



Teacher's Guide

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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 – Alice, Charlie, Jessica, and Tom – 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. The first page of each unit provides a lively visual entry point into the unit’s content. An illustration or photograph puts the language into a clear context, often with members of the Grammar Club using a sample of the key language to be presented. 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. Ask students to repeat it. Where possible, demonstrate the language using objects in the classroom.

Also on the first page of each unit is a grammar box containing a brief introduction to the key language structures of the unit, with example sentences. 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. 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 personalised 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 guidance 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.

James Bean and Gillian Flaherty

Scope and sequence

Structures

Sample language

Key vocabulary

Unit 1

Page 9

Some and **any**

Countable and uncountable nouns
Some in affirmative sentences
Any in negative sentences
 “Yes/No” questions with **any...?**

There is some sticky tape.
 There are some pencils on the table.
 There isn't any glue in the bottle.
 Is there any sticky tape?

glue, sticky tape, sticker, pencil, crayon, bottle

Unit 2

Page 15

Unit nouns

A, an, and **some** with countable and uncountable nouns
 Unit nouns

a bag of rice, five cans of soup, two bowls of rice, a glass of milk, a cup of tea, a loaf of bread, a bottle of water, a carton of milk, a slice of bread, a block of cheese, a box of cereal, a piece of paper, a ball of string, a roll of sticky tape, a pair of scissors

bag, can, bowl, glass, cup, loaf, bottle, carton, slice, block, box, piece, ball, roll, pair

Unit 3

Page 21

A lot of, many, and **much**

A lot of to talk about large numbers or amounts
Many and **much** in negative sentences
How many? and **How much?** questions

We have a lot of bananas.
 There's a lot of food on this table.
 There aren't many people at the beach today.
 There isn't much soup in this bowl.
 How many sandwiches did you eat?
 How much milk have we got?

banana, milkshake, spoonful, ice cream, food, people, leaves, ground, bread, plate, pool, money, flowers, field, sandwiches

Unit 4

Page 27

Comparatives and superlatives

Comparatives of short and long adjectives
 Superlatives of short and long adjectives
 Irregular comparatives and superlatives

The blue sweater is cheaper than the red sweater.
 This bag is more expensive than that bag.
 The green cap is the newest.
 The pink socks are the most expensive.
 Charlie's story is better than Jessica's story.

cheaper, taller, nicer, hotter, heavier, more expensive, more careful, more famous, cheapest, tallest, nicest, hottest, heaviest, most expensive, most careful, most famous, better, best, worse, worst

Unit 5

Page 33

Comparatives: as...as and **adverbs**

Comparatives using **as...as** and **not as...as**
 Comparatives of adverbs

I'm as tall as Tom.
 I'm not as tall as Charlie.
 Matt can run faster than Lee.
 Charlie left earlier than Jessica.
 Alice sings better than Tom.
 Alice draws more neatly than Charlie.
 Charlie doesn't draw as neatly as Alice.

tall, cheap, old, heavy, cold, expensive, long, fast, hard, late, early, well, badly, far, neatly, softly, carefully, quickly, slowly, loudly,

Structures

Sample language

Key vocabulary

Unit 6

Page 39

Subject pronouns and object pronouns

Subjects and objects of sentences
Subject pronouns and object pronouns
Object pronouns after prepositions
Replacing phrases with pronouns
Object pronouns after **than**

Charlie likes Jessica.
They are hiding from her.
She can't find them.
I sat next to her.
Mrs Lee is looking at us.
They live near us.
Charlie is taller than me.

I, me, you, he, him, she, her, it, we, us, they, them

Unit 7

Page 45

I want to...

Want to be for ambitions
When I grow up
Want to with other verbs
Questions with **What...?**, **Where...?**
Want to to talk about things we want to do now

I want to be a fashion designer.
He wants to be an actor.
I want to be a pilot when I grow up.
I want to read the news on TV.
I want to fly planes.
What do you want to be when you grow up?
Where do you want to live?
I want to go home.

pilot, fashion designer, actor, hairdresser, bus driver, artist, athlete, police officer, scientist, musician, engineer, teacher, singer, fireman, nurse, mechanic, read, fly, design, paint, cook, take care of, travel, put out, fix, sing

Unit 8

Page 51

Future plans

Present continuous for future plans
Contractions
Questions with **What...?**, **Where...?**, **When...?**
"Yes/No" questions with **Is...?** and **Are...?**
Present simple for the future

Tom and I are going to the cinema on Saturday afternoon.
They're going away on holiday tomorrow.
What are you doing tonight?
Where is Tom going this weekend?
When are you going to the school play?
Are we having fish for dinner?
The film starts at two o'clock.
What time does the game start?

boxing match, concert, cinema, party, lunch, dinner, dessert, basketball, baseball, badminton, band practice, dentist, art class, film, go out, stay at home, start, finish, arrive, close

Unit 9

Page 57

Used to

Used to for things that were true in the past but aren't true now
Used to...but now... to make a contrast between past and present
Negatives with **didn't use to**
"Yes/No" questions with **Did...use to...?**

I used to play with dolls.
I used to be afraid of dogs, but now I like them!
I didn't use to like eggs.
Did your mother and father use to read you stories at bedtime?

bunches, dolls, dogs, afraid of, computer, computer game, car, radio, telephone, cellphone, films, TV, tour guide, office worker, married, flat, house, football, golf

Unit 10

Page 63

Should and must

Should
Negatives with **shouldn't**
Must
Negatives with **must not**

You should eat some fruit every day.
You shouldn't eat a lot of sweets.
You must wear a helmet when you are riding your bike.
You must not play football inside.

fruit, milk, sweets, lemonade, have a break, breakfast, exercise, brush, teeth, leave, outside, inside, wear, helmet, sunscreen, seat belt, scissors, matches, cupboards, oven, rules

Unit 1 **Some and any**

Structures

Countable and uncountable nouns
Some in affirmative sentences
Any in negative sentences
“Yes/No” questions with **any...?**

Sample language

There is some sticky tape.
There are some pencils on the table.
There isn't any glue in the bottle.
Is there any sticky tape?

Key vocabulary

glue, sticky tape, sticker, pencil, crayon, bottle

Page 9

Ask students to look at the four pictures. Together, the pictures tell a story, like a comic strip. Ask them what Alice and Tom are doing. (Alice is making a card. Tom is looking for things in the craft box.) Explain what *craft* means—making things for fun, out of materials like paper or cloth. A *craft box* is a box where you keep the things you need to do craft activities—for example, scissors, sticky tape, glue etc. Ask the students if they enjoy doing craft activities. Say the sentences in the ‘speech bubbles’ and ask students to repeat them. Students could practise the dialogue in pairs.

You can also read through the grammar box with students to focus on the key language for this unit. The sample sentences come from the dialogue.

Page 10

A. Circle the correct words.

Students circle *There's some* if the noun in the sentence is uncountable and *There are some* if the noun is plural countable.

B. Write **some or **any**.**

Students write *some* to complete the affirmative sentences and *any* to complete the negative sentences.

Page 11

C. Write these sentences below the correct pictures.

Students look at the pictures and then choose the sentence that describes each picture. They then write the complete sentence below the correct picture.

D. In each pair of sentences, one sentence is correct and the other is incorrect. Put ✓ beside the correct sentences and ✗ beside the incorrect ones.

Students read the pairs of sentences and decide which of the two is correct and which is incorrect.

Page 12

E. Write **Is there any** or **Are there any**.

Students write *Is there any* if the noun in the question is uncountable, and *Are there any* if the noun is plural countable.

F. Use the words to write the questions. Then look at the pictures and write the answers.

Students use the prompt words to write questions. Note that students do not change the order of the prompt words. Then they look at the picture and write the correct answer, starting with *Yes* or *No*.

Page 13

G. Use the words to write questions beginning with **Do you...** or **Have you...** Then complete the answers using a sentence from the box.

Students use the prompt words to write questions. Note that students do not change the order of the prompt words. Then they choose the correct sentence from the box to complete the answers.

H. Write **some** or **any**.

Students write *some* or *any* depending on whether the sentences are affirmative, negative, or questions.

Page 14 Review

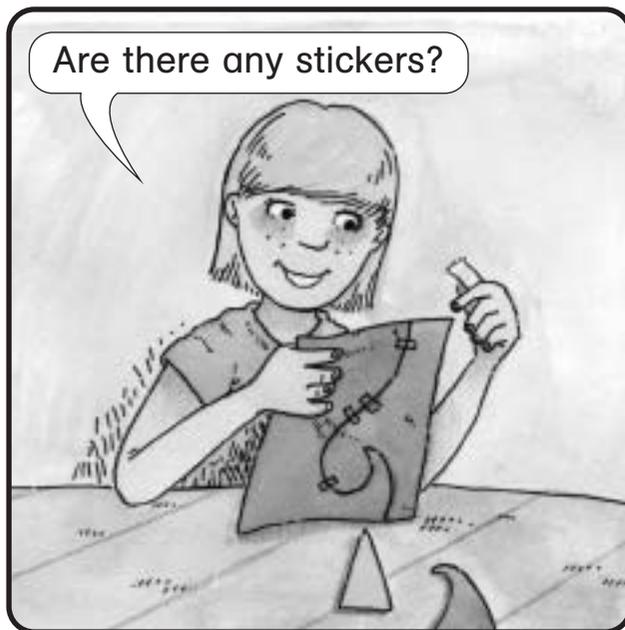
A. Write **some** or **any**.

Students write *some* or *any* depending on whether the sentences are affirmative, negative, or questions.

B. Correct the mistakes in these sentences.

Students identify the mistakes in the sentences, cross out the wrong words, and then rewrite the sentences correctly. The sentences refer to the pictures beside them. All the sentences contain mistakes.

Some and any



In this unit we look at how to use **some** and **any** in affirmative sentences, in negative sentences, and in questions.

There is **some** sticky tape. There isn't **any** glue. Is there **any** sticky tape?

Countable and uncountable nouns

Some nouns are countable and some are not countable.

COUNTABLE NOUNS

sticker, crayon, pencil, biscuit, apple, orange, egg, pupil, dog

We can count these nouns. We can say:

one pencil, two pencils, three pencils...

UNCOUNTABLE NOUNS

glue, sticky tape, thread, string, paper, money, water, milk, sugar, rice, cheese, bread

We cannot count these nouns.

We don't say:

one glue, two glues, three glues...

some

In affirmative sentences, we use **some** with plural countable nouns and with uncountable nouns.

PLURAL COUNTABLE NOUNS

*There **are some** pencils on the table.*

UNCOUNTABLE NOUNS

*There's **some** glue in the bottle.*
(There's = There is)

A. Circle the correct words.

1. **There's some** / **There are some** stickers in the craft box.
2. **There's some** / **There are some** water in the jug.
3. **There's some** / **There are some** apples in the bowl.
4. **There's some** / **There are some** nice music on the radio.
5. **There's some** / **There are some** money on the table.

any

In negative sentences (sentences with **not**), we use **any**.

