into the *past simple* or the *present perfect*.

Policeman: Mr Laton, when ... *did you discover* ... (you/discover) the painting was missing?

Mr Laton: When I 1) (arrive) here at 8 o'clock in the morning. It
2) (be) there when I 3) (leave)
last night at 9 o'clock. I think someone 4) (steal) it during
the night.

Policeman: How long 5) (you/work) in this gallery, Mr Laton?

Mr Laton: I 6) (start) last month.

Policeman: Where 7) (you/be) last night?

Mr Laton: I 8) (go) to the Rex cinema with my wife.

Policeman: That is very strange Mr Laton. That cinema 9) (be) closed
last night. In fact, it 10) (not/open) for more than a week.

Mr Laton: Oh yes, I 11) (make) a mistake. It 12)
(be) last week. Last night, I ... umm umm ...

Policeman: 13) (you/forget)? Well, I think you have to come to the
police station with me, Mr Laton!

(Points: —)
13x1 13

9 Fill in the gaps by putting the verbs in brackets into the *past simple* or the *past continuous*.

Last Sunday, we ... *went* ... (go) to the beach. The weather 1) (be) very nice.
The sun 2) (shine) all day. Karen 3) (read) her favourite
book, while I 4) (swim). We 5) (leave) the beach at
8:30 pm. The sun 6) (set) below the horizon when we 7)
(leave). It 8) (be) so beautiful.

(Points: —)
8x2 16

(Total: —)
100

Revision 5 (Units 1-15)

1 Write a, an or some.

- | | | | | | |
|---|--------------------|---|----------------------|---|----------------|
| 1 | children | 4 | orange | 8 | cherries |
| 2 | bag of flour | 5 | can of cola | 9 | bread |
| 3 | soap | 6 | carton of milk | | |
| | | 7 | hour | | |
- (Points: —)
9x1 9

2 Choose the correct item.

- The children hungry.
- A am B is C are
- 1 Jenny my sister.
- A isn't B aren't C am not
- 2 Ben and I are in the park. are happy.
- A They B We C You
- 3 Emma got a cat.
- A haven't B isn't C has
- 4 I ride a horse.
- A can B am C have
- 5 This is Katie. is a student.
- A He B She C It
- 6 We can dance. Look at!
- A us B them C you
- 7 I go out tonight?
- A Have B Can C Am

(Points: —)
7x1 7

3 Circle the correct item.

- These books are **your** / **yours**.
- 1 There is **a** / **the** cat in the garden.
- 2 **These** / **This** are Jack's toys.
- 3 Sarah is in **a** / **the** living room.
- 4 This is **our** / **ours** new car.
- 5 There isn't **much** / **many** cola in the bottle.
- 6 **Those** / **That** is a snake.
- 7 There are **a lot of** / **much** cakes on the table.
- 8 **My friend's** / **friends'** name is Akim.

(Points: —)
8x1 8

4 Fill in the gaps with some, any, no or their derivatives.

Chris was on his way home last night when .. *something* .. happened to his car and it stopped. He looked at the engine but he couldn't see 1) wrong. He tried to start the car again but 2) happened. Then he realised that there was 3) petrol left. Chris didn't know what to do. There was 4) else on the road. Suddenly, 5) came past on a bicycle. Luckily, the man lived nearby and ten minutes later he returned with 6) petrol. Chris thanked the man and went on his way.

(Points: —)
6x1 6

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

We are (be) in the playground. We
 1) (have) a break at the moment. I
 2) (sit) on a bench. I usually
 3) (eat) a sandwich but today I
 4) (drink) some juice. Our teacher
 5) (walk) around the playground. She
 always 6) (play) with us. We all love her a lot.



