



Teacher's Guide

Gillian Flaherty and James Bean

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Introduction

Welcome to *Grammar Club*! In writing this series, we have aimed to make learning English grammar lively and engaging for primary students. At the start of the book, students meet four young friends – Emma, Adam, Harry, and Jenny – the members of the “Grammar Club.” These characters guide students through the book, showing them how to use new grammar structures in familiar contexts. The delightful illustrations in the book are designed to make contexts and meanings clear. In *Grammar Club*, grammar really comes to life!

How to use *Grammar Club*

The Student’s Book is divided into ten six-page units, each with its own theme.

The opening page of each unit gives an overview of the unit’s content. At the top of the page is a context-setting picture. Encourage students to talk about this picture. Ask questions such as *Who is in the picture? Where is he/she? Where are they? What is he/she doing? What are they doing?* and *What else can you see in the picture?* Say the language that appears in the speech bubbles in these pictures; say it clearly and ask students to repeat it. Where possible, demonstrate the language using objects in the classroom.

In the middle of the page is a vocabulary activity that introduces the key words for the unit. This consolidates the theme of the unit.

At the bottom of the page is a summary of the grammar structures presented in the unit. This is designed as a reference for teachers and students. You may choose to read through it with the class, but it is not necessary to do so. The same information is introduced gradually through the unit. You may find it useful to refer to throughout the lesson, and some students may want to refer to it while completing activities.

In each unit, the opening page is followed by four pages of activities. This is where new structures are presented and students can practise using them. There is a wide variety of activities, including drawing activities and puzzles. The activities are graded within each unit, so students can develop skills and then use the language they have learned with confidence. Check the answers after students have completed the activities. You can do this with the whole class, eliciting answers from students, or ask students to check their answers in pairs.

The final page of each unit is a review page, covering the main structures of the unit. Some review pages also contain personalized activities in

which students write about themselves using the structures they have learned.

At the end of the book, students complete Grammar Round-up - a review activity covering all ten units. The answers for Grammar Round-up are provided in the Student's Book so students can check their own work. They can then fill out a *Grammar Club* certificate saying they are members of the club. You might like to sign this certificate for them.

This Teacher's Guide contains step-by-step guideline to help you use the Student's Book effectively with your class. The language structures, sample language and key vocabulary for each unit are provided as well as the answers to all questions. There are also two review tests: Test 1 reviews Units 1 to 5, and Test 2 reviews Units 6 to 10. These tests may be photocopied for classroom use or self-study.

We hope you find *Grammar Club* an enjoyable and stimulating resource for your classroom.

Gillian Flaherty and James Bean

Scope and sequence

Structures

Sample language

Key vocabulary

Unit 1

Book page 9

Can, can't

Theme:

Circus skills

Can, can't

"Yes/No" questions

with **Can...?**

Questions with **What...?**

Questions with **How**

many...?

I can juggle.

He can't skip.

Can you walk on stilts?

What can Adam do?

juggle, ride, unicycle, walk,

stilts, tightrope, handstand,

skip, ball

Unit 2

Book page 15

Time: At, on, and in

Theme:

School timetables

Prepositions of time:

at to talk about a definite time, **on** to talk about days of the week, **in** to talk about different parts of the day

I have maths at nine o'clock.

I have science on Tuesday.

I have art in the morning.

maths, science, art, English,

physical education, drama,

music, history, lunch, morning,

afternoon, evening, diary,

Monday, Tuesday, Wednesday,

Thursday, Friday, Saturday,

Sunday

Unit 3

Book page 21

How often?

Theme:

Spare time activities

Expressions of frequency to talk about how often something happens:

every day, once a week, once a month

Questions with

How often...?

I watch TV every day.

I go swimming once a week.

I go to the cinema once a month.

How often do you visit your grandparents?

practise, trumpet, cinema,

bowling, wash, dog,

restaurant, play, football,

karate class, visit,

grandparents, day, week,

month, TV, tidy, room,

computer, game, walk, band,

swimming, dinner, tennis,

piano lesson

Unit 4

Book page 27

Have to, has to

Theme:

Chores

Have to or has to to talk about an action that is necessary

Don't have to and

doesn't have to

"Yes/No" questions with

Do you...?

Questions with

How often...?

I have to sweep the floor.

Adam has to tidy his bedroom.

I don't have to wash the car.

Do you have to sweep the floor?

bedroom, hang out, washing,

brush, cat, take out, rubbish,

washing-up, car, tidy, clean,

bathroom, sweep, floor

Unit 5

Book page 33

The past simple: Was, were

Theme:

Places to visit

Past simple of the verb **to be: was and were**

"Yes/No" questions

with **was and were**

Questions with **Where...?**

Was to talk about the weather

I was at the beach yesterday.

Lily and Joe were at the library last week.

Were you at the zoo yesterday?

Where were you on Sunday?

What was the weather like yesterday?

beach, library, park, café, zoo,

carnival, swimming pool,

weather, sunny, rainy, snowy,

windy, yesterday, children

Structures

Sample language

Key vocabulary

Unit 6

Book page 39

The past simple:

Regular verbs

Theme:

After school

Past simple: Regular verbs
"Yes/No" questions
with **did**
Questions with **What...
Didn't**

I listened to my new CD last
night.
Did you watch TV last night?
What did you do last night?
Diane didn't play football last
night.

played, talked, helped,
watched, listened, washed,
studied, carried, visited, CD,
DVD, phone, football, kitchen,
news, test, exam, computer
games, TV, film, funny, park,
bag, car, weekend, cooked,
spaghetti, fish, garden,
cousins

Unit 7

Book page 45

The past simple:

Irregular verbs

Theme:

At a restaurant

Past simple: Irregular
verbs
"Yes/No" questions with
did
Questions with **Where...?
What...?** and **When...?**

We went to a restaurant last
night.
Did the waiter give Mr Scott
the menu?
Where did Adam go last night?
What did he eat?
When did he come home?

brought, took, did, went,
gave, ate, drank, came,
bought, paid, saw, met,
spoke, wrote, read, sat,
restaurant, menu, chicken,
waiter, pay, bill, orange juice,
dinner, home, sister

Unit 8

Book page 51

Adverbs, and
before and **after**

Theme:

How we do things

Adverbs to say how
somebody does
something
Before and **after**

Emma speaks well.
Harry speaks badly.
I wash my hands before dinner.
I do my homework after school.

well, badly, loudly, quietly,
fast, slowly, carefully,
carelessly, before, after, ride,
bicycle, paint, sing, run, play,
eat, draw, write, swim, have a
shower, wash the dishes,
breakfast, get dressed

Unit 9

Book page 57

Like doing

Theme:

Reading and
television

Like or **likes** with gerund
Negatives with **don't** and
doesn't
"Yes/No" questions with
do and **does**

I like reading books.
He likes playing football.
I don't like watching sports.
Do you like reading magazines?

magazine, sports, newspaper,
horror film, cartoon, music
programme, comic, book,
chess, hide and seek

Unit 10

Book page 63

The future:
Going to

Theme:

On holiday

Going to to talk about
the future
"Yes/No" questions
with **Is he/she...?**
Questions with **What...?**
Negatives with
not going to
Contractions

I am going to visit my aunt
in the USA.
Are you going to visit
Disneyland?
What are you going to do
during the holiday?
I'm not going to take an
umbrella.

fly, Disneyland, picture,
camera, Hollywood, stay,
backpack, sun hat, swimming
costume, sunglasses, aunt,
holiday, umbrella, zoo, hotel,
beach, alarm clock, coat, ski,
camping, towel

Unit 1 Can, can't

| Theme | Structures | Sample language | Key vocabulary |
|---------------|---|---|--|
| Circus skills | Can, can't "Yes/No" questions with Can...? Questions with What...? Questions with How many...? | I can juggle. He can't skip. Can you walk on stilts? What can Adam do? | juggle, ride, unicycle, walk, stilts, tightrope, handstand, skip, ball |

Page 9

Ask students to look at the picture at the top of the page. Ask them what Jenny is doing. (She is juggling.) Ask students if anyone in the class knows how to juggle. Say the sentence *I can juggle* and ask students to repeat it.

Words to learn: Circus skills

Write the words.

Beneath each small picture, students write the correct phrase from the list. You can ask students to check their answers in pairs.

Page 10

A. Put the words in the correct order.

Students write sentences in the speech bubbles by rearranging the words into the correct order.

B. Complete the questions using the correct names. Then complete the answers using **He can** or **She can**.

For each pair of sentences, students look at the picture above to see who can do the activity. They then write the name of the person in the first sentence, and *He can* or *She can* in the second sentence depending on whether the person is a boy or a girl.

Page 11

C. Complete the questions and write the answers.

Students look at the chart at the top of the page. It shows what skills each child has; in other words, what he or she can do. For example, Jenny has written *yes* below "juggle" and "walk on stilts." This means she can do both those things. Students complete the questions by writing *What can* and *do*, and then write complete sentences to answer the questions.

Page 12

The illustration at the top of the page introduces questions with *Can he/she...?* and the answers *Yes, he/she can* and *No, he/she can't*. Say the questions and answers and ask students to repeat them: *Can she skip? Yes, she can. Can he skip? No, he can't.*

D. Write questions using *Can he*. Then answer the questions using *Yes, he can* or *No, he can't*.

For each exercise, students write a question using *Can he* and the given phrase. Then they refer to the picture to write the answer.

Page 13

E. Write *Can she juggle*. Then circle the correct answer.

For each exercise, students complete the question by writing *Can she juggle*. Then they refer to the picture and circle the correct answer.

Page 14 Review

A. Put the words in the correct order.

Students write sentences and questions by rearranging the words into the correct order.

B. What can *you* do? Tick *Yes, I can* or *No, I can't*.

Students tick *Yes, I can* or *No, I can't* to answer the questions about themselves.



Can, can't



Words to learn: Circus skills

Write the words.

~~skip~~

- walk on stilts
- do a handstand
- walk on a tightrope
- ride a unicycle



skip



walk on stilts



do a handstand



ride a unicycle



walk on a tightrope

We use **can** to talk about things that people are able to do.
*I **can** juggle.*

We use **can't** to talk about things that people are **not** able to do.
*He **can't** skip. **can't** = **cannot***

To make a question, we put **can** before the subject.

***Can** you walk on stilts? What **can** Adam do?*

*How many balls **can** she juggle?*

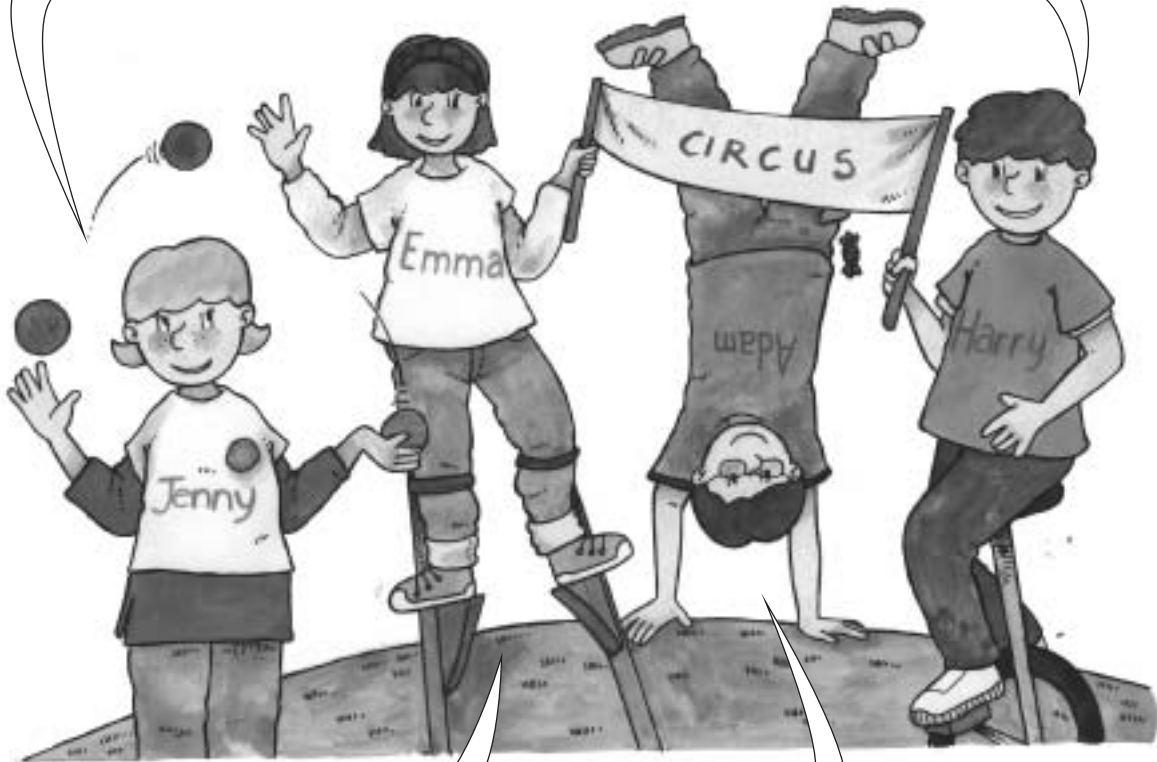
A. Put the words in the correct order.

juggle. I can

1. I can juggle.

ride a unicycle can I

2. I can ride a unicycle.



I walk on stilts. can

3. I can walk on stilts.

can do a handstand. I

4. I can do a handstand.

B. Complete the questions using the correct names. Then complete the answers using **He can** or **She can**.

- | | |
|------------------------------|--------------------------------|
| 1. What can <u>Adam</u> do? | <u>He can</u> do a handstand. |
| 2. What can <u>Emma</u> do? | <u>She can</u> walk on stilts. |
| 3. What can <u>Jenny</u> do? | <u>She can</u> juggle. |
| 4. What can <u>Harry</u> do? | <u>He can</u> ride a unicycle. |

OUR CIRCUS SKILLS

What we can do

| | juggle | do a handstand | walk on stilts | ride a unicycle |
|-------|------------|----------------|----------------|-----------------|
| Jenny | yes | no | yes | no |
| Adam | yes | yes | no | yes |
| Harry | no | no | yes | yes |
| Emma | yes | no | yes | no |

C. Complete the questions and write the answers.

- What can Jenny do ? She can juggle.
She can walk on stilts.
- What can Adam do ? He can juggle.
He can do a handstand.
He can ride a unicycle.
- What can Harry do ? He can walk on stilts.
He can ride a unicycle.
- What can Emma do ? She can juggle.
She can walk on stilts.