PLURAL COUNTABLE NOUNS

*There **aren't any** pencils on the table.*
(aren't = are not)

UNCOUNTABLE NOUNS

*There **isn't any** glue in the bottle.*
(isn't = is not)

B. Write some or any.

1. There aren't any good films at the cinema tonight.
2. There weren't any oranges at the shop.
3. There's some juice in the fridge.
4. It's Sunday. There aren't any students in school today.
5. You have some interesting books.

C. Write these sentences below the correct pictures.

There's some thread. There isn't any thread. ~~There are some beads.~~
There aren't any beads.



There are some beads.



There aren't any beads.



There's some thread.



There isn't any thread.

D. In each pair of sentences, one sentence is correct and the other is incorrect. Put ✓ beside the correct sentences and ✗ beside the incorrect ones.

1. We need any milk. ✗
We need some milk. ✓
2. I've got any money in my pocket. ✗
I've got some money in my pocket. ✓
3. I haven't got any paper. ✓
I haven't got some paper. ✗
4. There are any biscuits in the jar. ✗
There are some biscuits in the jar. ✓
5. There aren't any pictures in that book. ✓
There aren't some pictures in that book. ✗

Questions

We use **any** in questions.

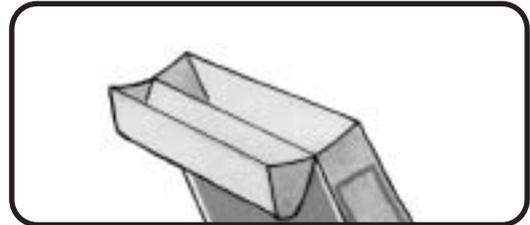
*Is there **any** sticky tape? Are there **any** crayons?*

E. Write Is there any or Are there any.

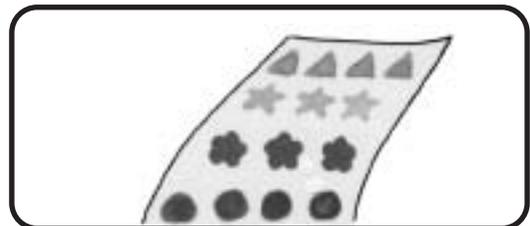
1. Are there any tomatoes in the fridge? Yes, there are.
2. Is there any money in the jar? No, there isn't.
3. Are there any students in the library? Yes, there are.
4. Is there any sugar in this coffee? Yes, there is.
5. Are there any dogs in the park? No, there aren't.

F. Use the words to write the questions. Then look at the pictures and write the answers.

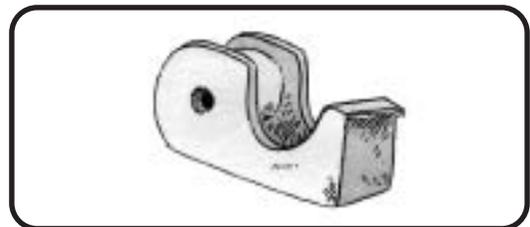
1. Are ► pens ► in ► box?
Are there any pens in the box?
No, there aren't.



2. Are ► stickers ► on ► page?
Are there any stickers on the page?
Yes, there are.



3. Is ► sticky tape ► on ► roll?
Is there any sticky tape on the roll?
No, there isn't.



4. Is ► glue ► in ► bottle?
Is there any glue in the bottle?
Yes, there is.



G. Use the words to write questions beginning with **Do you...** or **Have you...** Then complete the answers using a sentence from the box.

I play the piano. I speak French. I've got a sister.
~~I play baseball and football.~~ I've got a dog and a fish.

1. do ► play ► sports

Do you play any sports?

Yes, I do. I play cricket and football.

2. have ► got ► brothers or sisters

Have you got any brothers or sisters?

Yes, I have. I've got a sister.

3. have ► got ► pets

Have you got any pets?

Yes, I have. I've got a dog and a fish.

4. do ► play ► musical instruments

Do you play any musical instruments?

Yes, I do. I play the piano.

5. do ► speak ► other languages

Do you speak any other languages?

Yes, I do. I speak French.



H. Write **some** or **any**.

1. Have you got any books about space travel?

2. I can see some boats on the lake.

3. I haven't got any money.

4. Did you see any good films during the holidays?

5. Is there any coffee in the pot?

6. I'm going to buy some shoes.

7. Mum baked some biscuits.

8. Are there any biscuits in the biscuit jar?

Review

A. Write some or any.

1. There are some birds on the grass.
2. I don't want any soup.
3. I've got some nice CDs.
4. Have you got any cousins?
5. Jeff made some new friends on holiday.
6. Are there any letters for me?
7. Our teacher didn't give us any homework.
8. Are there any mountains in your country?
9. I went to the supermarket to buy some bread.
10. They didn't have any bread at the supermarket.

B. Correct the mistakes in these sentences.

1. There ~~is~~ some pencils in the box.
There are some pencils in the box.



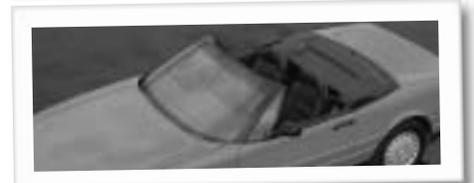
2. There's ~~any~~ juice in the bottle.
There's some juice in the bottle.



3. There aren't ~~some~~ clouds in the sky.
There aren't any clouds in the sky.



4. There ~~are~~ any people in this car.
There aren't any people in this car.



5. I've got ~~any~~ money in my hand.
I've got some money in my hand.



Unit 2 Unit nouns

Structures

A, an, and some
with countable
and uncountable
nouns
Unit nouns

Sample language

a bag of rice, five cans of
soup, two bowls of rice, a
glass of milk, a cup of tea, a
loaf of bread, a bottle of
water, a carton of milk, a slice
of bread, a block of cheese, a
box of cereal, a piece of
paper, a ball of string, a roll of
sticky tape, a pair of scissors

Key vocabulary

bag, can, bowl, glass, cup,
loaf, bottle, carton, slice,
block, box, piece, ball, roll,
pair

Page 15

Ask students to look at the big picture. Ask them what they think Jessica and her mother have been doing. They have been shopping. On the table are the things they bought. In the bottom right of the picture is their shopping list. Ask students to find the things from the list in the picture. Read the list aloud and ask students to repeat it.

You can also read through the grammar box with students to focus on the key language for this unit. The sample phrases come from the shopping list.

Page 16

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

This activity reviews the use of *a* or *an* with singular countable nouns and *some* with plural countable nouns (*apples, biscuits*) and uncountable nouns (*cheese, soup*). Students look at the pictures and write the correct word before each noun.

B. Write **some** and the correct noun under these pictures. Then circle **countable** or **uncountable**. If the noun is countable, count the things and write the number.

This activity may require some explanation to students. Below each picture, students first write *some* and the correct noun (*some milk, some eggs, etc*). Next they decide whether each noun is countable or uncountable, and circle the correct choice. Then for the countable nouns, they count the items and write the number in the small blue square below. One purpose of this activity is to show students that we only count *countable* nouns.

Page 17

C. Write the correct unit nouns, with **of**.

This activity gives students practice in using unit nouns before uncountable nouns. For each pair of pictures there are two unit nouns given. Students look at the pictures then choose the correct unit noun for each picture. Ensure that students write *of* after each unit noun.

Page 18

D. Write the plurals.

Students complete the sentences using the plural form of the nouns on the right.

E. Complete these lists. Write the correct unit nouns with **of**.

Students look at the pictures of the shopping items and then complete the lists by writing singular or plural unit nouns followed by *of*.

Page 19

F. What's in the drawer? Complete the sentences.

Students look at the pictures of the open drawer and then complete the sentences by writing singular or plural unit nouns followed by *of*. They can refer to the box above for the correct unit nouns.

G. What do you think? Write two nouns from the box beside each unit noun.

This activity asks students to deduce what the correct unit nouns are for the nouns in the box. Powders or grains – *flour* and *sugar* in this activity – often come in *bags*. Things that can be cut or broken up – *cake* and *pizza* in this activity – often come in *pieces*. Liquids – *shampoo* and *water* in this activity – often come in *bottles*.

Page 20 Review

A. Correct the mistakes in these sentences.

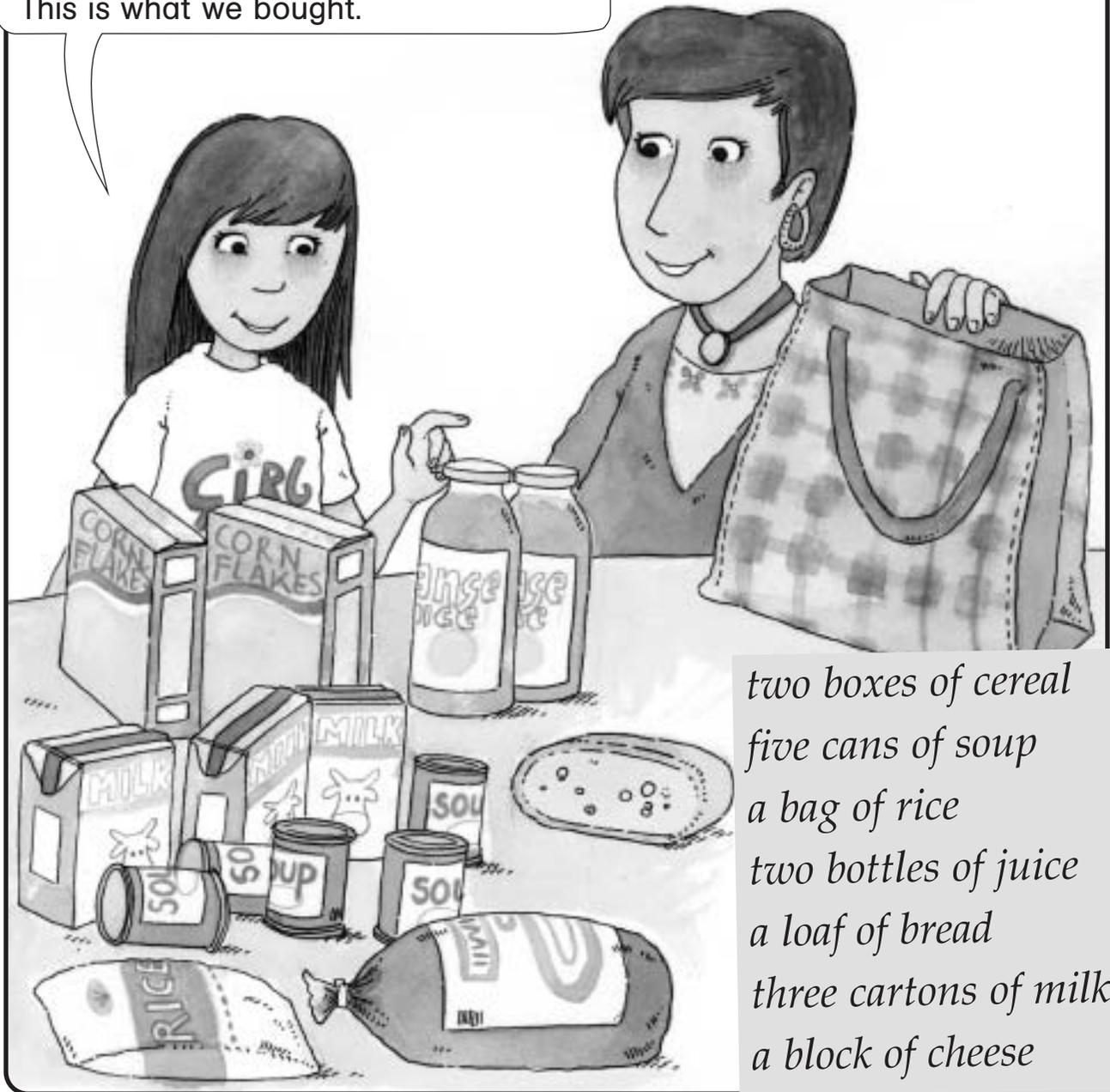
This is an error correction activity. Students identify the mistakes in the sentences, then cross out the wrong words and rewrite the sentences correctly. All the sentences contain mistakes.