(Points: —)
6x2 12

6 Fill in the gaps with in, at or on.

...*In*... summer, we usually go to the beach every day. We wake up early 1) the morning and have breakfast 2) around 8 o'clock. Then we leave for the beach. We swim for many hours and always have lunch late 3) the afternoon. After a short rest, we go out 4) night. Sometimes we go to the cinema or to a restaurant. 5) Saturdays, we usually go to the market to buy fresh fruit and vegetables and then we go to the beach. 6) Sundays, we always wake up late. We usually get up 7) around 10 o'clock and enjoy a long breakfast before heading off for the beach. I just love summers!

(Points: —)
7x1 7

7 Put the verbs in brackets into the correct form.

At 8 o'clock last night, Marion was watching (watch) her favourite DVD, while her sister, Georgia, 1) (read) a book. Suddenly, the phone 2) (ring). Marion 3) (pick) up the phone and 4) (say) hello but there 5) (be) no answer. Then the phone 6) (ring) again. This time there was a strange voice on the line. "I 7) (just/arrive)," the voice 8) (say). "I 9) (not/forget) you." The girls 10) (get) so scared they 11) (start) screaming. Then the phone 12) (ring) again. "It's your brother, Peter," the voice said. "I 13) (only/tease) you! Let me in!" The girls 14) (start) laughing and they 15) (open) the door for him.

(Points: —)
15x1 15

Revision 5

8 Complete the conversation using *shall*, *will* or the correct form of *be going to*.

A: Your garden needs tidying.

B: I know. I ... *am going to* ... do it this afternoon.

A: 1) I lend you my gardening tools?

B: Thank you. I 2) come round to collect them later.

A: I 3) visit my brother this afternoon, so I 4) bring them to you now, if you like.

(Points: —
4x2 8)

9 Complete the sentences with one of the modal verbs from the list.

must mustn't don't have to can should couldn't may can't

She ... *couldn't* ... dance at the party because she had a broken leg.

1 Your father is sleeping. You be noisy.

2 Birds fly.

3 He is late; he run to school.

4 We book a table in the restaurant. John has already booked one for us.

5 If you are not feeling well, you see a doctor.

6 She come to the party but she isn't sure yet.

7 He drive a car. He is too young.

(Points: —
7x2 14)

10 Fill in the gaps with the correct form of the verbs in brackets.

If she ... *arrives* ... (arrive) early, we ... *will get* ... (get) to the theatre on time.

1 If you (heat) ice, it (melt).

2 If Tim (have) a computer, he (use) the internet.

3 If you (not/put) on sun cream, you (get) a sunburn.

4 If I (go) to Spain, I (watch) a flamenco performance.

5 If you (freeze) water, it (become) ice.

6 If he (be) younger, he (exercise) more.

7 If I (be) you, I (see) a doctor immediately.

(Points: —
7x2 14)

(Total: —
100)

Revision 6 (Units 1-18)

1 Choose the correct item.

- Harry's birthday is 18th February.
A at **B** on **C** in
- 1 I my bike when I fell and hurt my knee.
A was riding **B** ride **C** rode
- 2 She is eating orange.
A a **B** an **C** —
- 3 We haven't got eggs to make an omelette.
A any **B** some **C** none
- 4 This is my sister's dog. It is
A her **B** hers **C** she
- 5 There's in the garden!
A somebody **B** anybody **C** no
- 6 Tom usually golf on Saturdays.
A has played **B** is playing **C** plays
- 7 I that film yet.
A didn't see **B** don't see
C haven't seen
- 8 They to the zoo yesterday.
A have gone **B** go **C** went
- 9 I will meet you 10 o'clock.
A at **B** on **C** in
- 10 She met him Tuesday.
A at **B** on **C** in
- 11 Mr Morgan is my teacher. Do you know?
A his **B** him **C** he
- 12 I don't know at this party.
A anybody **B** somebody **C** nobody
- 13 he like cats?
A Does **B** Do **C** Don't
- 14 They an expensive car last year.
A buy **B** bought
C have bought
- 15 I to Paris twice last year.
A went **B** go **C** was
- 16 Could you lend me money, please?
A many **B** some **C** much
- 17 Mum the washing-up at the moment.
A is doing **B** does **C** did
- 18 Look at cake! It's so nice.
A this **B** these **C** those
- 19 Martin a good singer.
A has **B** is **C** aren't