1 Can, can't

Can she skip?
Yes, she can.



Can he skip?
No, he can't.



D. Write questions using Can he. Answer the questions using Yes, he can or No, he can't.

1. walk on a tightrope

Can he walk on a tightrope ? Yes, he can.



2. ride a unicycle

Can he ride a unicycle ? No, he can't.



3. do a handstand

Can he do a handstand ? Yes, he can.



4. juggle

Can he juggle ? No, he can't.



5. walk on stilts

Can he walk on stilts ? Yes, he can.



E. Write **Can she juggle**. Circle the correct answer.

1. Can she juggle two balls?

Yes, she can. / No, she can't.



2. Can she juggle three balls?

Yes, she can. / No, she can't.



3. Can she juggle four balls?

Yes, she can. / No, she can't.



4. Can she juggle five balls?

Yes, she can. / No, she can't.



Review

A. Put the words in the correct order.

1. can / a / handstand / He / do He can do a handstand.
2. unicycle? / Can / ride / you / a Can you ride a unicycle?
3. can't / No, / I No, I can't.
4. skip / I / can I can skip.
5. do? / she / What / can What can she do?
6. stilts / She / walk / can / on She can walk on stilts.
7. she / juggle? / Can Can she juggle?
8. can / she / Yes, Yes, she can.

B. What can *you* do? Tick **Yes, I can** or **No, I can't**.

1. Can you do a handstand? Yes, I can.
No, I can't.
2. Can you skip? Yes, I can.
No, I can't.
3. Can you walk on stilts? Yes, I can.
No, I can't.
4. Can you juggle? Yes, I can.
No, I can't.

Unit 2 Time: At, on, and in

| Theme | Structures | Sample language | Key vocabulary |
|-------------------|--|---|--|
| School timetables | Prepositions of time: at to talk about a definite time, on to talk about days of the week, in to talk about different parts of the day | I have maths at nine o'clock. I have science on Tuesday. I have art in the morning. | maths, science, art, English, physical education, drama, music, history, lunch, morning, afternoon, evening, diary, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday |

Page 15

Ask students to look at the picture at the top of the page. Explain that Emma and Harry are looking at their class timetable, showing when they will be studying various subjects. You could use your own class timetable to explain this concept. Say the sentence *I have maths at nine o'clock* and ask students to repeat it.

Words to learn: School timetables

Write the words.

Beneath each small picture, students write the correct word or phrase from the list. You can ask students to check their answers in pairs.

Page 16

A. What time is it? Write the correct time below each clock.

This activity reviews times. For each clock, students write the correct time from the box.

B. Complete the sentences.

Students complete the sentences by referring to the chart and writing *at* and the correct times. They can write the times as numbers, as shown in the example.

Page 17

C. Read Emma's diary. Then circle the correct days.

Students refer to the open diary page to circle the correct phrase (*on* + the day) in each sentence.

D. Fill in **your** diary for this week. Then write sentences.

Students write their own schedule on the open diary page. If necessary, help them do this; you may need to remind them of when they study their various subjects. Then students write four sentences starting with *I have* about the subjects they have on various days.

Page 18

The illustration at the top of the page introduces *in* + a part of the day (for

example, *the morning* or *the afternoon*) to talk about when things happen. Say the sentences *Harry goes to school in the morning*, *Harry has lunch in the afternoon*, and *Harry does his homework in the evening*. Ask students to repeat them.

E. Write the sentences.

Students refer to the two lists of chores. Make sure they understand that chores are jobs that we have to do at home regularly, and that 8:00 and 8:30 are in the morning, 4:30 and 4:45 are in the afternoon, and 6:30 is in the evening. Students then use the prompt words with the correct time phrase (*in* + a part of the day) to write sentences. Note that students do not change the order of the prompt words.

Page 19

F. Look at Harry's timetable. Write *at*, *on*, or *in*.

Before students start this activity, give them time to look over Harry's timetable. Explain that only three days are shown – Tuesday, Wednesday, and Thursday – not the whole week. You could ask them if Harry studies the same subjects they do.

Then students complete the sentences by writing *at*, *on*, or *in*: *at* for exact times, *on* for days, and *in* for parts of the day.

G. Look at the timetable again. Write some more sentences using *at*, *on*, and *in*.

Students refer to Harry's timetable again and write complete sentences. They write about whatever times and subjects they choose. Note that there are many possible correct answers. Here are just a few:

Harry has science at 10:00 on Tuesday.

Harry has English on Tuesday, Wednesday, and Thursday.

Harry has physical education at 12:45 on Tuesday and Thursday.

Harry has music in the morning on Tuesday.

Page 20 Review

A. Find the mistakes in these sentences. Then write the sentences correctly.

This is an error correction activity. Students identify the mistakes in the sentences, then cross out the mistakes and rewrite the sentences correctly. All the sentences contain mistakes.

B. Fill in the timetable with different subjects. Then write sentences using *at*, *on*, and *in*.

Students write subjects on Julie's timetable. Tell them they can write any subjects they like on the timetable. They then write three sentences about the timetable they have created: one sentence containing *at*, one containing *on*, and one containing *in*. For example, if the pupil writes *art* beside 11:00, they can write: *Julie has art in the morning* or *Julie has art on Monday* or *Julie has art at 11:00*.

Time: At, on and in

I have maths at nine o'clock.



Words to learn: School timetables

Write the words.



English



science



physical education



music



art



drama

science

art

~~English~~

physical education

drama

music

We use **at**, **on**, and **in** to talk about time.

We use **at** to talk about a definite time.

*I have maths **at** nine o'clock.*

We use **on** to talk about days of the week.

*I have science **on** Tuesday.*

We use **in** to talk about different parts of the day.

*I have art **in** the morning.*

A. What time is it? Write the correct time below each clock.



1. 7:00



2. 8:45



3. 9:00



4. 10:15



5. 12:30



6. 4:15

4:15 ~~7:00~~ 8:45 12:30 9:00 10:15

B. Complete the sentences.

| MONDAY | |
|---------------|---------|
| 9:00 | MATHS |
| 10:00 | ENGLISH |
| 11:00 | ART |
| 12:00 | LUNCH |
| 12:45 | MUSIC |
| 1:30 | SCIENCE |
| 2:30 | DRAMA |

1. I have maths at 9:00.
2. I have lunch at 12:00.
3. I have art at 11:00.
4. I have English at 10:00.
5. I have drama at 2:30.
6. I have science at 1:30.
7. I have music at 12:45.



C. Read Emma's diary and circle the correct days.

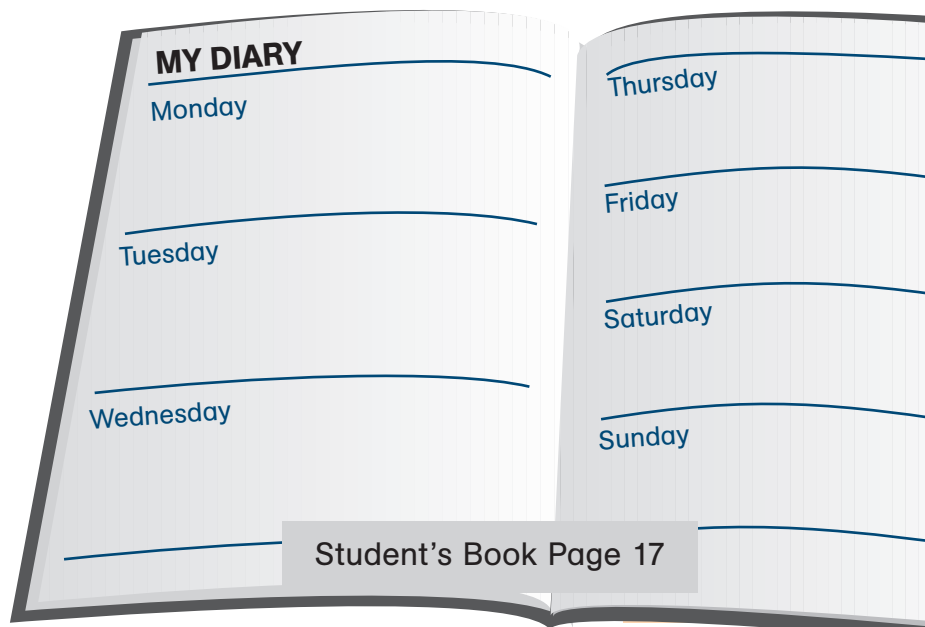
1. Emma has lunch with her grandma **on Friday** / **on Sunday**.
2. Emma has art club **on Wednesday** / **on Thursday**.
3. Emma has netball practice **on Monday** / **on Tuesday**.
4. Emma has her guitar lesson **on Thursday** / **on Friday**.

D. Fill in *your* diary for this week, then write sentences.

1. I have _____
on _____.
2. _____

3. _____

4. _____



2 Time: At, on, and in

Harry goes to school
in the morning.



Harry has lunch in
the afternoon.



Harry does his homework
in the evening.



MORNING

AFTERNOON

EVENING

HARRY'S CHORES
Tuesday
8:00 take the dog
for a walk
4:30 feed the dog
6:30 wash the
dishes

JULIE'S CHORES
Tuesday
8:30 feed the dog
4:45 lay the table
for dinner
6:30 dry the dishes

E. Write the sentences.



1. Harry > take > dog > for > walk >
Harry takes the dog for a walk in the morning.



2. Julie > feed > dog >
Julie feeds the dog in the morning.



3. Harry > feed > dog >
Harry feeds the dog in the afternoon.



4. Julie > lay > table > dinner >
Julie lays the table for dinner in the afternoon.



5. Harry > wash > dishes >
Harry washes the dishes in the evening.



6. Julie > dry > dishes >
Julie dries the dishes in the evening.

| Tuesday | | Wednesday | | Thursday | |
|---------|--------------------|-----------|--------------------|----------|--------------------|
| 9:00 | ENGLISH | 9:00 | DRAMA | 9:00 | ENGLISH |
| 10:00 | SCIENCE | 10:00 | ENGLISH | 10:00 | HISTORY |
| 11:00 | MUSIC | 11:00 | PHYSICAL EDUCATION | 11:00 | SCIENCE |
| 12:00 | LUNCH | 12:00 | LUNCH | 12:00 | LUNCH |
| 12:45 | PHYSICAL EDUCATION | 12:45 | ART | 12:45 | PHYSICAL EDUCATION |
| 1:30 | DRAMA | 1:30 | SCIENCE | 1:30 | ART |
| 2:30 | ART | 2:30 | MATHS | 2:30 | MUSIC |

F. Look at Harry's timetable. Write **at**, **on**, or **in**.

1. Harry has lunch at 12:00 on Tuesday, Wednesday, and Thursday.
2. Harry has drama on Tuesday and Wednesday.
3. Harry has maths in the afternoon on Wednesday.
4. Harry has art at 12:45 on Wednesday.
5. Harry has music on Tuesday and Thursday.
6. Harry has physical education on Tuesday, Wednesday, and Thursday.