B. What's in the cupboard? Write sentences beginning with **There's** or **There are**.

Students look at the picture of the open cupboard and write sentences to say what is in it. They should use unit nouns in the sentences. They choose *There's* or *There are* depending on whether the unit noun is singular (*a ball of string*) or plural (*three cans of cola*).

Unit nouns

Mother and I went to the supermarket.
This is what we bought.



*two boxes of cereal
five cans of soup
a bag of rice
two bottles of juice
a loaf of bread
three cartons of milk
a block of cheese*

In this unit we look at how to use unit nouns to talk about amounts of things.

a **bag of** rice five **cans of** soup

2 Unit nouns

G

a, an, and some

We use **a** or **an** with singular countable nouns. We use **some** with plural countable nouns and with uncountable nouns.

SINGULAR COUNTABLE NOUNS

a biscuit, **an** orange

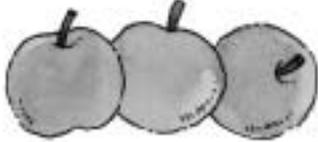
PLURAL COUNTABLE NOUNS

some oranges, **some** eggs

UNCOUNTABLE NOUNS

some rice, **some** water

A. Write a, an, or some.



1. some apples



2. a banana



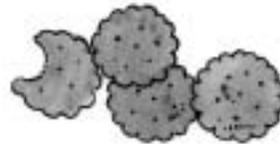
3. some cheese



4. an egg



5. some soup



6. some biscuits

B. Write some and the correct noun under these pictures.

Then circle **countable** or **uncountable**. If the noun is countable, count the things and write the number.



1. some rice
countable / uncountable



2. some oranges
countable / uncountable



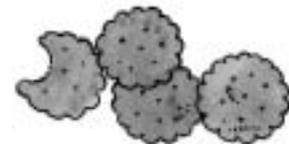
3. some milk
countable / uncountable



4. some eggs
countable / uncountable



5. some soup
countable / uncountable



6. some biscuits
countable / uncountable



7. some cheese
countable / uncountable



8. some bread
countable / uncountable



9. some carrots
countable / uncountable

3

Unit nouns

We cannot count uncountable nouns. We don't say **one rice**, **two rices**... But we often use unit nouns with uncountable nouns.

We can count unit nouns. For example:



a **bowl** of rice



two **bowls** of rice

Bowl is a unit noun. It tells us how much rice there is.

We write **of** after a unit noun.



a **glass** of milk



a **cup** of tea



a **loaf** of bread



a **can** of soup



a **bottle** of water

We can use different unit nouns with the same uncountable noun.

*I bought a **can** of soup. I had a **bowl** of soup for lunch.*

C. Write the correct unit nouns, with **of**.

1. carton
~~glass~~



a glass of milk

a carton of milk



2. slice
loaf



a loaf of bread

a slice of bread



3. block
slice



a slice of cheese

a block of cheese



4. box
bowl



a bowl of cereal

a box of cereal

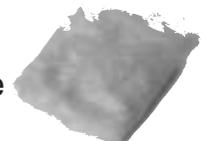


5. bowl
bag



a bowl of rice

a bag of rice





Some spelling rules for plurals

- For nouns that end in **s** or **x**, add **es** to make a plural.
glass ➤ **glasses** *box* ➤ **boxes**
- The plural of loaf is loaves.
*We bought two **loaves** of bread.*

D. Write the plurals.

1. Cut three slices of cheese, please. **slice**
2. There are two bottles of apple juice on the table. **bottle**
3. I drank two glasses of lemonade. **glass**
4. We bought four boxes of pasta at the supermarket. **box**
5. We ate three loaves of bread over the weekend! **loaf**

E. Complete these lists. Write the correct unit nouns with of.

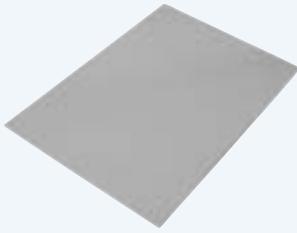


1. a box of pasta
three cartons of milk
a bag of rice
a block of cheese



2. two boxes of cereal
three loaves of bread
a bottle of orange juice
two cans of cola

More unit nouns



a piece of paper



a ball of string

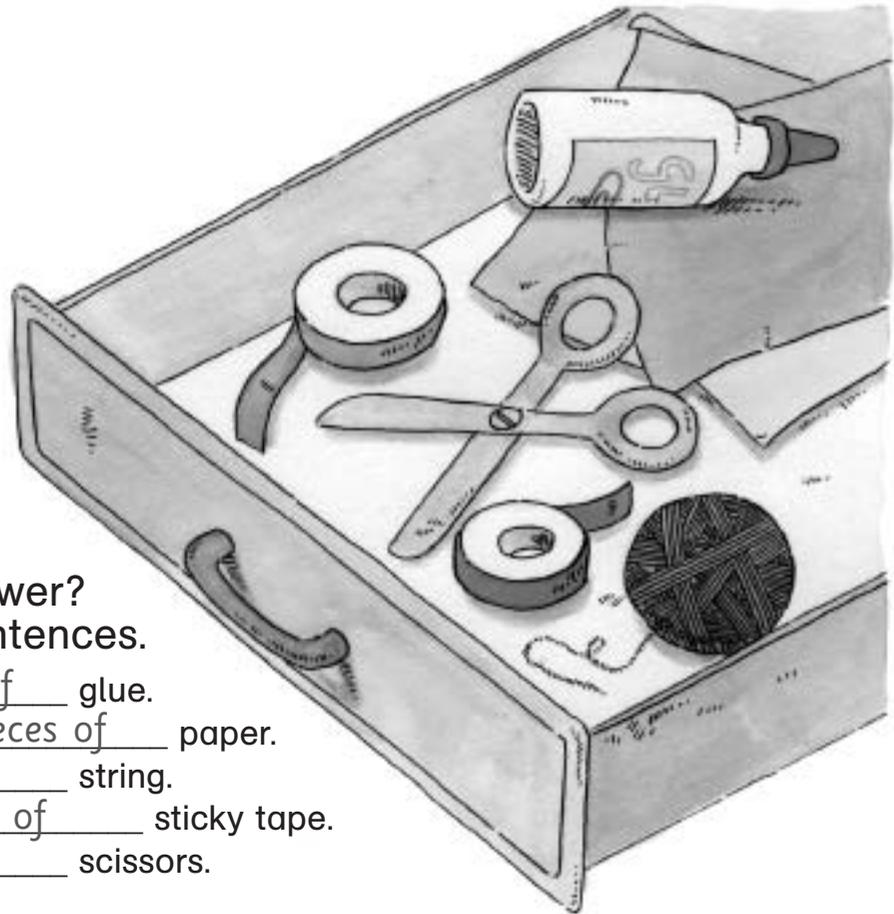


a roll of sticky tape



a pair of scissors

G



F. What's in the drawer?

Complete the sentences.

1. There's a bottle of glue.
2. There are three pieces of paper.
3. There's a ball of string.
4. There are two rolls of sticky tape.
5. There's a pair of scissors.

G. What do you think? Write two nouns from the box beside each unit noun.

shampoo ~~flour~~ cake water pizza sugar

1. a bag of flour
 sugar
2. a piece of cake
 pizza
3. a bottle of shampoo
 water

Review

A. Correct the mistakes in these sentences.

1. For lunch I ate a ~~bowl rice~~ with some fish.
For lunch I ate a bowl of rice with some fish.
2. There are two ~~carton~~ of milk in the fridge.
There are two cartons of milk in the fridge.
3. We bought two ~~loafs~~ of bread at the supermarket.
We bought two loaves of bread at the supermarket.
4. I'm looking for ~~scissor~~.
I'm looking for a pair of scissors.
5. There are two ~~boxs~~ of cereal on the table.
There are two boxes of cereal on the table.



B. What's in the cupboard? Write sentences beginning with **There's** or **There are**.

1. There are three cans of cola.
2. There's a box of cereal.
3. There's a ball of string.
4. There are two cans of soup.
5. There's a loaf of bread.
6. There's a bag of flour.

Unit 3 A lot of, many, and much

Structures

A lot of to talk about large numbers or amounts

Many and **much** in negative sentences

How many? and **How much?** questions

Sample language

We have a lot of bananas.

There's a lot of food on this table.

There aren't many people at the beach today.

There isn't much soup in this bowl.

How many sandwiches did you eat?

How much milk have we got?

Key vocabulary

banana, milkshake, spoonful, ice cream, food, people, leaves, ground, bread, plate, pool, money, flowers, field, sandwiches

Page 21

Ask students to look at the six pictures. Together, the pictures tell a story, like a comic strip. Ask them what room of the house Charlie and Jessica are in and what they are doing. (They are in the kitchen, making milkshakes.) Ask students if they like milkshakes and have ever made them. Say the sentences in the 'speech bubbles' and ask students to repeat them. Students could practise the dialogue in pairs.

You can also read through the grammar box with students to focus on the key language for this unit. The sample sentences come from the dialogue.

Page 22

A. Complete these sentences using **a lot of** and a noun from the box.

Students look at the pictures and then complete the sentences by writing *a lot of* and choosing the correct noun from the box. One purpose of this activity is to show students that we use *a lot of* with both countable and uncountable nouns.

Page 23

B. Put these nouns into two groups: COUNTABLE NOUNS and UN-COUNTABLE nouns.

Students write the nouns from the box in two columns, for countable and uncountable nouns. Most of these words are from Units 1 and 2.

C. Now complete these sentences using **many** for the countable nouns and **much** for the uncountable nouns.

Students write *much* or *many* to complete the sentences. They can refer to the two columns they completed in B to decide whether to use *much* (for the uncountable nouns) or *many* (for the countable nouns).

Page 24

D. Complete A's questions using **How many** and a noun. Look at B's answers to find the correct noun.

Students begin the questions by writing *How many* and the correct noun. For each question, they need to look at the answer to find the noun that is needed.