(Points: —)
19x1 19

2 Fill in the gaps with *shall*, *will* or the correct form of *be going to*.

- A: *Shall* I cook something for dinner?
 B: Let's go out instead.
- A: That's a good idea. I 1) phone Chris and ask him to come, too.
 B: Don't bother. He's got other plans. He 2) have dinner with his grandparents.
- A: Oh! OK, then. I 3) call the restaurant and book a table.
 B: 4) I get the number for you?
 A: That would be great. Thanks!

(Points: —)
4x1 4

Revision 6

3 Circle the correct item.

Could / **Need** I borrow your pen, please?

- I'm afraid you **can't** / **shouldn't** park here.
- Peter **must** / **can** study hard for the exams.
- You **don't have to** / **mustn't** wash the dishes. I'll do it.
- He **may** / **must** come with us but he isn't sure yet.
- You **can** / **must** always pay your bills on time.

6 I **must** / **could** finish the job today, otherwise I will be in trouble.

- You **should** / **mustn't** touch that hot pan. You'll burn yourself.
- We **mustn't** / **don't have to** wear uniforms at my school.
- You **shouldn't** / **can** have so much sugar. It's bad for you.

(Points: —
9x1 9)

4 Fill in the gaps with the correct form of the verbs in brackets.

If Patrick *doesn't study* (not/study) hard, he will fail his exams.

- If you need any help, (let) me know.
- If you mix red and yellow, you (get) orange.
- If I (be) you, I would stop eating junk food.
- If I had lots of money, I (travel) all over the world.

5 Call us if you (be) in town.

- You'll be late if you (not/leave) now.
- If you (mix) red and white, you get pink.
- If I (see) Mark, I'll tell him about the party.
- If I were you, I (call) her.

(Points: —
9x2 18)

5 Put the verbs in brackets into the infinitive form or the -ing form.

Sarah is very pretty. She wants *to be* (be) a model when she grows up. She loves

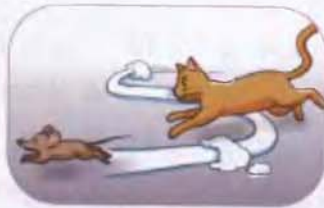
- 1) (go) to fashion shows and 2) (buy) fashion magazines. She always enjoys 3) (watch) fashion programmes on TV. Sarah also likes 4) (listen) to music and she wants 5) (start) music lessons this year. However, her mother says that she must 6) (work) harder at school if she wants 7) (have) these lessons. She wants Sarah 8) (get) good marks and then she will 9) (take) her to a music school herself.

(Points: —
9x2 18)

6 Fill in the gaps with *too* or *enough*.



"Can he wear the shirt?"
 "No, he can't. It is
 *too small*"
 (small)



1 "Can the cat catch the mouse?"
 "No, it can't. The cat isn't
"
 (fast)



2 "Can she jump across the river?"
 "No, she can't. The river is
"
 (wide)

(Points: —)
 2x2 4

7 Write questions using the words in brackets.

Jim is going to eat a pizza. (What) *What is Jim going to eat.....?*

- 1 I saw an old friend last week. (Who)
- 2 Tom has got a radio. (What)
- 3 Jane cleans her room once a week. (How often)
- 4 He works in a bank. (Where)
- 5 I left school ten years ago. (When)
- 6 Jill goes to the cinema once a month. (How often)
- 7 I have been a teacher for ten years. (How long)
- 8 Mike is going to cut the grass. (What)
- 9 I am happy because I am going to Disneyland. (Why)

(Points: —)
 9x2 18

8 Turn the sentences from *active* to *passive*.

They burgled a house last week.
 ... *A house was burgled last week.* ...