G. Look at the timetable again. Write some more sentences using **at**, **on**, and **in**.

1. Harry has drama at 9:00 on Wednesday.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.

Review

A. Find the mistakes in these sentences. Write the sentences correctly.

1. Emma has art ~~at~~ Friday. Emma has art on Friday.
2. Adam has science ~~in~~ 10:00. Adam has science at 10:00.
3. Harry has maths ~~on~~ the morning. Harry has math in the morning.
4. Jenny plays tennis ~~in~~ Saturday. Jenny plays tennis on Saturday.
5. I have netball ~~at~~ Monday. I have netball on Monday.
6. I have drama ~~on~~ 12:45. I have drama at 12:45.
7. He has art ~~on~~ the afternoon. He has art in the afternoon.
8. I have a guitar lesson ~~in~~ Tuesday. I have a guitar lesson on Tuesday.

B. Fill in the timetable with different subjects. Then write sentences using **at, on** and **in**.

1. _____

2. _____

3. _____

| | |
|-------|--|
| 9:00 | |
| 10:00 | |
| 11:00 | |
| 12:00 | |
| 1:00 | |
| 2:00 | |
| 3:00 | |

Unit 3 How often?

| Theme | Structures | Sample language | Key vocabulary |
|-----------------------|--|--|--|
| Spare time activities | Expressions of frequency to talk about how often something happens: every day, once a week, once a month Questions with How often...? | I watch TV every day. I go swimming once a week. I go to the cinema once a month. How often do you visit your grandparents? | practise, trumpet, cinema, bowling, wash, dog, restaurant, play, football, karate class, visit, grandparents, day, week, month, TV, tidy, clean, room, computer, game, walk, band, swimming, dinner, tennis, piano, lesson |

Page 21

Ask students to look at the picture at the top of the page. Ask them what Adam is holding (a trumpet). Ask students what musical instruments they play, if any. Check that they understand the meaning of *practise*. Ask them if they practise their instruments. Say the question and answer and ask students to repeat them: *How often do you practise the trumpet? I practise the trumpet every day.*

Words to learn: Spare time activities

Write the words.

Beneath each small picture, students write the correct phrase from the list. You can ask students to check their answers in pairs.

Page 22

The illustration at the top of the page introduces *every day*. Ask students *Does Adam play football on Monday? Does he play football on Tuesday? Does he play football on Wednesday?* and so on through the days of the week. The answer to every question is *Yes, he does*. Say *I play football every day* and ask students to repeat it.

A. Write every day.

Students complete the sentences by writing *every day*.

B. Put the words in the correct order.

Students write sentences by rearranging the words into the correct order.

Page 23

The calendar page introduces *once a week* and *once a month*. Make sure students understand what a calendar is. Explain to students that this calendar shows what Adam does in a month. The circles around 5:00 *Band practice* every Thursday mean that Adam goes to band practice every Thursday, or *once a week*. Say the sentence *I go to band practice once a week* and ask students to repeat it. Explain why the word *practice* has a *c* rather than an *s* (*c* in noun; *s* in verb). Then get them to do Activity C.

C. Write once a week.

Students complete the sentences by writing *once a week*. You could ask students to find the entries for each activity on the calendar and circle them the same way *5:00 Band practice* is circled.

D. Write once a month.

Before students do this activity, get them to find *Wash dog* circled on the calendar. Ask them if *Wash dog* is written anywhere else on the calendar. (It is not.) Explain that this means Adam washes the dog only one time in the month, or *once a month*. Say the sentence *I wash my dog once a month* and ask students to repeat it.

Then ask students to complete the sentences by writing *once a month*.

Page 24

The illustration at the top of the page introduces questions with *How often...?* Say the question and answer and ask students to repeat them: *How often do you visit your grandparents? I visit my grandparents once a week.*

E. Write How often do you.

Students complete the sentences by writing *How often do you.*

F. Put the words in the correct order.

Students write questions by rearranging the words into the correct order.

Page 25

G. Look at what Emma does in a month. Then tick **Once a week or **Once a month**.**

Tell students to look at the calendar month at the top of the page. It shows what Emma does on various days through the month. Students then tick the correct answers to the questions.

Page 26 Review

A. Look at pages 22 and 23 again. Then tick **every day, **once a week**, or **once a month**.**

Explain to students that they need to refer to the information about Adam on pages 22 and 23 in order to answer these questions. They read each question and tick the correct ending to each answer.

B. What do **you do? Write something that you do every day, once a week, and once a month.**

Students complete the sentences about themselves. They write things that they do every day, once a week, and once a month; for example, *I go to the cricket ground once a month.*



How often?

How often do you practise the trumpet?

I practise the trumpet every day.



Words to learn: Spare time activities

Write the words.

go to the cinema

go bowling

~~wash the dog~~

eat in a restaurant

play football

go to karate class



wash the dog

go bowling

eat in a restaurant



go to the cinema

play football

go to karate class

To talk about how often something happens, we can use the expressions **every day**, **once a week**, and **once a month**.

*I watch TV **every day**.*

*I go swimming **once a week**.*

*I go to the cinema **once a month**.*

We use **how often** to make questions.

How often do you visit your grandparents?

3 How often?

I play football every day.



A. Write every day.

1. I help my mother every day.



2. I watch TV every day.



3. I tidy my room every day.

4. I play computer games every day.



5. I take my dog for a walk every day.



6. I practise the trumpet every day.



B. Put the words in the correct order.

1. watch TV day. every I

I watch TV every day.

2. trumpet I the practise every day.

I practise the trumpet every day.

3. mother every I help day. my

I help my mother every day.

| April | | | | | | |
|-------|-------------------------|---------------|--------------------------|----------------------------|----------------------------|---------------------------------|
| Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
| | | | | | 1 Swimming | 2 Visit Grandma and Grandpa |
| 3 | 4 4:00 Karate class | 5 | 6 5:00 Band practice | 7 | 8 Swimming | 9 Visit Grandma and Grandpa |
| 10 | 11 4:00 Karate class | 12 Bowling | 13 5:00 Band practice | 14 | 15 Swimming Cinema | 16 Visit Grandma and Grandpa |
| 17 | 18 4:00 Karate class | 19 | 20 5:00 Band practice | 21 Dinner at restaurant | 22 Swimming | 23 Visit Grandma and Grandpa |
| 24 | 25 4:00 Karate class | 26 | 27 5:00 Band practice | 28 | 29 Swimming Wash dog | 30 Visit Grandma and Grandpa |

I go to band practice once a week.



C. Write once a week.

1. I visit my grandparents once a week.
2. I go swimming once a week.
3. I go to karate class once a week.



I wash my dog once a month.

D. Write once a month.

1. I go to the cinema once a month.
2. I go bowling once a month.
3. I eat in a restaurant once a month.

3 How often?

How often do you visit your grandparents?



I visit my grandparents once a week.

E. Write **How often do you**.

1. How often do you go to karate class?
2. How often do you go to band practice?
3. How often do you go to the cinema?
4. How often do you tidy your room?

F. Put the words in the correct order.

1. football? play How do often you
How often do you play football?
2. often How do you bowling? go
How often do you go bowling?
3. go you often do swimming? How
How often do you go swimming?
4. your you do How mother? often help
How often do you help your mother?

| June | | | | | | |
|-----------------------|------|-----|--------------------|-----|----------------|-----------------------|
| Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
| | | | | 1 | 2 | 3 Visit Aunt Mary |
| 4 Tennis practice | 5 | 6 | 7 Piano lesson | 8 | 9 | 10 Visit Aunt Mary |
| 11 Tennis practice | 12 | 13 | 14 Piano lesson | 15 | 16 Cinema | 17 Visit Aunt Mary |
| 18 Tennis practice | 19 | 20 | 21 Piano lesson | 22 | 23 Swimming | 24 Visit Aunt Mary |
| 25 Tennis practice | 26 | 27 | 28 Piano lesson | 29 | 30 Wash dog | |

G. Look at what Emma does in a month. Then tick **Once a week** or **Once a month**.

- How often does Emma go to tennis practice? Once a week.
Once a month.
- How often does Emma visit Aunt Mary? Once a week.
Once a month.
- How often does Emma go to the cinema? Once a week.
Once a month.
- How often does Emma have a piano lesson? Once a week.
Once a month.
- How often does Emma wash her dog? Once a week.
Once a month.

Review

A. Look at pages 22 and 23 again. Tick **every day**, **once a week**, or **once a month**.

1. How often does Adam go to band practice?

- He goes to band practice every day.
- once a week.
- once a month.

2. How often does he visit his grandparents?

- He visits his grandparents every day.
- once a week.
- once a month.

3. How often does he tidy his room?

- He tidies his room every day.
- once a week.
- once a month.

4. How often does he go bowling?

- He goes bowling every day.
- once a week.
- once a month.

5. How often does he practise the trumpet?

- He practises the trumpet every day.
- once a week.
- once a month.

B. What do **you** do? Write something that you do every day, once a week, and once a month.

1. I _____ every day.
2. I _____ once a week.
3. I _____ once a month.

Unit 4 Have to, has to

| Theme | Structures | Sample language | Key vocabulary |
|--------|--|---|---|
| Chores | Have to or has to to talk about an action that is necessary Don't have to and doesn't have to "Yes/No" questions with Do you...? Questions with How often...? | I have to sweep the floor. Adam has to tidy his bedroom. I don't have to wash the car. Do you have to sweep the floor? | bedroom, hang out, washing, brush, cat, take out, rubbish, washing-up, car, tidy, clean, bathroom, sweep, floor |

Page 27

Ask students to look at the picture at the top of the page. Ask them where Adam is. (He is in his bedroom.) Ask them if the bedroom is tidy or messy. (It is messy.) Say the sentence *I have to tidy my bedroom* and ask students to repeat it. You could ask students if they have to tidy their bedroom at home.

Words to learn: Chores

Write the words.

Beneath each small picture, students write the correct phrase from the list. You can ask students to check their answers in pairs.

Page 28

The illustration at the top of the page introduces *have to* and *don't have to*. In the left-hand picture Jenny is going to hang out the washing. This is one of her chores, so she is saying *I have to hang out the washing*. In the right-hand picture her father is taking out the rubbish. This is not one of Jenny's chores, so she is saying *I don't have to take out the rubbish*. Say the sentences *I have to hang out the washing* and *I don't have to take out the rubbish*. Ask students to repeat them.

A. Write have to or don't have to.

Students write *have to* or *don't have to*, depending on whether Jenny is doing the chore in the picture or not.

B. Put the words in the correct order.

Students write sentences by rearranging the words into the correct order.

Page 29

C. Who has to do these chores? Write sentences using has to.

Students write sentences about either Jenny or Adam by referring to the lists showing who has to do each chore.

D. Look at the chore lists again. Write has to or doesn't have to.

Students look at the chore lists again and complete the sentences by writing *has to* or *doesn't have to*.

Page 30

E. Circle **have to** or **has to**.

Students circle *have to* or *has to*, depending on whether the sentences begin with the first person (*I*) or the third person (*He, She*, or a name).

F. Write the questions and answers.

Look at the illustration with students. It introduces "Yes/No" questions with *Do you...?* Jenny is sweeping the floor and is being asked *Do you have to sweep the floor?* She is answering *Yes, I do*.

Students then write questions and answers using the words and symbols as prompts. Explain how to do this. They should begin each question with *Do you have to*, and then write the chore. If the chore is followed by a ✓, the answer is *Yes, I do*. If the chore is followed by an ✗, the answer is *No, I don't*.

Page 31

The illustration at the top of the page reviews questions with *How often...?* which were introduced in Unit 3. Explain that there are ticks (✓) under every day of the week for *sweep the floor* because the girl has to sweep the floor *every day*. Say the question and answer and ask students to repeat them: *How often do you have to sweep the floor? I have to sweep the floor every day.*

Explain that there is only a single tick below Saturday for *clean the bathroom* because the boy only has to clean the bathroom on Saturdays; that is, *once a week*. Say the question and answer and ask students to repeat them: *How often do you have to clean the bathroom? I have to clean the bathroom once a week.*

G. Look at the chart. Complete the questions. Then complete the answers using **every day** or **once a week**.

Students complete the questions by writing *How often do you have to*. They complete the answers by referring to the chart and deciding how often the person does the chore. They write either *every day* or *once a week*.

Page 32 Review

A. Find the mistakes in these sentences. Then write the sentences correctly.

This is an error correction activity. Students identify the mistakes in the sentences, then cross out the mistakes and rewrite the sentences correctly. All the sentences contain mistakes.

B. What chores do **you** have to do? Write sentences using **every day** or **once a week**.

In this activity, students write sentences about the chores they have to do at home and how often they have to do them. You could help them begin by asking them to talk as a class about chores they have to do. When students are writing, make sure they are using *every day* or *once a week*. You could ask them to compare their sentences in pairs.