E. Complete these questions using **How much** and nouns from the box. Students begin the questions by writing *How much* and the correct noun from the box. They can guess the correct noun from reading the rest of the question.

Page 25

F. Write **How much** or **How many**.

Students write *How much* or *How many* depending on whether the noun in each question is countable (*How many*) or uncountable (*How much*).

G. Complete A's questions using **How much**. Then complete B's answers using a unit noun from the box.

First students complete the questions by writing *How much* before the nouns (all uncountable). Then they choose the correct unit noun from the box to complete the answer.

Page 26 Review

A. Tick (✓) the correct sentence for each picture.

Students read the pairs of sentences and decide which of the two is true. In each pair, both sentences are grammatically correct, but only one is true in relation to the picture.

B. Write **How much** or **How many**.

Students write *How much* or *How many* depending on whether the noun in each question is countable (*How many*) or uncountable (*How much*).

C. In each pair of sentences, one sentence is correct and the other is incorrect. Put ✓ beside the correct sentences and ✗ beside the incorrect ones.

Students read the pairs of sentences and decide which of the two is correct and which is incorrect.

A lot of, many, and much



Jessica and I are making banana milkshakes.



How much milk do we need?

We need a cup of milk.



How much ice cream do we need?

We need a spoonful of ice cream.



We have a lot of bananas. How many bananas do we need?

We need one banana.



Mmm! I like banana milkshakes!

In this unit we look at how to use **a lot of**, **many**, and **much**.
 We have **a lot of** bananas. How **many** bananas do we need?
 How **much** milk do we need?





a lot of

We can use **a lot of** to talk about large numbers or amounts of things.
We can use **a lot of** with countable nouns and uncountable nouns.

COUNTABLE NOUNS



There are **a lot of** people at the beach.

UNCOUNTABLE NOUNS



There's **a lot of** food on this table.

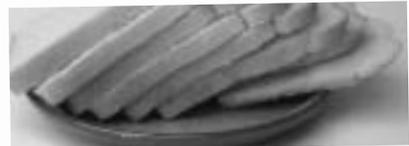
A. Complete these sentences using **a lot of** and a noun from the box.

bread flowers ~~leaves~~ people money

1. There are a lot of leaves on the ground.



2. There's a lot of bread on this plate.



3. There are a lot of people in this pool.



4. There's a lot of money on the table.



5. There are a lot of flowers in this field.





many and much

In negative sentences (sentences with **not**, **aren't**, **don't**...), we use **many** or **much**. We use **many** with countable nouns and **much** with uncountable nouns. This is one way to talk about small numbers or amounts.

COUNTABLE NOUNS



There aren't **many** people at the beach today.

UNCOUNTABLE NOUNS



There isn't **much** soup in this bowl.

B. Put these nouns into two groups: COUNTABLE NOUNS and UNCOUNTABLE NOUNS.

~~sugar~~ pencil dog biscuit rice milk car water

COUNTABLE NOUNS

pencil
dog
biscuit
car

UNCOUNTABLE NOUNS

sugar
rice
milk
water

C. Now complete these sentences using **many for the countable nouns and **much** for the uncountable nouns.**

- There isn't much water in the bottle.
- I didn't see many dogs in the park.
- There aren't many biscuits in the jar.
- I didn't put much sugar in your cup of coffee.
- Alice doesn't have many pencils.
- I don't want much rice.
- We don't have much milk.
- There aren't many cars on the road this morning.



How many...?

We use **How many...?** in questions with countable nouns.

How many sandwiches did you eat?

D. Complete A's questions using **How many and a noun. Look at B's answers to find the correct noun.**

1. A: How many students are there in this class?

B: There are forty students in this class.

2. A: How many cousins have you got?

B: I've got five cousins.

3. A: How many biscuits did you eat?

B: I ate three biscuits.

4. A: How many apples are there in the bowl?

B: There are six apples in the bowl.

5. A: How many candles are there on the cake?

B: There are eleven candles on the cake.



How much...?

We use **How much...?** in questions with uncountable nouns.

How much milk do we have?

E. Complete these questions using **How much and a noun from the box.**

sugar juice ~~rice~~ cheese money

1. How much rice did you cook for dinner?

2. How much juice did you drink this morning?

3. How much money did you spend at the supermarket?

4. How much sugar did you put in my coffee?

5. How much cheese do you want in your sandwich?

F. Write How much or How many.

1. How much rice are you going to cook?
2. How many birds are there in that tree?
3. How much shampoo have we got?
4. How many pages are there in this book?
5. How many players are there on a football team?
6. How much water do you drink every day?
7. How much soup do you want?
8. How many days are there in a week?

Using unit nouns to answer How much...? questions

Unit nouns tell us about an amount of something. We use them with uncountable nouns. So we can use unit nouns to answer **How much...?** questions. For example:

A: **How much** rice did you buy? B: I bought **three bags of** rice.

G. Complete A's questions using How much. Then complete B's answers using a unit noun from the box.

bowls cartons loaves glasses ~~pieces~~

1. A: How much paper do you need for your project?
B: I need four pieces of paper.
2. A: How much milk do we need from the supermarket?
B: We need two cartons of milk.
3. A: How much lemonade did you drink?
B: I drank three glasses of lemonade.
4. A: How much bread did you buy?
B: I bought two loaves of bread.
5. A: How much ice cream did you have for pudding?
B: I had two bowls of ice cream.

Review

A. Tick (✓) the correct sentence for each picture.



There isn't much water on the ground.
There's a lot of water on the ground. ✓



There aren't many biscuits in this jar. ✓
There are a lot of biscuits in this jar.



There aren't many birds on this lake.
There are a lot of birds on this lake. ✓



There aren't many cars on this motorway.
There are a lot of cars on this motorway. ✓

B. Write **How much** or **How many**.

1. How many fish are there in the pond?
2. How much money do you have?
3. How many months are there in a year?
4. How much sugar do you like in your coffee?
5. How many films did you see during the holidays?

C. In each pair of sentences, one sentence is correct and the other is incorrect. Put ✓ beside the correct sentences and ✗ beside the incorrect ones.

1. I don't have many homework tonight. ✗
I don't have much homework tonight. ✓
2. There isn't many glue in this bottle. ✗
There isn't much glue in this bottle. ✓
3. There aren't many eggs in the fridge. ✓
There aren't much eggs in the fridge. ✗
4. I didn't see many students in the library. ✓
I didn't see much students in the library. ✗

Unit 4 Comparatives and superlatives

Structures

Comparatives of short and long adjectives
Superlatives of short and long adjectives
Irregular comparatives and superlatives

Sample language

The blue sweater is cheaper than the red sweater.
This bag is more expensive than that bag.
The green hat is the newest.
The pink socks are the most expensive.
Charlie's story is better than Jessica's story.

Key vocabulary

cheaper, taller, nicer, hotter, heavier, more expensive, more careful, more famous, cheapest, tallest, nicest, hottest, heaviest, most expensive, most careful, most famous, better, best, worse, worst

Page 27

Ask students to look at the four pictures. Ask them what they can see. (sweater, shoes, gloves, and socks). Ask them where they might buy these things. (at a clothes shop or a shoe shop)

Say the sentences below the pictures and ask students to repeat them.

You can also read through the grammar box with students to focus on the key language for this unit.

Page 28

A. Write the comparatives of these adjectives.

Students write the comparatives of the adjectives. For all these verbs, the comparative is created by simply adding *er*.

B. Complete these sentences using comparatives with **than.**

To complete each sentence, students write the comparative of the adjective on the right, and *than*.

Page 29

C. Complete these sentences using comparatives with **than.**

To complete each sentence, students write the comparative of the adjective on the right, and *than*. They can refer to the grammar box above to work out how to spell the comparatives.

D. Write the comparatives of these adjectives.

Students write the comparatives by writing *more* before the adjectives.

E. Complete these sentences by adding **more and **than**.**

To complete each sentence, students write the comparative of the adjective on the right (using *more*), and *than*.

Page 30

F. Write the superlatives of these adjectives.

Students write the superlatives of the adjectives. They can refer to the grammar box above. For the short adjectives (1 to 5), the superlative is created by writing *the* before the adjective and adding *est*. The spelling rules for adding *est* are the same as those for adding *er* given on page 29 (nice > nicest; hot > hottest; heavy > heaviest). For *interesting*, a longer adjective, the superlative is created by writing *the most* before the adjective.

G. Write the correct names.

Students look at the picture of the three boys. Then they complete the sentences by writing the correct names.

Page 31

H. Complete these sentences using an adjective from Box A and a phrase from Box B. Change the adjectives to superlatives.

To complete each sentence, students choose the correct adjective from A and change it to a superlative. Then they choose the correct phrase from B.

I. Circle the correct words in these sentences.

Students circle either the comparative or the superlative to make each sentence correct.

Page 32 Review

A. Complete this table.

Students write comparatives and superlatives or adjectives to fill the table

B. Circle the correct words in these sentences.

Students circle either the comparative or the superlative to make each sentence correct.

C. Correct the mistakes in these sentences.

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

D. Compare yourself to a friend. Write your friend's name in the spaces and then circle the correct word in each sentence.

Students make comparisons between themselves and a chosen classmate. They complete the sentences by writing the classmate's name then circling the comparative adjective that makes each sentence true.



The green sweater is cheaper than the blue sweater.



The black shoes are more comfortable than the white shoes.



The blue gloves are the newest.



The pink socks are the most expensive.

In this unit we look at comparatives and superlatives.

*The blue jumper is **cheaper than** the red sweater.*

*The green hat is the **newest**.*

4 Comparatives and superlatives

Comparatives

We make comparatives in different ways: by adding **er** to an adjective, or by putting **more** before an adjective.

SHORT ADJECTIVES

ADJECTIVE

cheap

COMPARATIVE

cheaper

LONG ADJECTIVES

ADJECTIVE

expensive

COMPARATIVE

more expensive

Comparatives of short adjectives

For adjectives of one or two syllables, we add **er** to the end of the adjective.

We use **than** after a comparative.



A. Write the comparatives of these adjectives.

1. soft softer
2. hard harder
3. young younger
4. old older
5. short shorter
6. cheap cheaper
7. strong stronger
8. weak weaker
9. shallow shallower
10. narrow narrower

B. Complete these sentences using comparatives with **than**.

1. Jessica is older than Alice. **old**
2. Your bed is softer than my bed. **soft**
3. My hair is shorter than your hair. **short**
4. This end of the pool is shallower than that end. **shallow**
5. Our car is faster than your car. **fast**

Some spelling rules

- For adjectives that end in a consonant + **e**: just add **r**.
nice ➤ *nicer*
- For adjectives that end in a single vowel and a single consonant: double the consonant and add **er**.
hot ➤ *hotter*
- For adjectives that end in a consonant + **y**: change the **y** to **i** and add **er**.
heavy ➤ *heavier*

G

C. Complete these sentences using comparatives with *than*.

1. This street is wider than our street. **wide**
2. The green dress is nicer than the red dress. **nice**
3. Canada is bigger than Japan. **big**
4. Today's quiz was easier than last week's quiz. **easy**
5. This bracelet is prettier than that one. **pretty**

Comparatives of long adjectives

For adjectives of more than two syllables, we put **more** before the adjective. We use **than** after a comparative.