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 They clean the living room every Saturday. 2 We invited her to the party. 3 We use fruit to make jam. 4 The photographer took many pictures of her. 5 They feed the animals every morning. | <ol style="list-style-type: none"> 6 They filled the bag with sweets. 7 Tokio Groovie released a new album last week. 8 They serve breakfast at 8 o'clock. 9 J.K. Rowling wrote <i>Harry Potter</i>. 10 The Queen opened a school. |
|--|---|

(Points: —)
 10x1 10

(Total: —)
 100

Revision 7 (Units 1-20)

1 Choose the correct item.

- He always at 7 o'clock.
A is getting up **B** has got up
C gets up
- 1 Ann to Paris in 1991.
A has moved **B** moved **C** moves
- 2 We haven't heard from him months.
A since **B** yet **C** for
- 3 He goes to work taxi.
A on **B** by **C** in
- 4 we go out tonight?
A Shall **B** Will **C** Have
- 5 You cross the street without looking first.
A mustn't **B** don't have to
C couldn't
- 6 He's wearing uniform.
A — **B** an **C** a
- 7 There are two of bread on the table.
A packets **B** bars **C** loaves
- 8 He his car a month ago.
A bought **B** buys
C has bought
- 9 If I you, I'd eat less sweets.
A am **B** has been **C** were
- 10 is Ted? In his bedroom.
A Where **B** What **C** Who
- 11 Mum ... while dad was digging in the garden.
A cooks **B** is cooking
C was cooking
- 12 you lend me £10, please?
A Shall **B** Could **C** Must
- 13 Look at him! He across the street.
A is running **B** runs **C** ran
- 14 This is umbrella.
A Mary **B** Mary's **C** Marys'
- 15 There aren't flowers in the vase.
A some **B** no **C** any
- 16 "..... left first?" "Peter."
A What **B** Who **C** Which
- 17 I haven't got bread.
A many **B** much **C** lot of
- 18 He to work since Monday.
A won't come **B** didn't come
C hasn't come
- 19 I promise I you a new sweater.
A am going to buy **B** bought
C will buy

(Points: —)
19x1 19

2 Complete the text with the correct form of the verbs in brackets.

Sally ... *lives* ... **(live)** in a flat on the third floor. At the moment, she 1) **(decorate)** it for the party tonight. All morning, Sally 2) **(clean)** the flat, while her sister, Karen, 3) **(cook)** dinner. Sally hopes that a lot of people 4) **(come)**. She 5) **(already/buy)** lots of food. Last year, forty people 6) **(come)** to her birthday party and they all 7) **(have)** a great time. Let's hope the party 8) **(be)** a big success as it 9) **(be)** last year.

(Points: —)
9x1 9

Revision 7

3 Fill in the gaps with *since*, *for*, *ago*, *yet* or *already*.

- We went to Paris three weeks ... *ago* ...
- I haven't seen him
 - I have met them.
 - She's been at work 8:00 am.
 - He left work three hours
 - They have lived there 2 years.

- I've been in Germany a long time.
- We have finished lunch.
- We haven't found a new house
- You haven't telephoned him last week.

(Points: —
9x1 9)

4 Circle the correct item.

Petra is **too** / **enough** young to enter the competition.

- It was **enough** / **too** cold to go to the beach.
- Are you well **enough** / **too** to go to school?
- I am not brave **enough** / **too** to go on stage.
- Lisa and Nick want **to go** / **going** on holiday.
- Do you know how to **ski** / **skiing**?

- Karen hates **to go** / **going** to the dentist.
- We're looking forward to **travel** / **travelling** to China.
- I'm sure everyone is tired of **listen** / **listening** to the same song over and over again.
- I always go **to swim** / **swimming** in the summer.

(Points: —
9x1 9)

5 Write the questions as in the example:

A: *Where did you go last night?*

B: I went to a fast food restaurant.

A: 1) with you?

B: John and Helen.