Have to, has to



Words to learn: Chores

Write the words.

hang out the washing

brush the cat

take out the rubbish

wash the dishes

~~clean the bathroom~~

sweep the floor



clean the bathroom



brush the cat



hang out the washing



wash the dishes



sweep the floor



take out the rubbish

We use **have to** or **has to** to talk about an action that is necessary. For example, if it is necessary for someone to do some chores, we can use **have to** or **has to**.

I have to sweep the floor.

He has to wash the dishes.

We use **don't have to** or **doesn't have to** to say that an action isn't necessary.

I don't have to wash the car.

She doesn't have to take out the rubbish.

4 Have to, has to

I have to hang out the washing.



I don't have to take out the rubbish.



A. Write **have to** or **don't have to**.



1. I have to sweep the floor.

2. I don't have to wash the car.



3. I have to brush the cat.

4. I don't have to wash the dishes.



5. I have to clean the bathroom.

B. Put the words in the correct order.

1. don't I sweep floor. the to have

I don't have to sweep the floor.

2. bedroom. my have tidy I to

I have to tidy my bedroom.

3. I cat. the don't have brush to

I don't have to brush the cat.

Adam's chores

tidy bedroom
wash dishes
take out rubbish
wash car

Jenny's chores

clean bathroom
sweep floor
hang out washing
brush cat

**C. Who has to do these chores?
Write sentences using **has to**.**

1. tidy his bedroom

Adam has to tidy his bedroom.

2. sweep the floor

Jenny has to sweep the floor.

3. brush the cat

Jenny has to brush the cat.

4. take out the rubbish

Adam has to take out the rubbish.

D. Look at the chore lists again. Write **has to
or **doesn't have to**.**

1. Adam has to tidy his bedroom.

Jenny doesn't have to tidy her bedroom.

2. Adam doesn't have to clean the bathroom.

Jenny has to clean the bathroom.

3. Adam doesn't have to hang out the washing.

Jenny has to hang out the washing.

4. Adam has to wash the car.

Jenny doesn't have to wash the car.

5. Adam has to wash the dishes.

Jenny doesn't have to wash the dishes.

E. Circle have to or has to.

1. I have to / ~~has to~~ wash the dishes.
2. He ~~have to~~ / has to take out the rubbish.
3. She ~~have to~~ / has to brush the cat.
4. I have to / ~~has to~~ wash the car.
5. Terry ~~have to~~ / has to tidy his bedroom.



F. Write the questions and answers.

1. wash the dishes?
 Do you have to wash the dishes? No, I don't.
2. brush the cat?
 Do you have to brush the cat? Yes, I do.
3. wash the car?
 Do you have to wash the car? Yes, I do.
4. take out the rubbish?
 Do you have to take out the rubbish? No, I don't.
5. tidy your bedroom?
 Do you have to clean your bedroom? Yes, I do.
6. hang out the washing?
 Do you have to hang out the washing? Yes, I do.

How often do you have to sweep the floor?

I have to sweep the floor every day.

| | | | | | | |
|--------|---------|-----------|----------|--------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |



How often do you have to clean the bathroom?

I have to clean the bathroom once a week.

| | | | | | | |
|--------|---------|-----------|----------|--------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| | | | | | ✓ | |



G. Look at the chart. Complete the questions. Complete the answers using **every day** or **once a week**.



| | | | | | | |
|--------|---------|-----------|----------|--------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | |
|--|--|--|--|---|--|--|
| | | | | ✓ | | |
|--|--|--|--|---|--|--|



| | | | | | | |
|---|---|---|---|---|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|---|---|---|---|---|---|---|

| | | | | | | |
|--|--|---|--|--|--|--|
| | | ✓ | | | | |
|--|--|---|--|--|--|--|



1. How often do you have to wash the dishes?

I have to wash the dishes every day.

2. How often do you have to hang out the washing?

I have to hang out the washing once a week.

3. How often do you have to take out the rubbish?

I have to take out the rubbish every day.

4. How often do you have to brush the cat?

I have to brush the cat once a week.

Review

A. Find the mistakes in these sentences.
Write the sentences correctly.

1. I ~~doesn't~~ have to sweep the floor.
I don't have to sweep the floor.
2. Ted ~~have~~ to take out the rubbish.
Ted has to take out the rubbish.
3. Susan doesn't ~~has~~ to brush the cat.
Susan doesn't have to brush the cat.
4. ~~Does~~ you have to tidy your bedroom?
Do you have to tidy your bedroom?
5. How often ~~does~~ you have to wash the dishes?
How often do you have to wash the dishes?
6. I ~~has~~ to clean the bathroom every day.
I have to clean the bathroom every day.

B. What chores do ***you*** have to do?
Write sentences using **every day** or
once a week.

1. I have to
2. _____
3. _____
4. _____
5. _____

Unit 5 The past simple: Was, were

| Theme | Structures | Sample language | Key vocabulary |
|-----------------|--|---|---|
| Places to visit | Past simple of the verb to be : was and were "Yes/No" questions with was and were Questions with Where...? Was to talk about the weather | I was at the beach yesterday. Lily and Joe were at the library last week. Were you at the zoo yesterday? Where were you on Sunday? What was the weather like yesterday? | beach, library, park, café, zoo, funfair, swimming pool, weather, sunny, rainy, snowy, windy, yesterday, children |

Page 33

Ask students to look at the picture at the top of the page. Ask them where Emma is. (She is in a classroom.) Ask them what place she is thinking about. (She is thinking about the beach.) Explain that she is thinking about where she went *yesterday*. Ask *Is she at the beach today?* (She isn't.) Say the sentence *I was at the beach yesterday* and ask students to repeat it.

Words to learn: Places to visit

Write the words.

Beneath each small picture, students write the correct phrase from the list. You can ask students to check their answers in pairs.

Page 34

A. Look at the chart. Then complete the sentences using **was** or **were**.

Read through the chart with students. It shows the simple past of the verb *to be*. Students then complete the sentences by writing *was* or *were*.

B. Write the sentences using **was** or **were**.

Students write sentences using the words and pictures as prompts. Explain how to do this. They should begin each sentence with a pronoun, then write *was at* or *were at* with the place shown in the picture, and then finish with the day or time given.

Page 35

The illustration at the top of the page introduces "Yes/No" questions with *was* and *were*. Say the question and answer and ask students to repeat them: *Were you at the beach yesterday? Yes, I was.*

C. Write the questions. Then complete the answers using **was**, **wasn't**, **were**, or **weren't**.

Students use the prompt words to write complete sentences. They need to begin the questions with *Was* or *Were*, then write the pronoun or name (or names), then *at*, followed by the place and time given. Note that students do not change the order of the prompt words. Students then complete the

answer.

Page 36

The illustration at the top of the page introduces questions with *Where...?* and *yesterday*. Say the question and answer and ask students to repeat them: *Where was Kathy yesterday? She was at the library.*

D. Write the questions using **Where and **yesterday**.** Then write the answers. For each exercise students write a question starting with *Where were* or *Where was* with *yesterday*. Then they look at the picture and write the answer.

E. Answer the questions about **you.**

Students answer the questions about themselves, starting with *I was...* You can ask students to compare their answers in pairs or as a whole class.

Page 37

The illustration at the top of the page introduces some adjectives to describe weather. You could ask students to say which word or words describe the current weather.

F. Write the answers.

Students answer the questions by looking at the pictures and writing sentences starting with *It was...*

G. Complete the questions. Then tick the correct answer.

Students complete questions starting with *Was it...* using the word indicated by the picture on the left. Then they look at the picture on the right, decide whether the correct answer is *Yes, it was* or *No, it wasn't*, and tick the correct answer.

Page 38 Review

A. Write **was or **were**.**

Students complete the sentences by writing *was* or *were*.

B. Complete the weather report.

Students look at the pictures and then complete the sentences about each day's weather, using *it was* and the correct word.

The past simple: Was, were



Words to learn: Places to visit

Write the words.

the library

the park

~~the café~~

the zoo

the funfair

the swimming pool



the café



the zoo



the swimming pool



the funfair



the library



the park

We use the **past simple** to talk about things that happened in the past. The past simple of the verb **to be** is **was** and **were**.

*Barry **was** at the zoo on Saturday.*

*Lily and Joe **were** at the library last week.*

To make a question, we put **was** or **were** before the subject.

Were you at the zoo yesterday? *Yes, I was.*

Was Bill at the funfair on Friday? *No, he wasn't.*

Were they at the café yesterday? *No, they weren't.*

*Where **were** you yesterday? I was at the zoo.*

We often use **was** to talk about the weather.

*What **was** the weather like yesterday? It **was** windy.*

5 The past simple: Was, were

A. Look at the chart.
Complete
the sentences
using **was**
or **were**.

| singular | plural |
|-------------------------|-----------|
| I was | we were |
| you were | you were |
| he was, she was, it was | they were |

1. I was at the zoo yesterday.
2. Kenny was at the park on Sunday.
3. Sally and Fred were at the beach on Saturday.
4. They were at the funfair last week.
5. I was at the library yesterday.
6. We were at the café on Saturday.

B. Write the sentences using **was** or **were**.

1. They



Saturday

They were at the funfair on Saturday.

2. She



last week

She was at the library last week.

3. They



yesterday

They were at the park yesterday.

4. We



yesterday

We were at the café yesterday.

Were you at the beach yesterday?



Yes, I was.



C. Write the questions. Complete the answers using **was, **wasn't**, **were**, or **weren't**.**

1. you ► park ► yesterday?

Were you at the park yesterday?

Yes, I was.

2. Harry ► swimming pool ► Sunday?

Was Harry at the swimming pool on Sunday?

No, he wasn't.

3. Sue and Jane ► café ► last week?

Were Sue and Jane at the café last week?

Yes, they were.

4. she ► library ► yesterday?

Was she at the library yesterday?

No, she wasn't.

5. they ► cinema ► Friday?

Were they at the cinema on Friday?

Yes, they were.

6. you ► zoo ► yesterday?

Were you at the zoo yesterday?

No, I wasn't.

7. Jimmy ► beach ► last week?

Was Jimmy at the beach last week?

Yes, he was.

5 The past simple: Was, were



Where was Kathy yesterday? She was at the library.

D. Write the questions using **Where** and **yesterday**. Write the answers.

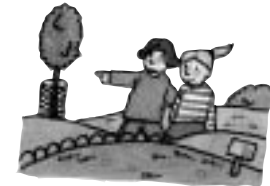
1. Sam and Gina

Where were Sam and Gina yesterday ?
They were at the zoo.



2. the children

Where were the children yesterday ?
They were at the park.



3. Fred

Where was Fred yesterday ?
He was at the funfair.



4. Emma and Jenny

Where were Emma and Jenny yesterday ?
They were at the café.



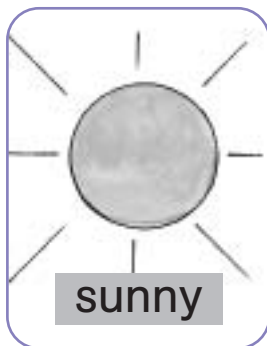
E. Answer the questions about **you**.

1. Where were you yesterday?





I was

2. Where were you on Saturday?









3. Where were you on Sunday?



F. Write the answers.

1. What was the weather like yesterday?  It was windy.
2. What was the weather like last week?  It was sunny.
3. What was the weather like on Friday?  It was snowy.
4. What was the weather like on Sunday?  It was rainy.

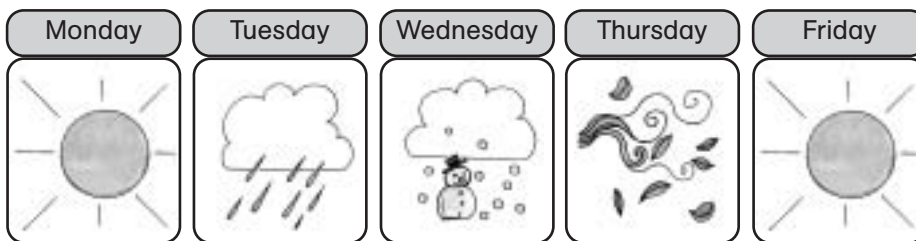
G. Complete the questions. Then tick the correct answer.

1.  Was it snowy yesterday?  yesterday Yes, it was. No, it wasn't.
2.  Was it sunny last week?  last week Yes, it was. No, it wasn't.
3.  Was it rainy on Tuesday?  Tuesday Yes, it was. No, it wasn't.
4.  Was it windy yesterday?  yesterday Yes, it was. No, it wasn't.

Review

A. Write **was** or **were**.

1. Were you at the cinema on Saturday?
2. Where were John and Maria yesterday?
3. Was it rainy last week?
4. Adam was at the funfair on Friday.
5. On Wednesday it was windy.
6. They were at the library on Monday.
7. Was Jason at the zoo yesterday?
8. Dan and Wendy were at the park on Sunday.



B. Complete the weather report.

1. On Monday it was sunny.
2. On Tuesday it was rainy.
3. On Wednesday it was snowy.
4. On Thursday it was windy.
5. On Friday it was sunny.