This bag is **more expensive than** that bag.



G

D. Write the comparatives of these adjectives.

1. beautiful more beautiful
2. difficult more difficult
3. dangerous more dangerous
4. exciting more exciting

For some two-syllable adjectives, we also use **more** to make a comparative.

For example: *careful* ➤ *more careful* *famous* ➤ *more famous*

G

E. Complete these sentences by adding *more* and *than*.

1. Maths is more difficult than history. **difficult**
2. The Taj Mahal is more famous than the Lahore Fort. **famous**
3. A car is more expensive than a bicycle. **expensive**
4. Skiing is more exciting than walking. **exciting**

in and of

We often use **in** or **of** after superlatives.

*Charlie is the tallest boy **in** our class.*

*Mike is the strongest player **in** the team.*

*Yesterday was the hottest day **of** the year.*

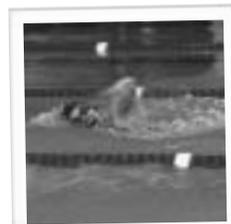
H. Complete these sentences using an adjective from Box A and a phrase from Box B. Change the adjectives to superlatives.

A

cold
expensive
~~big~~
difficult
fast

B

of the year
~~in the world~~
in the team
in the test
in the store



- The blue whale is the biggest animal in the world.
- Mandy is the fastest swimmer in the team.
- She bought the most expensive bag in the store.
- Winter is the coldest season of the year.
- Question 4 was the most difficult question in the test.

Irregular comparatives and superlatives

Some adjectives have irregular comparatives and superlatives.

Here are two important ones:

ADJECTIVE

good

bad

COMPARATIVE

better

worse

SUPERLATIVE

the best

the worst

I. Circle the correct words in these sentences.

- Charlie's story is better than / **the best** Jessica's story.
- Tom is **worse than** / the worst singer in the class!
- Alice wrote **better than** / the best story in the class.
- Today's weather is worse than / **the worst** yesterday's weather.

Review

A. Complete this table.

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
1.	cool	cooler	the coolest
2.	warm	warmer	the warmest
3.	cute	cuter	the cutest
4.	fat	fatter	the fattest
5.	angry	angrier	the angriest
6.	dirty	dirtier	the dirtiest
7.	good	better	the best
8.	bad	worse	the worst
9.	surprising	more surprising	the most surprising
10.	popular	more popular	the most popular

B. Circle the correct words in these sentences.

1. My dog is cleverer than / **the cleverest** your dog.
2. Joe is **better than** / (the best) athlete in the school.
3. What's **wetter than** / (the wettest) time of the year in your country?
4. The path is narrower than / **the narrowest** the road.

C. Correct the mistakes in these sentences.

1. The kitchen floor is ~~the dirtiest~~ the living room floor.
The kitchen floor is dirtier than the living room floor.
2. My grandfather is ~~the older~~ person in our family.
My grandfather is the oldest person in our family.
3. The brown dog is ~~friendlier~~ than the black dog.
The brown dog is friendlier than the black dog.
4. This is the ~~most small~~ T-shirt in the shop.
This is the smallest T-shirt in the shop.
5. I want to be the ~~fameusest~~ artist in the world.
I want to be the most famous artist in the world.

D. Compare yourself to a friend. Write your friend's name in the spaces and then circle the correct word in each sentence.

1. _____ is **older** / **younger** than me.
2. _____ is **taller** / **shorter** than me.
3. _____'s hair is **longer** / **shorter** than my hair.

Unit 5 Comparatives: **as...as** and **adverbs**

Structures

Comparatives using **as...as** and **not as...as**
Comparatives of adverbs

Sample language

I'm as tall as Tom.
I'm not as tall as Charlie.
Matt can run faster than Lee.
Charlie left earlier than Jessica.
Alice sings better than Tom.
Alice draws more neatly than Charlie.
Charlie doesn't draw as neatly as Alice.

Key vocabulary

tall, cheap, old, heavy, cold, expensive, long, fast, hard, late, early, well, badly, far, neatly, softly, carefully, quickly, slowly, loudly,

Page 33

Ask students to look at the four pictures. Ask them what they think is happening in the pictures. The children are taking part in a sports day—a day for running races and sporting competitions. Ask students if they enjoy activities like these. Say the sentences in the 'speech bubbles' and ask students to repeat them. Students could practise the dialogue in pairs.

You can also read through the grammar box with students to focus on the key language for this unit.

Page 34

A. Complete these sentences using **as...as** and an adjective from the box. Students read the first sentence and then complete the second sentence by choosing the correct adjective from the box and writing it with *as...as*.

B. Complete these sentences using **not as...as** and an adjective from the box.

Students read the first two sentences and then complete the final sentence by choosing the correct adjective from the box and writing it with *not as...as*.

Page 35

C. Write the names of the correct animals so that the two sentences mean the same thing.

Students compare the animals in the pairs of photos. Then they complete the sentences by writing the names of the correct animals to make each sentence in each pair true.

D. Write **is as...as** or **isn't as...as**.

Students compare the animals and complete the sentences using *is as...as* or *isn't as...as*.

Page 36

E. Choose the correct adverb from the box and then write the comparative with **than**.

Students read the first two sentences and then complete the final sentence by choosing the correct adverb from the box and writing the comparative followed by *than*.

Page 37

F. Write the correct names in these sentences.

Students read the first one or two sentences and then complete the final sentence by writing the correct names.

G. Complete the second sentences using **as...as**.

Students read the first sentence and then complete the second sentence by writing *as...as* with the adverb from the first sentence (not in its comparative form).

Page 38 Review

A. Complete these sentences using **as...as**.

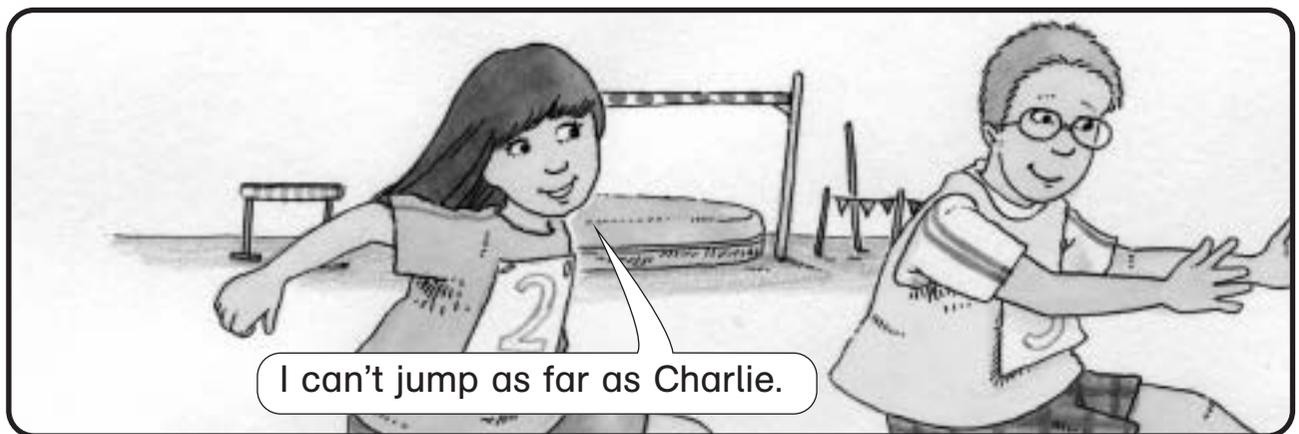
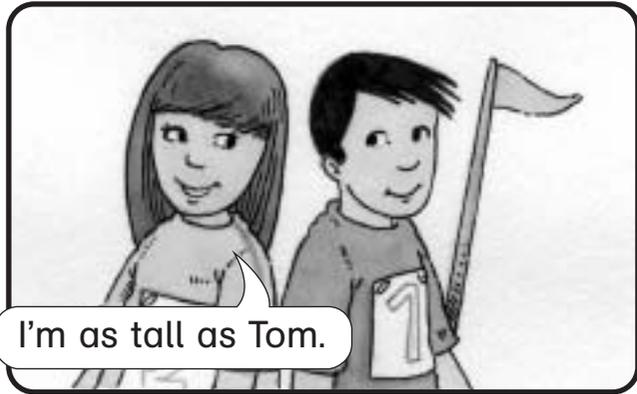
Students read the first one or two sentences and then complete the final sentence by writing *as...as* and an adjective or adverb.

B. Complete these sentences using the comparatives of the adverbs in the box.

Students read the first two sentences and then complete the final sentence by writing the comparative of an adverb from the box.

C. Write sentences comparing yourself to other students in your class. Use **as...as** and **not as...as**. Look at the box for some ideas.

Students make comparisons between themselves and other class members. They write sentences with *as...as* and *not as...as*. There are some ideas in the box, but you can encourage students to come up with their own ideas. They can choose different classmates for different sentences.



In this unit we look at how we use **as...as** to compare two things.

*I'm **as tall as** Tom.*

We also look at comparatives of adverbs.

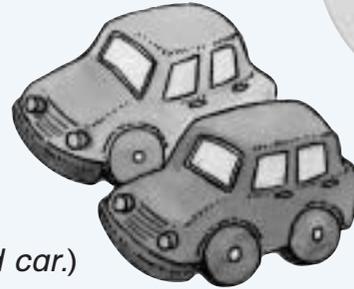
*I can run **faster than** Tom. I can't jump **as far as** Charlie.*



as...as

We use **as + adjective + as** to say that two things or two people are the same in some way.

*The red car is **as big as** the green car.
(We can also say: *The green car is **as big as** the red car.*)*



G

A. Complete these sentences using **as...as and an adjective from the box.**

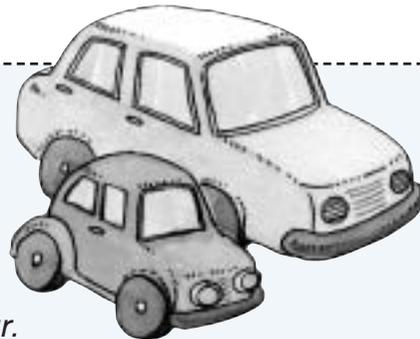
tall cheap ~~old~~ heavy

- Charlie is ten and Alice is ten. Charlie is as old as Alice.
- Amna weighs 45 kilograms and Javeria weighs 45 kilograms.
Amna is as heavy as Javeria.
- A bus ticket costs Rs 100 and a train ticket costs Rs 100. The bus is as cheap as the train.
- Omar is 150 centimetres tall and Jamil is 150 centimetres tall.
Omar is as tall as Jamil.

not as...as

We can use **not as + adjective + as** to talk about how two things or two people are different.