A: 2) ?

B: Cheeseburgers and chips.

A: 3) ?

B: We left at 9:30.

A: 4) so early?

B: Because John had a headache.

A: Oh really? 5) now?

B: Much better. 6) last night?

A: Nothing. I stayed at home and watched TV.



(Points: —
6x2 12)

Revision 7 (Units 7-20)

6 Turn the sentences from active to passive.

They cut the grass every week.

.....*The grass is cut every week.*.....

1 They teach English at every school.

.....

2 James Joyce wrote my favourite book.

.....

3 Santiago Calatrava designed the building.

.....

4 Who sent the letter?

.....

5 They make pizza in Italy.

.....

6 Do they produce cars in Germany?

.....

7 The police arrested the thieves.

.....

(Points: —)
7x1 7

7 Fill in the gaps with the correct form of the adjectives in brackets.

I am the *oldest* (old) child in my family.

1 Jack is as (tall) his brother, Dan.

2 Diane is the (clever) student in her class.

3 My mum is (young) than my dad.

4 Simon is the (handsome) boy in our school.

5 He is (short) than his sister.

6 This is the (beautiful) dress I have ever seen.

7 My room is as (big) my sister's room.

8 Joan's car is (new) than Bill's car.

9 This is a (interesting) book than the one I read last week.

(Points: —)
9x1 9

8 Circle the correct item.

Maria always drives careful / carefully.

1 Joseph is such a good / well boy.

2 The children were playing happy / happily.

3 The homework was really easy / easily.

4 She spoke quiet / quietly, so I couldn't hear her.

5 He ran quick / quickly to catch the bus.

6 She is a beautiful / beautifully girl.

(Points: —)
6x2 12

9 Fill in the gaps with who, whose or which.

Is she the girl *whose* parents are university professors?

1 The dress you wore to the party was beautiful.

2 is the man in the dark glasses?

3 A scarf is something we wear in the winter.

4 Henry is the boy won the race.

5 I like restaurants are quiet.

6 is this bag? It's Joanna's.

7 He is the man saved the girl.

(Points: —)
7x2 14

(Total: —)
100

Word List

A
ability
accident
accordion
action
actress
add
admire
agent
amazing
ancient
anger
ankle
appliance
apron
arrest
arrive
aspirin
astronaut
athletic
autumn
auxiliary

B
bakery
ballet
barbecue
bath
bean
beautiful
belong
bench
bike
birdwatch
bite
boring
borrow
bouquet
bowl
bridge
broomstick
building
bungee jumping
burn
bushy
busy
butterfly

C
carpet
carry
catch
character
cheap
chief
cinema
clever
collection
comfortable

comic
competition
compound
context
cook (n)
corner shop
countable
cousin
crash
creature
crowded
cruise
cupboard
cushion
cyclist

D
dangerous
daughter
daydream (v)
decide
decorate
deer
delicious
deliver
dentist
design (v)
destroy
digital camera
direct
discover
dishes
distance
documentary
dressmaker
driving test
dust

E
electrical
email
empty
engineer
enough
essay
evidence
exhausted
exhibition
exiting
exotic
expensive
express

F
famous
fantastic
favourite
fear
feed

fire brigade
firefighter
fireworks display
fit
flames
flashing (adj)
flight
flour
forbidden
forest
fork
form (v)
fox
freeze
fridge
fruit bowl
fry
furniture
further

G
gentle
ghost
ground
guide (n)

H
habitual
hairbrush
half-term
handkerchief
hang out
happen
hard
harp
hate
hay
headache
healthy
heaven
heavy
height
helicopters
helmet
hobby
hold
holiday
home made
hope (n)
hungry
hurricane
hurry (v)
hurt
husband

I
ice rink
imaginary
immediately

in progress
information
instrument
intention
interesting
interrupt
interview
introduce
invent
invite
iron (n)