Test 1

A. Complete the sentences using words from the box.

1. Can you walk _____ stilts?
2. Yes, I _____.
3. _____ can do a handstand.
4. What can you _____?
5. I can _____ on a tightrope.
6. Can you juggle _____ balls?
7. No, I _____.
8. I can ride _____ unicycle.

can't can do a
four Adam on walk

B. Look at this timetable and write **at**, **on**, or **in**.

1. I have maths _____ the afternoon _____ Thursday.
2. I have science _____ 11:00 _____ Thursday and Friday.
3. I have music _____ the morning _____ Thursday.
4. I have English _____ 10:00 _____ Thursday and _____ 9:00 _____ Friday.

C. Put the words in the correct order.

1. can ride I unicycle a _____
2. I English in afternoon the have _____
3. go often do How you bowling? _____
4. go a bowling I once week _____
5. How you watch often do TV? _____
6. I every watch TV day _____
7. I a my dog month wash once _____

D. Write have to or has to.

1. I _____ practise the trumpet.
2. She _____ sweep the floor.
3. I _____ write a letter.
4. Jeff _____ help his father.
5. He _____ do his homework.
6. Do you _____ wash the dog?
7. I don't _____ wash the dog.
8. Ann _____ tidy her room.
9. He doesn't _____ wash the car.
10. I _____ tidy my room once a week.

E. Write was or were.

1. I _____ at school yesterday.
2. Where _____ you last night?
3. We _____ at the stadium.
4. What _____ the weather like yesterday?
5. It _____ sunny.
6. Erin _____ at the beach yesterday.
7. They _____ at the zoo on Sunday.
8. You _____ not at school yesterday.
9. Where _____ Patrick on Monday?
10. Mia and Jo _____ at the café on Friday.

F. Write questions using these words.

1. how often ► you ► go ► cinema
_____?
2. how often ► she ► practise ► trumpet
_____?
3. how often ► you ► have to ► sweep ► floor
_____?
4. where ► you ► Saturday
_____?
5. where ► Tony ► last night
_____?

Unit 6 The past simple: Regular verbs

| Theme | Structures | Sample language | Key vocabulary |
|--------------|---|--|---|
| After school | Past simple: Regular verbs "Yes/No" questions with did Questions with What... Didn't | I listened to my new CD last night. Did you watch TV last night? What did you do last night? Diane didn't play football last night. | played, talked, helped, watched, listened, washed, studied, carried, visited, CD, DVD, phone, football, kitchen, news, test, exam, computer games, TV, film, funny, park, bag, car, weekend, cooked, spaghetti, fish, garden, cousins |

Page 39

Ask students to look at the picture at the top of the page. Ask them where Adam is. (He is in a classroom.) Ask them what he is thinking about. (He is thinking about lying on his bed listening to music.) Explain that he is thinking about what he did *last night*. Ask *Is he listening to music now?* (He isn't.) Say the sentence *I listened to my new CD last night* and ask students to repeat it.

Words to learn: After school

Write the words.

Beneath each small picture, students write the correct word or phrase from the list. You can ask students to check their answers in pairs.

Page 40

A. Write the past simple of these verbs.

Students write the past simple of the verbs. You may want to read through the grammar summary on page 39 with students before they do this activity. It outlines the rules for making the past simple of regular verbs: we add *ed* to the verb, or if the verb ends with a *y* we take off the *y* and add *ied*.

B. Complete the sentences using the past simple verbs from above.

Students complete the sentences by writing one of the past simple verbs from Activity A in each sentence.

Page 41

The illustration at the top of the page introduces "Yes/No" questions with *Did you...?* Say the question and answer and ask students to repeat them: *Did you cook spaghetti last night? No, I didn't. I cooked fish.*

C. Write the questions. Then write answers beginning with **No, I didn't.**

For each exercise, students use the prompt words to write a *Did you...?* question and the answer. They write answers beginning with *No, I didn't* and using the final prompt words. Note that students do not change the order of the prompt words.

Page 42

The illustration at the top of the page introduces *What did you do...?* questions. Say the question and answer and ask students to repeat them: *What did you do last night? I played football in the park.*

D. Complete each conversation.

Before they do this activity, ask students to look at the pictures with the names beneath them and say what each person is doing. Then explain to students that the three sections of this activity are conversations; in other words, the person named at the beginning of each line is saying the words to the other person.

Students complete the conversations by writing the question *What did you do last night* and then completing the answer each person gives.

Page 43

The illustration at the top of the page introduces *didn't*. Say the sentences and ask students to repeat them: *Harry didn't study last night. He watched a DVD.*

E. What did they do last night? Write the sentences.

Students use the prompt words to write complete sentences. Explain that for each person named, the activity with an **X** after it is what they *didn't* do, and the activity with a **✓** after it is what they *did* do.

Page 44 Review

A. Find the mistakes in these sentences. Then write the sentences correctly.

This is an error correction activity. Students identify the mistakes in the sentences, then cross out the mistakes and rewrite the sentences correctly. All the sentences contain mistakes.

B. Talk to a partner and complete the conversation together.

Students work in pairs. Together, they write a conversation about what they did last night using the same pattern as in Activity D on page 42. You might like to ask them to read their conversations aloud to the class.



The past simple: Regular verbs



I listened to my new CD last night.

Words to learn: After school

Write the words.

study

~~talk on the phone~~

watch a DVD

play football

help in the kitchen



talk on the phone



help in the kitchen



play football



study



watch a DVD

We use the **past simple** to talk about things in the past.

*I **listened** to my new CD last night.*

Regular verbs: To make the past simple, we add **ed** to most verbs.

*listen → **listened** play → **played***

If a verb ends in a **consonant + y**, we take off the **y** and add **ied**.

*carry → **carried** study → **studied***

We use **did** to make questions.

***Did** you watch TV last night? Yes, I did.*

We can also use **what** to make questions.

***What** did you do last night? I helped my mother in the kitchen.*

We can use **didn't** to make negative sentences.

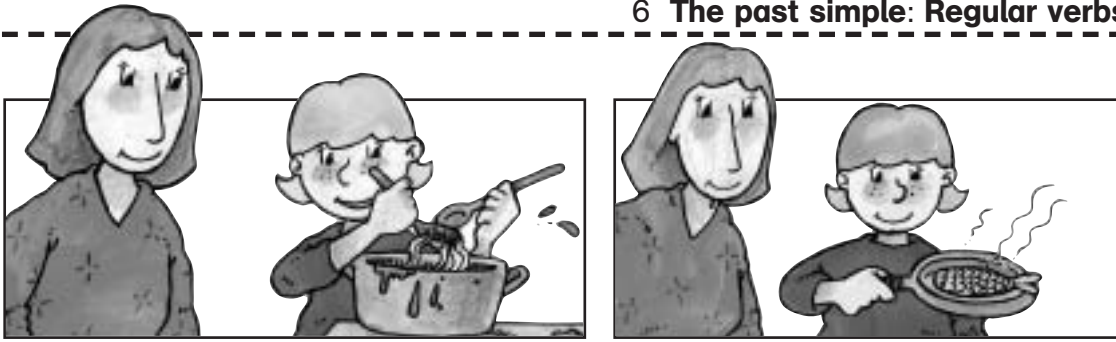
*Diane **didn't** play football last night.*

A. Write the past simple of these verbs.

| Verb | Past simple |
|--------|-------------|
| play | played |
| talk | talked |
| help | helped |
| watch | watched |
| listen | listened |
| wash | washed |
| carry | carried |
| study | studied |

B. Complete the sentences using the past simple verbs from above.

1. I watched a great film last night. It was very funny.
2. Tom and Bill played football in the park after school.
3. Dad carried the bags to the car.
4. Carrie helped her mother in the kitchen yesterday.
5. Sam listened to the radio yesterday afternoon.
6. Anne talked to Donna on the phone last night.
7. I studied for my science test last night.
8. David washed the car at the weekend.



Did you cook spaghetti last night? No, I didn't. I cooked fish.

C. Write the questions. Write answers beginning with **No, I didn't.**

1. listen ► your CD ► last night? No ► the news

Did you listen to your CD last night?

No, I didn't. I watched the news.

2. play ► tennis ► yesterday? No ► football

Did you play tennis yesterday?

No, I didn't. I played football.

3. watch ► TV ► last night? No ► a DVD

Did you watch TV last night?

No, I didn't. I watched a DVD.

4. help ► your mother ► yesterday? No ► my father

Did you help your mother yesterday?

No, I didn't. I helped my father.

5. study ► maths ► last night? No ► English

Did you study maths last night?

No, I didn't. I studied English.

6 The past simple: Regular verbs

What did you do last night?



I played football in the park.



Harry



Emma



Adam



Jenny



Lily



Tommy

D. Complete each conversation.

1. Jenny: What did you do last night, Lily?

Lily: I helped my father in the garden.

What did you do last night?

Jenny: I studied for my English exam.



2. Harry: What did you do last night, Emma?

Emma: I played football.

What did you do last night?

Harry: I washed my dog.

3. Adam: What did you do last night, Tommy?

Tommy: I listened to the news.

What did you do last night?

Adam: I played computer games.





Harry didn't study last night. He watched a DVD.

E. What did they do last night? Write the sentences.

1. Lily visit her grandmother ✗
 play football ✓

Lily didn't visit her grandmother last night. She played football.

2. Adam help his mother ✗
 watch TV ✓

Adam didn't help his mother last night. He watched TV.

3. Emma help her father ✗
 listen to her new CD ✓

Emma didn't help her father last night. She listened to her new CD.

4. Tommy play football ✗
 study for his exam ✓

Tommy didn't play football last night. He studied for his exam.

5. Jenny study for her exam ✗
 talk on the phone ✓

Jenny didn't study for her exam last night. She talked on the phone.

6. Jeff watch TV ✗
 visit his cousins ✓

Jeff didn't watch TV last night. He visited his cousins.

Review

A. Find the mistakes in these sentences. Write the sentences correctly.

1. Tom ~~watch~~ a DVD last night.
Tom watched a DVD last night.
2. Did you ~~talked~~ to your friend yesterday?
Did you talk to your friend yesterday?
3. I didn't ~~played~~ football at the weekend.
I didn't play football at the weekend.
4. What ~~do~~ you do last night?
What did you do last night?
5. I ~~cooking~~ spaghetti last night.
I cooked spaghetti last night.
6. Emma ~~studied~~ last night.
Emma studied last night.
7. Angela ~~help~~ her mother in the kitchen yesterday.
Angela helped her mother in the kitchen yesterday.
8. Did Harry ~~played~~ computer games after school?
Did Harry play computer games after school?

B. Talk to a partner and complete the conversation together.

- 1: What did you do last night, _____?
- 2: I _____.
What _____?
- 1: I _____.

Unit 7 The past simple: Irregular verbs

| Theme | Structures | Sample language | Key vocabulary |
|-----------------|--|--|---|
| At a restaurant | Past simple: Irregular verbs "Yes/No" questions with did Questions with Where...? What...? and When...? | We went to a restaurant last night. Did the waiter give Mr Scott the menu? Where did Adam go last night? What did he eat? When did he come home? | brought, took, did, went, gave, ate, drank, came, bought, paid, saw, met, spoke, wrote, read, sat, restaurant, menu, chicken, waiter, pay, bill, orange juice, dinner, home, sister |

Page 45

Ask students to look at the picture at the top of the page. Ask them what Adam is talking to Emma about. (He is telling her about going to a restaurant.) Say the question and the answer and ask students to repeat them: *What did you do last night? We went to a restaurant last night.*

Words to learn: At a restaurant
Write the words.

Beneath each small picture, students write the correct phrase from the list. You can ask students to check their answers in pairs.

Page 46

A. Write the past simple of these verbs.

In Activities A and B, students complete the charts showing the past simple of some common irregular verbs. You may like to do these activities together with the whole class, as students may already know some of these verbs but not others.

In Activity A, students write the past simple of the verbs. They can all be found in the box on the right.

B. Write the verbs.

In Activity B, the past simple of each verb is given and students write the base form of the verb in the left-hand column. They can all be found in the box on the right.

C. Complete these sentences using the past simple verbs from above.

Students complete the sentences, choosing past simple verbs from Activities A and B.

Page 47

D. Complete the paragraph using past simple verbs.

Students complete the paragraph by writing the past simple of the verbs given in parentheses.

E. Put the words in the correct order to make questions.

Students write questions by rearranging the words into the correct order.

F. Write the questions.

Students make questions out of the sentences given. They need to start with *Did* and then change from the past simple to the base form of the verb (*went* > *go*).

Page 48

G. Write answers to the questions.

Students answer the questions by writing sentences using the pictures as prompts. They should use past simple verbs in the sentences.

H. Write the questions.

Students use the prompt words to write questions. Note that they do not change the order of the prompt words.