*The yellow car is **not as big as** the white car.
(This is the same as saying *The **white** car is **bigger than** the **yellow** car.*)*



G

B. Complete these sentences using **not as...as and an adjective from the box.**

cold ~~old~~ expensive long

- Grandfather is sixty-eight. Grandmother is sixty-six. Grandmother is not as old as Grandfather.
- The gold watch costs Rs 150. The plastic watch costs Rs 35. The plastic watch is not as expensive as the gold watch.
- Yesterday was a very cold day. Today is a warm day. Today is not as cold as yesterday.
- This book has eighty-eight pages. That book has ninety-six pages.
This book is not as long as that book.

C. Write the names of the correct animals so that the two sentences mean the same thing.

1.  
 cat mouse
 A cat is bigger than a mouse.
 A mouse isn't as big as a cat.
2.  
 tortoise rabbit
 A rabbit is faster than a tortoise.
 A tortoise isn't as fast as a rabbit.
3.  
 zebra giraffe
 A giraffe is taller than a zebra.
 A zebra isn't as tall as a giraffe.
4.  
 ladybird frog
 A ladybird is smaller than a frog.
 A frog isn't as small as a ladybird.

D. Write **is as...as or **isn't as...as**.**

1. 
 The green bird is as big as the yellow bird.
 The green bird isn't as big as the brown bird.
 The yellow bird is as big as the green bird.
 The yellow bird isn't as big as the brown bird.
2. 
 The green snake is as long as the brown snake.
 The green snake isn't as long as the black snake.
 The brown snake isn't as long as the black snake.
 The brown snake is as long as the green snake.



Comparatives of adverbs

Adverbs tell us how somebody does something. We can compare how people do things using comparatives of adverbs.

One-syllable adverbs

To make the comparatives of one-syllable adverbs, we add **er**. For adverbs that end in a consonant + **e**: just add **r**. We use **than** after the adverb. For example:

ADVERB	COMPARATIVE	EXAMPLE SENTENCE
<i>fast</i>	<i>faster</i>	<i>Matt can run faster than Lee.</i>
<i>hard</i>	<i>harder</i>	<i>Tom worked harder than Alice.</i>
<i>late</i>	<i>later</i>	<i>Alice arrived later than Tom.</i>

For the adverb **early**, we change the **y** to **i** and add **er**.

ADVERB	COMPARATIVE	EXAMPLE SENTENCE
<i>early</i>	<i>earlier</i>	<i>Charlie left earlier than Jessica.</i>

Irregular adverbs

Some adverbs have irregular comparatives. Here are three:

ADVERB	COMPARATIVE	EXAMPLE SENTENCE
<i>well</i>	<i>better</i>	<i>Alice dances better than Tom.</i>
<i>badly</i>	<i>worse</i>	<i>I did worse than you in the test.</i>
<i>far</i>	<i>farther</i>	<i>I can throw a ball farther than you.</i>

E. Choose the correct adverb from the box and then write the comparative with **than**.

hard fast ~~well~~ far early

- I scored 63% in the test. You scored 78%. You did better than me.
- Tom finished first in the swimming race. Daniyal finished second. Tom swam faster than Daniyal.
- Fiza gets up at seven o'clock. Alizeh gets up at seven thirty. Fiza gets up earlier than Alizeh.
- Tom and Charlie were running. Tom ran two kilometres and Charlie ran three kilometres. Charlie ran farther than Tom.
- Mohib works hard. Babar doesn't work hard. Mohib works harder than Babar.

~ly adverbs

Many adverbs end with **ly**. To make the comparatives of these adverbs, we put **more** before the adverb. We use **than** after the adverb.



Alice draws **more neatly than** Charlie.

F. Write the correct names in these sentences.

- Maham and Tazeen are talking. I can hear Maham, but I can't hear Tazeen. Tazeen speaks more softly than Maham.
- Jamil writes quickly and he makes a lot of mistakes. Jawad writes slowly and he doesn't make any mistakes. Jawad writes more carefully than Jamil.
- Ali always finishes his dinner before Fiza. Ali eats more quickly than Fiza.
- Sonia walks to school with Fahad. Sometimes Sonia has to stop and wait for Fahad. Fahad walks more slowly than Sonia.

not as + adverb + as

We can use **not as + adverb + as** to compare how people do things. We usually put **not** into a contraction with an auxiliary verb (**doesn't, didn't, can't...**).

Charlie **doesn't** draw **as neatly as** Alice.

G. Complete the second sentences using **as...as.**

- Kashif can sing better than Atif.
Atif can't sing as well as Kashif.
- The boys play more loudly than the girls.
The girls don't play as loudly as the boys.
- Jessica worked harder than Charlie.
Charlie didn't work as hard as Jessica.
- Tanya paints better than Amna.
Amna doesn't paint as well as Tanya.

Review

A. Complete these sentences using **as...as**.

- Charlie scored 8 points in the quiz. Alice scored 8 points, too.
Charlie did as well as Alice in the quiz.
- Mother is thirty-eight years old. Father is thirty-eight years old, too.
Father is as old as Mother.
- I can throw a ball farther than you.
You can't throw a ball as far as me.
- It's hot today. It's 35 degrees. It was 35 degrees yesterday, too.
Today is as hot as yesterday.
- Aijaz went to bed earlier than Fakhir.
Fakhir didn't go to bed as early as Aijaz.

B. Complete these sentences using the comparatives of the adverbs in the box.

softly well late ~~long~~ quickly

- Alice and Jessica stayed at the pool for one hour. Charlie and Tom stayed at the pool for two hours. The boys stayed at the pool longer than the girls.
- Alizeh plays the piano badly. Hanya plays the piano very well. Hanya plays the piano better than Alizeh.
- Tom finished his homework in thirty minutes. Charlie finished his homework in one hour. Tom did his homework more quickly than Charlie.
- Faisal and Bilal are singing. I can hear Bilal, but I can't hear Faisal. Faisal sings more softly than Bilal.
- Atif came to school at quarter to nine. Tanya came to school at nine o'clock. Tanya came to school later than Atif.

C. Write sentences comparing yourself to other students in your class. Use **as...as** and **not as...as**. Look at the box for some ideas.

I'm as tall as... I'm not as tall as... I'm as old as...
I can't draw as well as...

Test 1

A. Write **some** or **any**.

1. There are _____ nice shoes in this shop.
2. Are there _____ eggs in the fridge?
3. I bought _____ milk at the supermarket.
4. I'll cook _____ rice for dinner.
5. There isn't _____ sugar in this coffee.
6. I brought _____ biscuits with me.
7. Did you go to _____ parties during the holidays?
8. There aren't _____ fish in this pond.
9. I can see _____ people in the pool.
10. I took my camera to the zoo but I didn't take _____ pictures!

B. Write the correct unit nouns with **of**.

1. a _____ coffee
2. six _____ water
3. two _____ bread
4. a _____ soup
5. three _____ sticky tape



C. Circle **much** or **many**.

1. How **much** / **many** students are there in this class?
2. I'm not hungry. I don't want **much** / **many** bread.
3. How **much** / **many** paper do you need?
4. How **much** / **many** money did your father give you?
5. I don't watch **much** / **many** programmes on TV.
6. You didn't eat **much** / **many** cereal for breakfast.
7. We don't have **much** / **many** eggs.
8. There aren't **much** / **many** apples in the fruit bowl.
9. There isn't **much** / **many** water in the lake.
10. I can't see **much** / **many** students in the playground.

D. Complete this table.

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
1.	cold	colder	the
2.	wet		the
3.	wide		the
4.	easy		the
5.	difficult		the most difficult
6.	expensive		the

E. Complete these sentences using an adjective from Box A and a phrase from Box B. Change the adjectives to superlatives.

A

hot
old
cheap
fast
long

B

in the school
in the shop
in my family
in the world
of the year

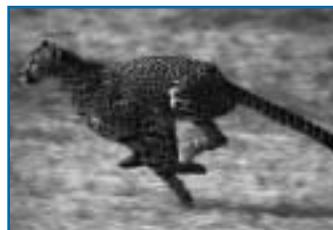
- The Nile River is _____ river _____.
- My grandfather is _____ person _____.
- Raza is _____ runner _____.
- Summer is _____ season _____.
- This is _____ camera _____.

F. Complete these sentences using **comparative + than** or **as...as**.

- An elephant is _____ a cheetah. **big**
- An elephant is _____ a cheetah. **heavy**
- A cheetah isn't _____ an elephant. **heavy**
- A cheetah can run _____ an elephant. **fast**
- An elephant can't run _____ a cheetah. **fast**



elephant



cheetah

Unit 6 Subject pronouns and object pronouns

Structures

Subjects and objects of sentences
Subject pronouns and object pronouns
Object pronouns after prepositions
Replacing phrases with pronouns
Object pronouns after **than**

Sample language

Charlie likes Jessica.
They are hiding from her.
She can't find them.
I sat next to her.
Mrs Lee is looking at us.
They live near us.
Charlie is taller than me.

Key vocabulary

I, me, you, he, him, she, her, it,
we, us, they, them

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Ask students to look at the two pictures. Ask them what Alice, Tom and Charlie are doing in each picture. (In the top picture they are playing hide and seek. In the lower picture they are playing tag.) Ask them if they like playing these games. Ask them where Tom and Charlie are hiding in the top picture. (in the wardrobe and under the bed) Say the sentences and ask students to repeat them.

You can also read through the grammar box with students to focus on the key language for this unit.

Page 40

A. Underline the subject, verb, and object in these sentences. Above them, write **S** for subject, **V** for verb, and **O** for object.

Students identify the parts of the sentences – subject, verb, and object – and underline them. Then they write *S* above the subject, *V* above the verb and *O* above the object. Note that in sentence 2, the subject is two people (*Tom and Alice*).

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B. Cross out the **bold** words and write subject pronouns to replace them.

In the second sentence of each pair, the subject is in bold. You can draw students' attention to the fact that the subject in the second sentence is the same as in the first. That is why we use subject pronouns. Students write the correct subject pronoun to replace the bold word or words.

C. Rewrite the underlined sentences using object pronouns instead of the **bold** words.

In the second sentence of each pair, the object is in bold. The object in the second sentence has already been mentioned in the first sentence. Students rewrite the whole second sentence using an object pronoun in place of the bold word or words.

D. Circle the correct pronouns.

In each sentence, students are presented with a choice between a subject pronoun and an object pronoun. They circle the correct pronoun.

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E. Complete these sentences using a preposition from the box followed by an object pronoun.

Students complete the sentences by choosing the correct preposition and writing it with an object pronoun.

F. Rewrite these sentences using pronouns instead of the **bold words.**

In these sentences, both the subject and the object are bold. Students rewrite the sentences using pronouns.

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A note about the Grammar Box:

The Grammar Box says *In comparatives, we usually use object pronouns after **than**.*

It is also possible to use subject pronouns after than (*Charlie is taller than **I**. I'm cleverer than **he**.*), but this sounds very formal and old-fashioned. It is not necessary to teach this to students at this stage. In everyday usage, object pronouns are more usual, and this is what is taught here.