J
job
jogging

K
kangaroo
kick
kite

L
laptop
lasagna
laugh
leaf
library
lie (v)
life
light (adj)
lion-tamer
loaf
lobby
lobster
locate
lollipop
look forward
loud
louse
lucky

M
machine
mall
married
matches
meal
medal
melt
mention
mess
midnight
milk (v)
mirage
miss (v)
mobile phone
modal verb
mountain

Word List

move (v)
MP3 player
musical (n)

N

narrow
naughty
necessity
necklace
need
negation
neighbour
neighbourhood
nice
noisy

O

obvious
offer
omit
on-the-spot decision
option
organise
ox

P

painting
park (v)
pavement
peace
peacock
pepper
performance
permanent
permission
photographer
physical
picnic
plan (v)
plenty
polite
pollute
popular
possess
possible
post office
prediction
prefer

print (v)
promise
proof
protect
publish
purpose
push

Q

quantity
quarrel
quiet

R

race (n)
radium
recent
record (n)
recycle
regret
relax
remember
reporter
request
rob (v)
rocket
roof
round
rubbish
rude
rug
runner

S

safari
sardines
sausages
save
scared
scarf
schoolbag
science
screen
season
seatbelt
secretary
security guard
seriously

sewing machine
shave
shelf
shopping
shy
sight
silver
situation
slice
slip
snack
snow (v)
sofa
specific
spot
stable (n)
start
state (v)
statements
station
steal
stethoscope
stomachache
storm
strange
strawberry
streamer
strong
study
subject
suddenly
suitcase
sunbathe
sunburnt
suntan
sushi
sweets

T

take up
tambourine
teenager
temperature
temporary
thirsty
threat
thunderstorm
ticket (n)
tidy

tie
tonight
toothache
totally
towards
traffic
treat
tsunami
twin

U

uncountable
uniform
unpack
unstated
upstairs

V-

vegetarian
village
visit
voice

W

waiter
Walkman
wallet
wardrobe
warning
watch
water (v)
weather
webcam
website
wedding dress
weekdays
while
wicked
wife
windy
wire
wish (n)
wizard
wonderful

Y

young

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	lie	lay	lain
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	put
bring	brought	brought	read	read	read
build	built	built	ride	rode	ridden
burn	burnt	burnt	ring	rang	rung
burst	burst	burst	rise	rose	risen
buy	bought	bought	run	ran	run
can	could	(been able to)	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	seek	sought	sought
come	came	come	sell	sold	sold
cost	cost	cost	send	sent	sent
cut	cut	cut	set	set	set
deal	dealt	dealt	sew	sewed	sewn
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone	shone
draw	drew	drawn	shoot	shot	shot
dream	dreamt	dreamt	show	showed	shown
drink	drank	drunk	shut	shut	shut
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sit	sat	sat
fall	fell	fallen	sleep	slept	slept
feed	fed	fed	smell	smelt	smelt
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spell	spelt	spelt
find	found	found	spend	spent	spent
fly	flew	flown	spill	spilt	spilt
forbid	forbade	forbidden	split	split	split
forget	forgot	forgotten	spoil	spoilt	spoilt
forgive	forgave	forgiven	spread	spread	spread
freeze	froze	frozen	spring	sprang	sprung
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	stick	stuck	stuck
grow	grew	grown	sting	stung	stung
hang	hung	hung	strike	struck	struck
have	had	had	swear	swore	sworn
hear	heard	heard	sweep	swept	swept
hide	hid	hidden	swim	swam	swum
hit	hit	hit	take	took	taken
hold	held	held	teach	taught	taught
hurt	hurt	hurt	tear	tore	torn
keep	kept	kept	tell	told	told
know	knew	known	think	thought	thought
lay	laid	laid	throw	threw	thrown
lead	led	led	understand	understood	understood
learn	learnt	learnt	wake	woke	woken
leave	left	left	wear	wore	worn
lend	lent	lent	win	won	won
let	let	let	write	wrote	written

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