Page 49

I. Complete the letter using these regular and irregular verbs. Change the verbs to the past simple.

This activity gives students practice in using both irregular past simple verbs from this unit together with regular past simple verbs from Unit 6. Students complete the letter by writing the correct past simple verbs. They need to choose the correct verbs from the box and change them to the past simple.

Page 50 Review

A. Read Wendy's letter on page 49 again. Write answers to these questions.

Students refer to the letter on page 49 and write the correct answers to the questions, using past simple verbs. They should write complete sentences.

B. Answer these questions about *you*.

Students answer the questions about what they did on the previous day, using past simple verbs. They should write complete sentences. You could ask them to compare their answers with each other or ask for responses from the class as a whole.



The past simple: Irregular verbs

What did you do last night?



We went to a restaurant last night.

Words to learn: At a restaurant Write the words.

eat chicken

read the menu

pay the bill

drink orange juice

~~drink orange juice~~



drink orange juice

eat chicken

read the menu



pay the bill

talk to the waiter

We use the **past simple** to talk about things in the past.

We went to a restaurant last night.

Irregular verbs: We don't add **ed** to these verbs to make the past simple. **Irregular verbs** have a **different form** for the past simple.

go → **went** *drink* → **drank**

We use **did** to make questions.

Did the waiter give Mr Scott the menu? *Yes, he did.*

We can also use **where**, **what** and **when** to make questions.

Where did Adam go last night? **What** did he eat?

When did he come home?

A. Write the past simple of these verbs.

| Verb | Past simple |
|-------|-------------|
| do | did |
| go | went |
| come | came |
| give | gave |
| take | took |
| eat | ate |
| drink | drank |
| bring | brought |

brought
took
~~did~~
went
gave
ate
drank
came

B. Write the verbs.

| Verb | Past simple |
|-------|-------------|
| buy | bought |
| pay | paid |
| see | saw |
| meet | met |
| speak | spoke |
| write | wrote |
| read | read |
| sit | sat |

sit
pay
read
speak
meet
~~buy~~
see
write

C. Complete these sentences using the past simple verbs from above.

- All my friends came to my birthday party.
- I bought some eggs and milk at the shop.
- Erica wrote a letter to her aunt yesterday.
- Sally went for a walk in the park with her mother.
- I sat on the chair and read my book.

D. Complete the paragraph using past simple verbs.

Adam and his family went (go) to a restaurant. Everyone read (read) the menu. Adam ate (eat) chicken for dinner. Everyone drank (drink) orange juice. Adam's mother spoke (speak) to the waiter. The waiter brought (bring) the bill. Adam's father paid (pay) the bill. Everyone ate (eat) too much!



E. Put the words in the correct order to make questions.

- eat chicken? Did Adam
Did Adam eat chicken? Yes, he did.
- Did drink orange juice? everyone
Did everyone drink orange juice? Yes, they did.
- speak to the waiter? Did Mrs Scott
Did Mrs Scott speak to the waiter? Yes, she did.

F. Write the questions.

- Adam's family went to a restaurant.
Did Adam's family go to a restaurant?
- The waiter gave Mr Scott the menu.
Did the waiter give Mr Scott the menu?
- Mrs Scott ate fish. Did Mrs Scott eat fish?
- Mr Scott sat next to Josh.
Did Mr Scott sit next to Josh?

G. Write answers to the questions.

1. Where did Adam go last night?

He went to a restaurant.



2. What did Adam eat?

He ate chicken.



3. What did Adam's sister give him?

She gave him a football.



4. What did everyone drink?

Everyone drank orange juice.



5. When did they come home?

They came home at nine o'clock.



H. Write the questions.

1. What ► do ► weekend

What did you do at the weekend _____?

I played football with my friends at the weekend.

2. Where ► go ► last night

Where did you go last night _____?

I went to a restaurant last night.

3. When ► buy ► the new football

When did you buy the new football _____?

I bought the new football yesterday.

4. Who ► see ► at the park

Who did you see at the park _____?

I saw Jeff and Lisa at the park.

- I. Complete the letter using these regular and irregular verbs. Change the verbs to the past simple.

eat play ~~go~~ meet drink give listen eat help

Dear Michelle,

How are you? I hope you are well.

I went to Sarah's birthday party at the weekend. I gave Sarah a T-shirt for her birthday. I met lots of my friends at the party. We all had a lot of fun!

We drank lemonade and ate the birthday cake. Everyone ate too much! We played lots of games and listened to music.

At the end of the party, I helped Sarah and her mother. We cleaned the house.

It was a great party!

Your friend,

Wendy



Review

A. Read Wendy's letter on page 49 again.
Write answers to these questions.

1. What did Wendy do at the weekend?
She went to Sarah's birthday party.
2. What did Wendy give Sarah for her birthday?
She gave her a T-shirt.
3. Who did Wendy meet at the party?
She met lots of her friends at the party.
4. What did they drink at the party?
They drank lemonade at the party.
5. What did they eat at the party?
They ate the birthday cake at the party.
6. What did they listen to at the party?
They listened to music at the party.
7. What did Wendy, Sarah and Sarah's mother do?
They cleaned the house.

B. Answer these questions about **you**.

1. What did you do last night?

2. When did you eat dinner yesterday?

3. What did you eat for dinner yesterday?

4. What did you drink yesterday?

5. When did you go to bed last night?

Unit 8 Adverbs, and before and after

| Theme | Structures | Sample language | Key vocabulary |
|------------------|---|--|---|
| How we do things | Adverbs to say how somebody does something Before and after | Emma speaks well. Harry speaks badly. I wash my hands before dinner. I do my homework after school. | well, badly, loudly, quietly, fast, slowly, carefully, carelessly, before, after, ride, bicycle, paint, sing, run, play, eat, draw, write, swim, have a shower, wash the dishes, breakfast, get dressed |

Page 51

Ask students to look at the picture at the top of the page. Ask them what Emma is doing. (She is speaking.) Explain that the woman speaking is a language teacher. Explain that Emma is a good speaker, but Harry is not a good speaker. Say the sentences and ask students to repeat them: *Emma speaks well. Harry speaks badly.* Draw students' attention to the adverbs *well* and *badly* after the verb *speaks*.

Words to learn: How we do things

Write the words.

Beneath each small picture, students write the correct word from the list. You can ask students to check their answers in pairs. Explain that these adverbs tell us how somebody does something.

Page 52

A. Complete the sentences using these adverbs.

Students complete each sentence by writing the correct adverb. They should refer to the picture on the right to decide *how* each person is doing their activity and which adverb is correct.

Page 53

B. Complete the list of opposites.

Students complete the chart by matching the opposites from the box and writing them beside each other. (Note that the pairs of opposites can be in any order.)

C. Complete the answers.

Students complete the answers. If an answer begins with *No*, like the answer to Question 1, students write the opposite adverb at the end of the sentence. If an answer begins with *Yes*, like the answer to Question 2, students write the same adverb that is in the question.

Page 54

The illustration at the top of the page shows another way in which opposite adverbs are used. Say the sentences and ask students to repeat them: *Doris doesn't talk quietly. She talks loudly.*

D. Complete the sentences.

Students complete the pairs of sentences. In the first sentence they write *doesn't*; in the second sentence they write the same verb but change the adverb.

E. Write your own sentences. Use the words in the three boxes.

Students create their own sentences using an element from each of the three boxes: people, verbs, and adverbs. A range of correct sentences is possible – different students may combine different people with different verbs. For example, a possible answer is: *Jenny sings loudly. Harry draws carefully. Emma runs slowly.*

Page 55

The illustration at the top of the page introduces *before* and *after*. Explain to students that in the left-hand picture the girl is going to have a shower and her school uniform is hanging up nearby. Explain that she is having a shower in the morning, *before* she puts on her school uniform and goes to school. In the right-hand picture, the boy is washing the dishes *after* dinner. You could ask students *Which comes first – dinner or washing the dishes?* (Dinner comes first, and washing the dishes comes second – washing the dishes happens *after* dinner.)

F. Complete the sentences using **before** or **after**.

Students complete the sentences by writing *before* or *after*. Explain that picture 1 happens first, and picture 2 happens second. Students will need to read each sentence carefully to decide whether *before* or *after* is correct.

Page 56 Review

A. Write the correct adverbs.

Students complete each sentence by writing the correct adverb, which is the opposite of the adverb in the first sentence.

B. Answer these questions about **you**. Use **before** or **after**.

Students answer the questions by writing when they do the things mentioned, using *before* and *after*. You could ask them to compare their answers with each other or ask for responses from the class as a whole; for example, *I have breakfast before school.*



Adverbs, and before and after



Words to learn: How we do things
Write the words.

- loudly
- quietly
- fast
- slowly
- ~~carefully~~
- carelessly



We use **adverbs** to tell us more about a **verb**. Adverbs tell us **how** somebody does something.
Emma speaks well. Harry speaks badly.

| | | |
|--|--------------|----------------|
| | ADJECTIVE | ADVERB |
| We can make some adverbs by adding ly to an adjective . | <i>loud</i> | <i>loudly</i> |
| | <i>quiet</i> | <i>quietly</i> |
| | <i>bad</i> | <i>badly</i> |
| Sometimes we don't add ly . | <i>good</i> | <i>well</i> |
| Sometimes the adjective and the adverb are the same. | <i>fast</i> | <i>fast</i> |

We can use **before** and **after** to say when we do something.
*I wash my hands **before** dinner. I do my homework **after** school.*

A. Complete the sentences using these adverbs.

fast carelessly carefully loudly ~~slowly~~ quietly

1. Adam rides his bicycle slowly.



2. Jenny paints carelessly.



3. Harry sings loudly.



4. Jenny runs fast.



5. Emma sings quietly.



6. Harry does his homework carefully.



B. Complete the list of opposites.carefully loudly ~~well~~ slowly carelessly ~~badly~~ quietly fast

| | |
|-----------|------------|
| well | badly |
| carefully | carelessly |
| loudly | quietly |
| slowly | fast |

C. Complete the answers.

- Does Adam ride his bicycle fast?
No, he rides his bicycle slowly.
- Does Jenny paint carelessly?
Yes, she paints carelessly.
- Does Harry sing loudly?
Yes, he sings loudly.
- Does Jenny run slowly?
No, she runs fast.
- Does Emma sing loudly?
No, she sings quietly.
- Does Harry do his homework carelessly?
No, he does his homework carefully.

Doris doesn't talk quietly.
She talks loudly.



D. Complete the sentences.

1. Jeff doesn't eat slowly.
He eats fast.



2. Kenny doesn't play badly.
He plays well.



3. Maria doesn't write carefully.
She writes carelessly.



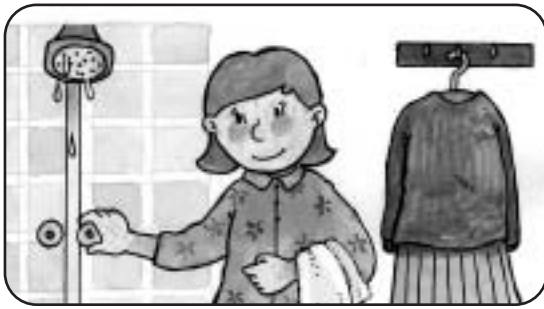
4. Susan doesn't sing quietly.
She sings loudly.



E. Write your own sentences. Use the words in the three boxes.

| | |
|---------|---|
| PEOPLE | Harry Jenny Adam Emma |
| VERBS | sing swim draw run |
| ADVERBS | slowly fast loudly carefully |

1. Adam swims fast.
2. _____
3. _____
4. _____

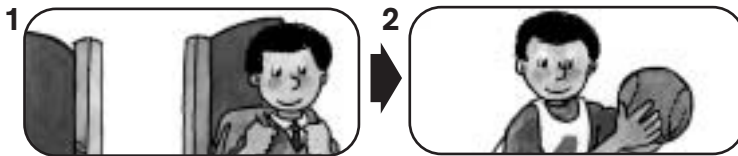


When do you have a shower?
I have a shower before school.

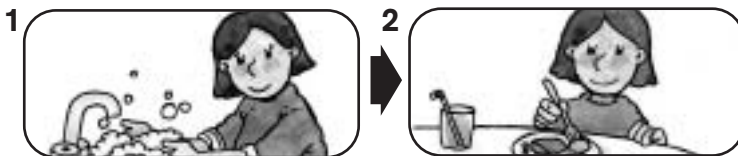


When do you wash the dishes?
I wash the dishes after dinner.

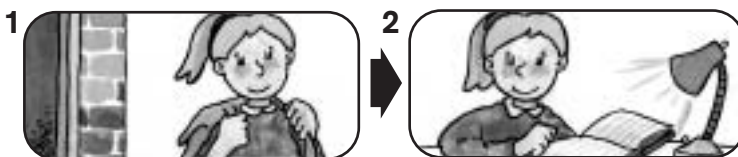
F. Complete the sentences using **before** or **after**.