G. Complete these sentences using object pronouns from the box.

Students choose the correct object pronouns from the box.

Page 44 Review

A. Complete this paragraph using pronouns.

Students write subject or object pronouns to complete the paragraph.

B. Rewrite the underlined sentences using pronouns instead of the **bold words.**

Students rewrite the underlined sentences using subject or object pronouns in place of the bold word or words.

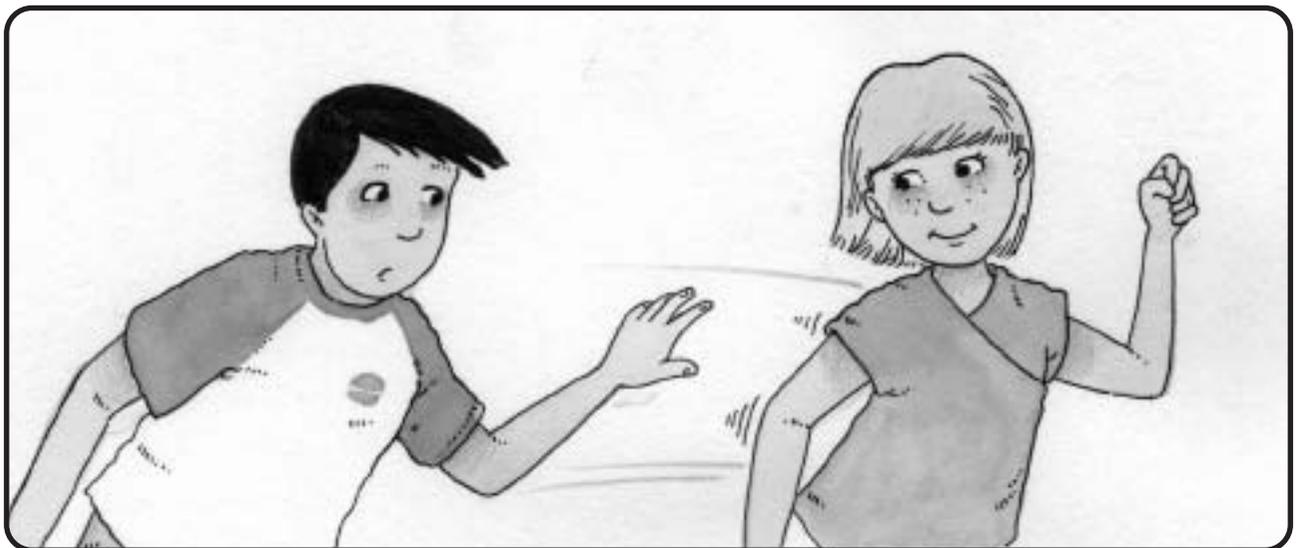
C. Choose a pupil in your class. First write the student's name. Then write some sentences using subject and object pronouns. Look at the box for some ideas.

Students write about a chosen classmate. First they write his or her name, and then they write complete sentences. Encourage them to use subject and object pronouns instead of repeating the pupil's name.

Subject pronouns and object pronouns



Alice, Tom, and Charlie are playing hide and seek. Alice is looking for Tom and Charlie. They are hiding from her. She can't find them.



Tom and Alice are playing tag. Tom is chasing Alice. She is running away from him. He can't catch her.

In this unit we look at how to use pronouns.

Alice is looking for Tom and Charlie. **They** are hiding from **her**.

She can't find **them**.

6 Subject pronouns and object pronouns

Subjects and objects

Every sentence has a subject and a verb. For example:

SUBJECT	VERB	SUBJECT	VERB	SUBJECT	VERB
<u>Alice</u>	<u>is swimming.</u>	<u>The bus</u>	<u>stopped.</u>	<u>Tom and Charlie</u>	<u>are studying.</u>

A sentence can also have an object.

SUBJECT	VERB	OBJECT	SUBJECT	VERB	OBJECT	SUBJECT	VERB	OBJECT
<u>Charlie</u>	<u>likes</u>	<u>Jessica.</u>	<u>Alice and Jessica</u>	<u>saw</u>	<u>a film.</u>	<u>Tom</u>	<u>washed</u>	<u>his dog.</u>

A. Underline the subject, verb, and object in these sentences. Above them, write **S** for subject, **V** for verb, and **O** for object.

1. Jessica is doing her homework.

2. Tom and Alice are playing tag.

3. The dog chased Tom.

4. Mr Nasir teaches English.

5. Charlie hit the ball.

6. Mrs Lee helped Charlie.

7. Mother is making dinner.

8. Babar helped his mum.

Subject pronouns and object pronouns

Look at these sentences:

Tom is chasing Alice. Alice is running away from Tom. Tom can't catch Alice.

We normally don't repeat names like this. It's better to use pronouns instead:

*Tom is chasing Alice. **She** is running away from **him**. **He** can't catch **her**.*

We use different pronouns for the subjects and the objects of sentences.

SUBJECT PRONOUNS	OBJECT PRONOUNS	SUBJECT PRONOUNS	OBJECT PRONOUNS
I	me	we	us
you	you	you	you
he	him	they	them
she	her		
it	it		

*Mike helped his mum. ➤ **He** helped **her**.*

*Mrs Lee helped Charlie. ➤ **She** helped **him**.*

B. Cross out the **bold** words and write subject pronouns to replace them.

1. Raza and I went to the stadium. ~~Raza and I~~ took the bus. We
2. Jawad is a fast runner. **Jawad** is going to win the race. He
3. Alice sings well. **Alice** is the best singer in the class. She
4. That building is new. **That building** is the tallest building in the city. It
5. Alice and Jessica are at the shops. **Alice and Jessica** are shopping. They

C. Rewrite the underlined sentences using object pronouns instead of the **bold** words.

1. Mr Faisal drives the school bus. Do you know **Mr Faisal**?
Do you know him?
2. Mariam is a nice girl. I like **Mariam**.
I like her.
3. Tom and Raza are playing in the garden. Can you hear **Tom and Raza**?
Can you hear them?
4. Where are my pencils? I can't find **my pencils**.
I can't find them.
5. My bicycle is dirty. I'm going to clean **my bicycle**.
I'm going to clean it.

D. Circle the correct pronouns.

1. What are (they) / **them** doing?
2. Did you see **she** / (her) in the school play?
3. Father drove **we** / (us) to school this morning.
4. Mother took (me) / **I** to the dentist this morning.
5. **Me** / (I) went to the library after school.

Object pronouns after prepositions

We use object pronouns after prepositions.
*I sat **next to her**. Mrs Lee is looking **at us**.*



E. Complete these sentences using a preposition from the box followed by an object pronoun.

without after ~~with~~ for behind on

1. Mother and Father went to town today, but I didn't go with them.
2. I painted that chair this morning. Please don't sit on it.
3. I didn't enjoy the film. A very noisy person was sitting behind me.
4. Alice ran out of the room, and Charlie ran after her.
5. Where is Father? There's a phone call for him.
6. Tom and I were ill yesterday. Our class went on a field trip without us.

Replacing phrases with pronouns

The subjects and objects of sentences can sometimes be phrases (groups of words). We can use pronouns instead of phrases.

For example:

Jessica wore her new red dress to the party. ➤ **She wore it to the party.**
Uzma and her family live near me and my family. ➤ **They live near us.**

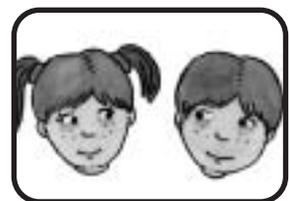


F. Rewrite these sentences using pronouns instead of the **bold** words.



1. **Raza and I found your keys.**

We found them.



2. **That girl looks like her brother.**

She looks like him.



3. **Tom left his trainers at home.**

He left them at home.



4. **Mr and Mrs Sami bought this car.**

They bought it.



Object pronouns after *than*

In comparatives, we usually use object pronouns after **than**.

*Charlie is taller than **me**.*

*I'm cleverer than **him**.*

G. Complete these sentences using object pronouns from the box.

him ~~me~~ us her them

1. My cousin Noman is younger than me.
2. We're not going to win this game. They are stronger than us.
3. They won't catch us. We're faster than them.
4. Help your sister. Remember, you're older than her.
5. My brother Uzair is tall. I'm shorter than him.

H. Complete these sentences.

1. She's younger than them.
They're older than her.



2. She's taller than him.
He's shorter than her.



3. She's older than him.
He's younger than her.



Review

A. Complete this paragraph using pronouns.

Uncle Steve is my favourite uncle. I really like (1) him. (2) He visits me and my family once a week. He has dinner with (3) us. He is Mother's brother. She's older than (4) him, but he's taller than (5) her.

B. Rewrite the underlined sentences using pronouns instead of the **bold** words.

1. That's Sadia. **Sadia** is in the fifth year. Do you know **Sadia**?
She is in the fifth year. Do you know her?
2. Tom threw the ball. Charlie caught **the ball**.
Charlie caught it.
3. Alice and I aren't going to come to the film. **Alice and I** saw **the film** yesterday.
We saw it yesterday.
4. Where are my glasses? **My glasses** were on the table, but now I can't find **my glasses**.
They were on the table, but now I can't find them.
5. Charlie is a friend of Jessica. **Charlie** sits next to **Jessica** in class.
He sits next to her in class.

C. Choose a student in your class. First write the student's name. Then write some sentences using subject and object pronouns. Look at the box for some ideas.

I sit next to... I sit behind... I like... I have lunch with...
...is older than... ...is taller than...

Name: _____

Unit 7 I want to...

Structures

Want to be for ambitions
When I grow up
Want to with other verbs
Questions with **What...?**,
Where...?
Want to to talk about
things we want to do
now

Sample language

I want to be a fashion designer.
He wants to be an actor.
I want to be a pilot when I grow up.
I want to read the news on TV.
I want to fly planes.
What do you want to be when you grow up?
Where do you want to live?
I want to go home.

Key vocabulary

pilot, fashion designer,
actor, hairdresser, bus
driver, artist, athlete, police
officer, scientist, musician,
engineer, teacher, singer,
fireman, nurse, mechanic,
read, fly, design, paint,
cook, take care of, travel,
put out, fix, sing

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Ask students to look at the two pictures. Charlie and Jessica are thinking about the jobs they want when they grow up. The 'thought bubbles' show them in their dream jobs. Say the sentences and ask students to repeat them. You can also read through the grammar box with students to focus on the key language for this unit.

Page 46

A. Complete these sentences using **want to be** or **wants to be** and **a** or **an**. Students write *want to be* or *wants to be* depending on whether the subject of the sentence is singular or plural, and write *a* or *an* depending on whether the job begins with a consonant or a vowel.

B. Write sentences using **He wants to be...when he grows up** or **She wants to be...when she grows up**. Use jobs from the box.

Students look at the pictures and decide which job the children are thinking of. Then they write sentences including the correct job.

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C. Complete these sentences using **I want to** and verbs from the box. Students read the first sentence of each pair. Then they complete the second sentence using *I want to* and the correct verb from the box.