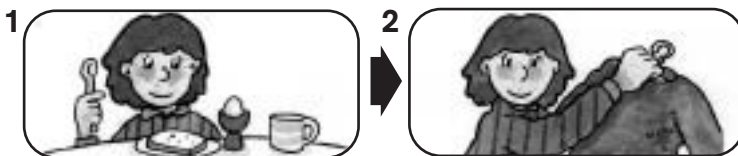
1. Tim plays basketball after school.



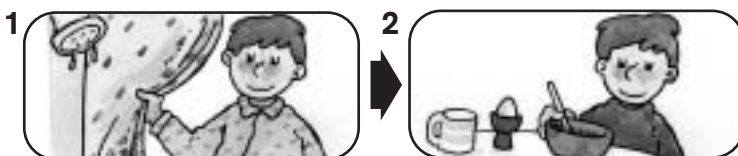
2. Mia washes her hands before dinner.



3. Shelly does her homework after school.



4. Jackie has breakfast before she gets dressed.



5. Eric has a shower before breakfast.

Review

A. Write the correct adverbs.

1. Harry doesn't speak well. He speaks badly.
2. Jason doesn't eat fast. He eats slowly.
3. Fiona doesn't draw carefully. She draws carelessly.
4. Jerry doesn't sing loudly. He sings quietly.

B. Answer these questions about **you**. Use **before** or **after**.

1. When do you have breakfast?
I have breakfast after having a shower.
2. When do you do your homework?

3. When do you have a shower?

4. When do you wash the dishes?

5. When do you watch TV?

6. When do you play with your friends?

Unit 9 Like doing

| Theme | Structures | Sample language | Key vocabulary |
|------------------------|--|--|---|
| Reading and television | Like or likes with gerund Negatives with don't and doesn't "Yes/No" questions with do and does | I like reading books. He likes playing football. I don't like to watch sports. Do you like reading magazines? | magazine, sports, newspaper, horror film, cartoon, music programme, comic, book, chess, hide and seek |

Page 57

Ask students to look at the picture at the top of the page. Ask them what Emma is doing. (She is reading a magazine.) Ask students if they think she looks happy. (Yes, she does.) Ask them if Harry looks happy. (No, he doesn't.) Ask them if Harry is reading a magazine. (No, he isn't.) Say the sentences and ask students to repeat them: *I like reading magazines. I don't like reading magazines.*

Words to learn: Reading and television

Write the words.

Beneath each small picture, students write the correct word or phrase from the list. You can ask students to check their answers in pairs.

Page 58

The illustration at the top of the page introduces *like* with a gerund for activities we enjoy. Explain that Jenny is reading a book and that makes her happy, while Harry is watching a music programme and that makes him happy. Say the sentences and ask students to repeat them: *I like reading books. I like watching music programmes.*

A. Put the words in the correct order.

Students write *I like (doing)...* sentences by rearranging the words into the correct order.

Page 59

The illustration at the top of the page introduces *don't like* with a gerund for activities we do not enjoy. Ask students if Harry looks as if he wants to read the books. (No, he doesn't.) Say the sentence *I don't like reading books* and ask students to repeat it.

B. Write sentences using I don't like.

Students write sentences beginning with *I don't like* for the activities given. They will need to change the verbs into the gerund form (...ing).

C. Write questions.

The illustration above Activity C introduces "Yes/No" questions with *Do you like (doing)...*? Say the question and answer and ask students to repeat them: *Do you like reading books? Yes, I do.*

Students use the prompt words to write *Do you like (doing)?* questions. They will need to change the verbs into the gerund form. Note that they do not change the order of the prompt words.

Page 60

The illustration at the top of the page introduces *likes* with a gerund, used with the third person singular (*he* or *she*). Say the sentence *Harry likes playing football* and ask students to repeat it.

D. Write sentences using likes.

Students use the prompt words to write *likes (doing)* sentences. They need to change the verbs into the gerund form. Note that they do not change the order of the prompt words.

E. Circle like or likes.

Students circle *like* or *likes* depending on whether the sentence begins with the first person (*I*) or the third person (*He, She, or a name*).

Page 61

The illustration at the top of the page introduces *doesn't like* with a gerund, used with the third person singular (*he* or *she*). Say the sentence *Emma doesn't like playing football* and ask students to repeat it.

F. Put the words in the correct order.

Students write *doesn't like (doing)* sentences by rearranging the words into the correct order.

G. Circle the correct answers.

Students circle *Yes, he/she does* or *No, he/she doesn't* depending on whether the person in the picture is enjoying the activity or not.

Page 62 Review

A. Circle the correct words. Then write them in the sentences.

Students read the sentences and then choose the correct word from the three given to complete each sentence. They circle the correct word, then write it in the space to complete the sentence.

B. What do *you* like doing? Tick **Yes, I do or **No, I don't**.**

Students answer the questions about themselves by ticking (✓) *Yes, I do* or *No, I don't*. You could ask them to compare their answers with each other or ask for responses from the class as a whole.

Like doing



Words to learn: Reading and television

Write the words.

sports
music programme
horror film
cartoon
newspaper
~~comic~~



comic



cartoon



music programme



sports



horror film



newspaper

To talk about activities we enjoy, we can use **like** or **likes** with a gerund.

*I **like** reading books. He **likes** playing football.*

To make a negative, we use **don't** or **doesn't**.

*I **don't like** watching sports.*

*She **doesn't like** reading comic books.*

To make a question, we put **do** or **does** before the subject.

***Do** you like reading magazines?*

***Does** he like watching sports?*



A. Put the words in the correct order.

1. reading magazines. like I
I like reading magazines.

2. cartoons. like watching I
I like watching cartoons.

3. like I reading comics.
I like reading comics.

4. newspapers. reading like I
I like reading newspapers.

5. films. like watching I horror
I like watching horror films.


6. like sports. I watching
I like watching sports.


7. programmes. music like I watching
I like watching music programmes.


I don't like reading books.





B. Write sentences using I don't like.

1.  watch sports
I don't like watching sports.

2.  read newspapers
I don't like reading newspapers.

3.  read comics
I don't like reading comics.

4.  watch horror films
I don't like watching horror films.

 Do you like reading books?

Yes, I do.



C. Write questions.

- you ► like ► watch music programmes
Do you like watching music programmes?
- you ► like ► read comics
Do you like reading comics?
- you ► like ► read magazines
Do you like reading magazines?

9 Like doing

Harry likes playing football.



D. Write sentences using likes.

1. She ▶ play tennis

She likes playing tennis.



2. He ▶ play chess

He likes playing chess.



3. She ▶ play cards

She likes playing hide and seek.



4. He ▶ read books

He likes reading books.



5. She ▶ watch music programmes

She likes to watch music programmes.



E. Circle like or likes.

1. like / likes reading books.

2. Adam ~~like~~ likes watching cartoons.

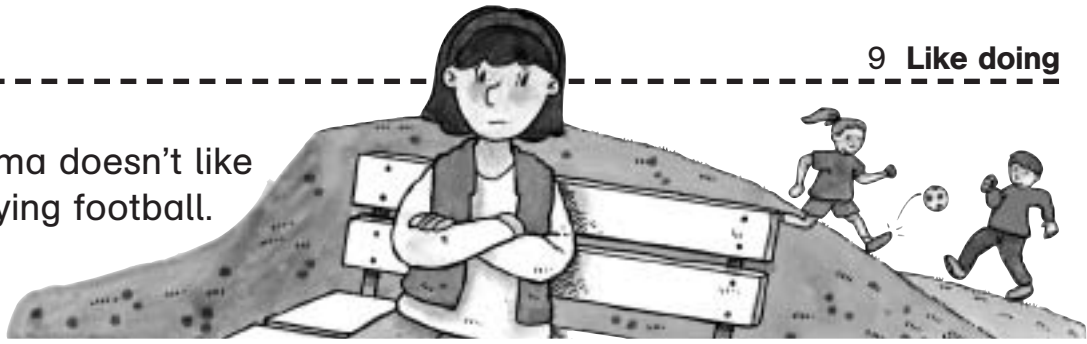
3. like / likes playing tennis.

4. She ~~like~~ likes reading newspapers.

5. He ~~like~~ likes playing cards.

6. like / likes reading comics.

Emma doesn't like playing football.



F. Put the words in the correct order.

1. horror Emma films. doesn't watching like
Emma doesn't like watching horror films.
2. reading Adam doesn't like comics.
Adam doesn't like reading comics.
3. chess. like doesn't playing Harry
Harry doesn't like playing chess.
4. newspapers. reading Jenny like doesn't
Jenny doesn't like reading newspapers.

G. Circle the correct answers.

1. Does he like playing football? Yes, he does.
No, he doesn't.



2. Does she like playing football? Yes, she does.
No, she doesn't.



3. Does she like reading newspapers? Yes, she does.
No, she doesn't.



4. Does he like reading books? Yes, he does.
No, he doesn't.



Review

A. Circle the correct words and write them in the sentences.

1. Does he like playing football?
Don't Do **Does**
2. He doesn't like reading books.
do don't **doesn't**
3. I don't like reading magazines.
don't does doesn't
4. Do you like watching sports programmes?
Does **Do** Doesn't
5. Does she like watching music programmes?
Do Don't **Does**
6. She doesn't like playing tennis.
doesn't do don't

B. What do *you* like doing? Tick **Yes, I do** or **No, I don't**.

- | | |
|--|---------------------------------------|
| 1. Do you like reading books? | Yes, I do. <input type="checkbox"/> |
| | No, I don't. <input type="checkbox"/> |
| 2. Do you like watching music programmes? | Yes, I do. <input type="checkbox"/> |
| | No, I don't. <input type="checkbox"/> |
| 3. Do you like reading magazines? | Yes, I do. <input type="checkbox"/> |
| | No, I don't. <input type="checkbox"/> |
| 4. Do you like watching sports programmes? | Yes, I do. <input type="checkbox"/> |
| | No, I don't. <input type="checkbox"/> |
| 5. Do you like playing football? | Yes, I do. <input type="checkbox"/> |
| | No, I don't. <input type="checkbox"/> |
| 6. Do you like playing hide and seek? | Yes, I do. <input type="checkbox"/> |
| | No, I don't. <input type="checkbox"/> |

Unit 10 The future: Going to

| Theme | Structures | Sample language | Key vocabulary |
|------------|--|--|--|
| On holiday | Going to to talk about the future "Yes/No" questions with Is he/she...? Questions with What...? Negatives with not going to Contractions | I am going to visit my aunt in the USA. Are you going to visit Disneyland? What are you going to do during the holidays? I'm not going to take an umbrella. | fly, Disneyland, picture, camera, Hollywood, stay, backpack, sun hat, swimming costume, sunglasses, aunt, holiday, umbrella, zoo, hotel, beach, alarm clock, coat, ski, camping, towel |

Page 63

Ask students to look at the picture at the top of the page. Ask them what they think Jenny is doing. (She is packing clothes and other things, and getting ready to go on a trip.) Say the sentence *I'm going to visit my aunt in the USA* and ask students to repeat it. Make sure they understand that Jenny has not been on her trip yet. We use *going to* to talk about something we plan to do, or are getting ready to do, *in the future*; for example, tonight, tomorrow, or next week.

Words to learn: On holiday

Write the words.

Beneath each small picture, students write the correct phrase from the list. You can ask students to check their answers in pairs.

Page 64

A. Complete the sentences using **I'm going to**.

Students complete the sentences by writing *I'm going to*.

B. Look at the contractions in the chart. Then write the sentences again using contractions.

Before students start this activity, look at the chart with them. It shows the contractions of personal pronouns with the verb to be (*am*, *is*, and *are*). Explain that a contraction is a short form of the two words, made by joining the words together. Practise the pronunciation of the contractions with the class.

Students then rewrite the sentences using contractions from the chart.

Page 65

The illustration at the top of the page gives an example of using *I'm going to...* and *I'm not going to...* Say the sentences and ask students to repeat them: *I'm going to take a swimming costume. I'm not going to take a towel.*

C. Read Jenny's list. Then circle **going to** or **not going to**.

Students read the list of things Jenny plans to take on holiday. Then they circle *going to* or *not going to* in the sentences, depending on whether the things are on Jenny's list or not.

Page 66

D. Read the holiday plans. Then write the questions and tick the correct answers.

Ask students to look at the lists of what Jenny and Jason plan to do on holiday. For each exercise, students use the prompt words to write a question with *going to*. Then they answer the question by looking at either Jenny's or Jason's list and ticking *Yes, he/she is* or *No, he/she isn't*.

Page 67

The illustration at the top of the page introduces *What...?* questions with *going to*. Say the question and answer and ask students to repeat them: *What are you going to do during the holidays? I'm going to visit my cousins.*

E. Complete the questions. Then write the answers.

For each exercise, students complete the question using *What are you going to do...?* Then they write the answer using *I'm going to* with the activity given.

Page 68 Review

A. Find the mistakes in these sentences. Then write the sentences correctly.

This is an error correction activity. Students identify the mistakes in the sentences, then cross out the mistakes and rewrite the sentences correctly. All the sentences contain mistakes.

B. Answer the questions about **you**.

Students write complete sentences using *going to* to answer the questions about their own plans. You could ask them to compare their answers with each other or ask for responses from the class as a whole.

The future: Going to



Words to learn: On holiday

Write the words.

fly to Los Angeles

visit Disneyland

~~take pictures~~

go to the beach

visit Hollywood

stay with my aunt



take pictures



visit Disneyland



fly to Los Angeles



stay with my aunt



visit Hollywood



go to the beach

We can use the verb **to be + going to** to talk about things in the future.

*I **am going to** visit my aunt in the USA. I'm **going to** take a camera.*

To make a question, we put the verb **to be** before the subject.

***Are** you going to visit Disneyland? Yes, I am.*

We can also put a **question word** before the verb **to be**.

***What are** you going to do during the holidays?*

We use **not** to make negative sentences.

*I'm **not** going to take an umbrella.*

A. Complete the sentences using I'm going to.

1. I'm going to visit my aunt in the USA.
2. I'm going to fly to Los Angeles.
3. I'm going to stay with my aunt.
4. I'm going to visit Disneyland.
5. I'm going to visit Hollywood.
6. I'm going to take lots of pictures.

| FULL FORM | CONTRACTION |
|-----------|-------------|
| I am | → I'm |
| She is | → She's |
| He is | → He's |
| We are | → We're |
| They are | → They're |

B. Look at the contractions in the chart. Write the sentences again using contractions.

1. They are going to go to the zoo.
They're going to go to the zoo.
2. She is going to visit her friends.
She's going to visit her friends.
3. He is going to stay in a hotel.
He's going to stay in a hotel.
4. We are going to fly to Miami.
We're going to fly to Miami.
5. I am going to go to the beach.
I'm going to go to the beach.

I'm going to take a swimming costume. I'm not going to take a towel.



- Things to take to L.A.
- camera ✓
 - swimming costume ✓
 - sunglasses ✓
 - backpack ✓
 - book ✓
 - sun hat ✓

C. Read Jenny's list. Then circle going to or not going to.

1. Jenny's going to / not going to take a camera.



2. Jenny's going to / not going to take an alarm clock.



3. Jenny's going to / not going to take a book.



4. Jenny's going to / not going to take an umbrella.



5. Jenny's going to / not going to take a sun hat.



6. Jenny's going to / not going to take a warm coat.



7. Jenny's going to / not going to take a backpack.



8. Jenny's going to / not going to take sunglasses.





Jenny's Holiday Plan

fly to Los Angeles
visit Disneyland
visit Hollywood
go to the beach

Jason's Holiday Plan

fly to Los Angeles
visit the Los Angeles Zoo
visit SeaWorld in San Diego
shop on Melrose Avenue

D. Read the holiday plans. Write the questions and tick the correct answers.

- | | |
|--|--|
| 1. Jenny ► fly ► Los Angeles? <u>Is Jenny going to fly to Los Angeles?</u> | Yes, she is. <input checked="" type="checkbox"/> |
| 2. Jason ► go ► beach? <u>Is Jason going to go to the beach?</u> | No, she isn't. <input type="checkbox"/> |
| 3. Jenny ► visit ► SeaWorld in San Diego? <u>Is Jenny going to visit SeaWorld in San Diego?</u> | Yes, he is. <input type="checkbox"/> |
| 4. Jason ► fly ► Los Angeles? <u>Is Jason going to fly to Los Angeles?</u> | No, he isn't. <input checked="" type="checkbox"/> |
| 5. Jenny ► visit ► Hollywood? <u>Is Jenny going to visit Hollywood?</u> | Yes, she is. <input checked="" type="checkbox"/> |
| 6. Jason ► visit ► Disneyland? <u>Is Jason going to visit Disneyland?</u> | No, she isn't. <input type="checkbox"/> |
| 7. Jenny ► visit ► the Los Angeles Zoo? <u>Is Jenny going to visit the Los Angeles Zoo?</u> | Yes, he is. <input checked="" type="checkbox"/> |
| 8. Jason ► shop ► Melrose Avenue? <u>Is Jason going to shop on Melrose Avenue?</u> | No, he isn't. <input checked="" type="checkbox"/> |
| | Yes, she is. <input type="checkbox"/> |
| | No, he isn't. <input checked="" type="checkbox"/> |
| | Yes, she is. <input type="checkbox"/> |
| | No, she isn't. <input checked="" type="checkbox"/> |
| | Yes, he is. <input checked="" type="checkbox"/> |
| | No, he isn't. <input type="checkbox"/> |

What are you going to do during the holidays?

I'm going to visit my cousins.



E. Complete the questions and write the answers.

1. What are you going to do during the holidays?
learn to ski
I'm going to learn to ski.
2. What are you going to do at the weekend?
visit my cousins
I'm going to visit my cousins.
3. What are you going to do tonight?
watch TV
I'm going to watch TV.
4. What are you going to do during the holidays?
go camping
I'm going to go to camping.
5. What are you going to do tonight?
watch a film
I'm going to watch a film.
6. What are you going to do at the weekend?
study for my exams
I'm going to study for my exams.

Review

A. Find the mistakes in these sentences and then write the sentences correctly.

1. He's ~~going to not~~ take a camera.
He's not going to take a camera.
2. I'm going to ~~visiting~~ my cousins in the UK.
I'm going to visit my cousins in the UK.
3. We ~~is~~ going to visit Hollywood.
We are going to visit Hollywood.
4. I'm not ~~go~~ to take an alarm clock.
I'm not going to take an alarm clock.
5. Is David going to ~~visiting~~ his aunt?
Is David going to visit his aunt?
6. Are you ~~go~~ to fly to London?
Are you going to fly to London?
7. What ~~is~~ you going to do at the weekend?
What are you going to do at the weekend?
8. What are you going to ~~doing~~ during the holidays?
What are you going to do during the holidays?

B. Answer the questions about *yourself*.

1. What are you going to do tonight?

2. What are you going to do at the weekend?

3. What are you going to do during the holidays?

Test 2

A. Write the past simple of these regular verbs.

1. watch _____
2. study _____
3. talk _____
4. listen _____
5. carry _____

B. Write the past simple of these irregular verbs.

1. go _____
2. eat _____
3. take _____
4. sit _____
5. see _____
6. speak _____
7. read _____
8. drink _____
9. buy _____
10. meet _____

carry listen help
buy sit speak go
eat pay drink write
play cook come
read

C. Complete these sentences using the past simple of these verbs.

1. We _____ on the grass and _____ our sandwiches.
2. Cory _____ his dad in the garden on Sunday.
3. My little brother was tired so my father _____ him on his back.
4. Abby _____ to my house for dinner last night. I _____ spaghetti for her.
5. I _____ to the shop and _____ a new hairbrush.
6. We _____ our coffee, and then I _____ the waiter three pounds.

7. Andy and I _____ football yesterday.
8. I _____ a letter to my cousin at the weekend, but last night I _____ to him on the phone.
9. At the weekend, I _____ that book from start to finish!
10. Penny _____ to her new CD all afternoon.

D. Write the opposites.

1. badly _____
2. quietly _____
3. slowly _____
4. carefully _____
5. after _____

E. Put the words in the correct order.

1. watching don't I like sports _____
2. I reading like magazines _____
3. likes dolls with She playing _____
4. playing Robbie likes chess _____
5. Jo playing doesn't like tennis _____
6. programmes watching I like music _____
7. playing likes He football _____
8. like doesn't singing He _____
9. doesn't She like cooking _____
10. Dan books likes reading _____

F. Write these sentences again using contractions.

1. I am going to write carefully. _____
2. We are going to have a party. _____
3. He is going to do his homework. _____
4. She is going to read her magazine. _____
5. They are going to visit their aunt. _____

Grammar Round-up



Tick the correct sentences from 1 to 10.

1.

She can to juggle? ___

Can she to juggle? ___

Can she juggle? ___

2.

He goes to school
at 8:30. ___

He goes to school
in 8:30. ___

He goes to school
on 8:30. ___



3.



I every day play football. ___

I play football every day. ___

I play every day football. ___

4.

I don't has to wash
the dishes. ___

I don't have to wash
the dishes. ___

I doesn't have to wash
the dishes. ___



5.

He is at the funfair
yesterday. ___

He was at the funfair
yesterday. ___

He were at the funfair
yesterday. ___



6.



I watch a DVD last night. ____
 I watched a DVD last night. ____
 I watch last night a DVD. ____

7.

We go to a restaurant last night. ____
 We goed to a restaurant last night. ____
 We went to a restaurant last night. ____



8.



She paints loudly. ____
 She paints carelessly. ____
 She paints softly. ____

9.

She doesn't like playing football. ____
 She doesn't like play football. ____
 She don't like to play football. ____



10.



I going to fly to L.A. ____
 I'm going to fly to L.A. ____
 I'm going to flying to L.A. ____

Well done! Here are the correct sentences.

1. Can she juggle?
2. He goes to school at 8:30.
3. I play football every day.
4. I don't have to wash the dishes.
5. He was at the funfair yesterday.
6. I watched a DVD last night.
7. We went to a restaurant last night.
8. She paints carelessly.
9. She doesn't like playing football.
10. I'm going to fly to L.A.



Test answer keys

Test 1, pages 49 and 50

Total score: 50

A

1. Can you walk on stilts? 2. Yes, I can. 3. Adam can do a handstand.
 4. What can you do? 5. I can walk on a tight rope. 6. Can you juggle four balls? 7. No, I can't. 8. I can ride a unicycle.
- (8 points)

B

1. I have maths in the afternoon on Thursday.
 2. I have science at 11:00 on Thursday and Friday.
 3. I have music in the morning on Thursday.
 4. I have English at 10:00 on Thursday and at 9:00 on Friday.
- (10 points)

C

1. I can ride a unicycle. 2. I have English in the afternoon.
 3. How often do you go bowling? 4. I go bowling once a week.
 5. How often do you watch TV? 6. I watch TV every day.
 7. I wash my dog once a month.
- (7 points)

D

1. I have to practise the trumpet. 2. She has to sweep the floor. 3. I have to write a letter. 4. Jeff has to help his father. 5. He has to do his homework.
 6. Do you have to wash the dog? 7. I don't have to wash the dog. 8. Ann has to tidy her room. 9. He doesn't have to wash the car. 10. I have to tidy my room once a week.
- (10 points)

E

1. I was at school yesterday. 2. Where were you last night? 3. We were at the stadium. 4. What was the weather like yesterday? 5. It was sunny.
 6. Erin was at the beach yesterday. 7. They were at the zoo on Sunday.
 8. You were not at school yesterday. 9. Where was Patrick on Monday?
 10. Mia and Jo were at the café on Friday.
- (10 points)

F

1. How often do you go to the cinema? 2. How often does she practise the trumpet? 3. How often do you have to sweep the floor? 4. Where were you on Saturday? 5. Where was Tony last night?
- (5 points)

Test 2, pages 91 and 92

Total score: 50

A

1. watched 2. studied 3. talked 4. listened 5. carried
(5 points)

B

1. went 2. ate 3. took 4. sat 5. saw 6. spoke 7. read 8. drank
9. bought 10. met
(10 points)

C

1. We sat on the grass and ate our sandwiches.
 2. Cory helped his father in the garden on Sunday.
 3. My little brother was tired so my father carried him on his back.
 4. Abby came to my house for dinner last night. I cooked spaghetti for her.
 5. I went to the shop and bought a new hairbrush.
 6. We drank our coffee, and then I paid the waiter three pounds.
 7. Andy and I played football yesterday.
 8. I wrote a letter to my cousin at the weekend, but last night I spoke to him on the phone.
 9. At the weekend, I read that book from start to finish!
 10. Penny listened to her new CD all afternoon.
- (15 points)

D

1. well 2. loudly 3. fast 4. carelessly 5. before
(5 points)

E

- | | |
|------------------------------------|--------------------------------------|
| 1. I don't like watching sports. | 2. I like reading magazines. |
| 3. She likes playing with dolls. | 4. Robbie likes playing chess. |
| 5. Jo doesn't like playing tennis. | 6. I like watching music programmes. |
| 7. He likes playing football. | 8. He doesn't like singing. |
| 9. She doesn't like cooking. | 10. Dan likes reading books. |
- (10 points)

F

1. I'm going to write carefully.
 2. We're going to have a party.
 3. He's going to do his homework.
 4. She's going to read her magazine.
 5. They're going to visit their aunt.
- (5 points)