D. Match the pictures to the jobs. Then match the verbs to the correct objects. Then use the words to write two sentences for each picture using **I want to be** and **I want to + verb**.

Students draw lines to connect each picture to the correct job name. Then they draw lines to connect each verb to the correct object. Then they use those words to write a pair of sentences for each job, as shown in the example.

Page 48

E. Read what A says. Then write B's questions by putting the words in the correct order. Then complete A's answer using **I want to + verb**.

Students complete the short dialogues. First they read A's opening statement. Then they rearrange the words to make B's question. Make sure they add a question mark at the end of the question. Then they complete A's answer by writing *I want to* with the verb from B's question.

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F. Complete these sentences using **I want to** and verbs from the box.

This activity gives students practice in using *I want to* not to talk about ambitions, but to talk about more immediate desires. Students complete the sentences by writing *I want to* followed by a verb from the box.

G. Complete the questions using a question word from the box and **do you want to**. Then complete the answers using **I want to**.

This activity gives students practice in making questions with *do you want to*. They may need some guidance. They should look at the incomplete question and answer and then deduce the correct question word to use. For example, in 2, the answer finishes with *at one o'clock*, so the question word to use is *When*.

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 50 Review

A. Complete these sentences using **be** and a verb from the box.

To complete the first sentence of each pair, students simply write *be*. To complete the second sentence, they choose the correct verb from the box.

B. Write A's questions using question words from the box.

Students write A's questions. They should look at B's answer to decide which question word to use. Then they complete the question using *do you want to* and the verb from B's answer.

C. What do you want to be when you grow up? Write two sentences, one with **want to + be** and one with **want to + another verb**. Then ask a friend and write two sentences using **He** or **She wants to...**

Students write *I want to* sentences to talk about their own ambitions. The first sentence should contain *I want to be* with a job name. The second sentence should contain *I want to* with another verb. Then they write two sentences about a chosen classmate, using *He* or *She wants to...*

I want to...



In this unit we look at how to use **want to** with a verb.
I want to be a pilot. I want to fly planes.



want to be

We often use **want to be...** to talk about our ambitions.

*I **want to be** a pilot. He **wants to be** an actor.*



A. Complete these sentences using **want to be or **wants to be** and **a** or **an**.**

1. I want to be a hairdresser.
2. Mike wants to be a bus driver.
3. Rosy wants to be a dancer.
4. I want to be an athlete.
5. She wants to be a police officer.

when I grow up

We sometimes add **when I grow up**. **When I grow up** means **when I become an adult**.

*I **want to be** a pilot **when I grow up**.*

*He **wants to be** an actor **when he grows up**.*



B. Write sentences using **He wants to be...when he grows up or **She wants to be...when she grows up**. Use jobs from the box.**



scientist musician ~~engineer~~ teacher

1. He wants to be an engineer when he grows up.



2. She wants to be a scientist when she grows up.



3. He wants to be a teacher when he grows up.



4. She wants to be a musician when she grows up.

want to + other verbs

We can use **want to** with other verbs.
I want to build houses.



C. Complete these sentences using I want to and verbs from the box.

paint cook take care of ~~fly~~ travel

1. I want to be a pilot. I want to fly planes.
2. I want to be a vet. I want to take care of sick animals.
3. I want to be an astronaut. I want to travel into space.
4. I want to be an artist. I want to paint pictures.
5. I want to be a chef. I want to cook food in a restaurant.

D. Match the pictures to the jobs, and then match the verbs to the correct objects. Use the words to write two sentences for each picture using I want to be and I want to + verb.

<ol style="list-style-type: none"> 1.  2.  3.  4.  	<p>Jobs</p> <p>singer</p> <p>fireman</p> <p>nurse</p> <p>mechanic</p>	<p>Verbs</p> <p>put out</p> <p>take care of</p> <p>mend</p> <p>sing</p>	<p>Objects</p> <p>songs</p> <p>cars and trucks</p> <p>fires</p> <p>sick people</p>
--	--	--	---

- | | |
|------------------------------------|--|
| 1. <u>I want to be a fireman.</u> | <u>I want to put out fires.</u> |
| 2. <u>I want to be a singer.</u> | <u>I want to sing songs.</u> |
| 3. <u>I want to be a mechanic.</u> | <u>I want to mend cars and trucks.</u> |
| 4. <u>I want to be a nurse.</u> | <u>I want to take care of sick people.</u> |

Questions

We can make questions by putting a question word (**what, where...**) at the beginning of a sentence and putting **do** or **does** before the subject.

What do you want to be when you grow up? **Where do you** want to live?



E. Read what A says. Write B's questions by putting the words in the correct order, and then complete A's answers using **I want to + verb.**

1. A: I want to travel when I grow up.

do / want / to / you / go / Where

B: Where do you want to go?

A: I want to go to Africa and Australia.

2. A: I want to be a sportsman when I grow up.

want / do / What / you / to / play

B: What do you want to play?

A: I want to play football.

3. A: I want to be a writer when I grow up.

write / to / What / you / do / want

B: What do you want to write?

A: I want to write stories and poems.

4. A: I want to get married when I grow up.

do / When / want / married / to / you / get

B: When do you want to get married?

A: I want to get married when I'm twenty-four.

5. A: I want to be a teacher when I grow up.

want / What / you / to / do / teach

B: What do you want to teach?

A: I want to teach English.



Things we want to do now

We can also use **want to** + a verb to talk about things we want to do now.

F. Complete these sentences using **I want to** and verbs from the box.

buy finish ~~go~~ watch listen bake

1. I'm tired. I want to go home.
2. Can we turn on the TV? I want to watch a film.
3. I want to finish my homework before dinner.
4. Please be quiet. I want to listen to this song on the radio.
5. I'm going to the shops. I want to buy some new shoes.
6. It's my mother's birthday tomorrow. I want to bake a cake for her.

G. Complete the questions using a question word from the box and **do you want to**. Complete the answers using **I want to**.

What Who ~~Where~~ When What Where

1. Where do you want to go?
I want to go to the zoo.
2. When do you want to eat lunch?
I want to eat lunch at one o'clock.
3. Where do you want to sit?
I want to sit under that tree.
4. What do you want to buy at the newsagent's?
I want to buy a magazine.
5. What do you want to do after school?
I want to watch TV.
6. Who do you want to talk to?
I want to talk to Alice.

Review

A. Complete these sentences using **be** and a verb from the box.

cut mend play cook ~~take~~

1. I want to be a photographer. I want to take pictures.
2. I want to be a mechanic. I want to mend cars and trucks.
3. I want to be a chef. I want to cook food in a restaurant.
4. I want to be a musician. I want to play the piano.
5. I want to be a hairdresser. I want to cut people's hair.

Where When ~~What~~ Where

1. A: What do you want to play? B: I want to play hide and seek.
2. A: Where do you want to go? B: I want to go to the pool.
3. A: Where do you want to sit? B: I want to sit on the grass.
4. A: When do you want to go home? B: I want to go home at four o'clock.

C. What do you want to be when you grow up? Write two sentences, one with **want to + be** and one with **want to + another verb**. Then ask a friend and write two sentences using **He** or **She wants to...**

Me

1. _____
2. _____

My friend

3. _____
4. _____

Unit 8 Future Plans

Structures

Present continuous for future plans
Contractions
Questions with **What...?**, **Where...?**, **When...?**
“Yes/No” questions with **Is...?** and **Are...?**
Present simple for the future

Sample language

Tom and I are going to the cinema on Saturday afternoon.
They're going away on holiday tomorrow.
What are you doing tonight?
Where is Tom going this weekend?
When are you going to the school play?
Are we having fish for dinner?
The film starts at two o'clock.
What time does the game start?

Key vocabulary

boxing match, concert, cinema, party, lunch, dinner, dessert, basketball, cricket, badminton, band practice, dentist, dance class, film, go out, stay at home, start, finish, arrive, close

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Ask students to look at the picture. Ask them what Charlie is looking at. (It is a calendar.) Ask them to look at what Charlie has written on the calendar—the things he is planning to do on various days. Say the sentences and ask students to repeat them.

You can also read through the grammar box with students to focus on the key language for this unit.

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A. Circle **am**, **is**, or **are**. Then complete the sentences using the phrases from the box.

In each sentence, students choose the correct form of the verb *to be* and circle it. Then they choose the correct phrase from the box to complete the sentence.

B. Look at the contractions in the chart. Then write sentences using the present continuous with the contractions.

To make each sentence, students first write the contraction of the pronoun (*They*, *She*, *We*, etc) and the verb *to be*. Then they write the *ing* form of the main verb (*going*, *having*, *taking*, etc), along with the remaining words. Note that students do not change the order of the words.

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

Students rearrange the words to make questions. The questions always begin with the question word, followed by the verb *to be*.

D. Use the words to write questions and answers. Use the present continuous tense.

Students use the prompt words to write the questions and answers. Note that students do not change the order of the prompt words. Each answer consists of two sentences: No, *I'm not* and a second sentence giving more information.

Page 54

E. Look at what Jessica is doing this week. Then answer the questions. Use the times from the box and write complete sentences.

Ask students to read all the notes and tickets. Make sure they understand that the information shows what Jessica is doing in one week. Ask them to look at the dates and times shown. Students then use the information to answer questions 1 to 6.

Page 55

F. Complete these sentences with the present simple form of the verbs. Students complete the sentences by writing the present simple form of the verbs given on the right.

G. Write questions.

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

H. Put the verbs into the correct forms to complete these sentences.

Students choose the correct form (*ing* form or present simple) to complete the pairs of sentences.

Page 56 Review

A. Complete this conversation using the present continuous and the present simple.

Students complete the conversation using the prompt words. They have to decide whether to use the present continuous or the present simple to fill each gap.

B. Correct the mistakes in these sentences.

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

C. Write some sentences about your own plans for the next week. Use the present continuous tense.

Students write complete sentences about their own plans. Make sure they use the present continuous tense (*I'm visiting...*, *I'm having...*, *I'm going...*, etc).

Future plans



APRIL						
				Thurs 1	Fri 2	Sat 3
Sun 4 <i>lunch with Grandma and Grandpa</i>	Mon 5	Tues 6	Wed 7 <i>4:00 Basket- ball</i>	Thurs 8 <i>6:30 School concert</i>	Fri 9	Sat 10 <i>2:00 film - meet Tom at 1:45</i>
Sun 11	Mon 12	Tues 13	Wed 14	Thurs 15	Fri 16	Sat 17

I have a busy week.
 I'm having lunch with my grandparents on Sunday.
 I'm playing basketball on Wednesday afternoon.
 I'm going to the school concert on Thursday night.
 Tom and I are going to the cinema on Saturday
 afternoon. The film starts at two o'clock.

In this unit we look at how to use the present continuous and the present simple to talk about plans.

*Tom and I **are going** to the cinema on Saturday afternoon.*

*The film **starts** at two o'clock.*



Present continuous for future plans

We use the present continuous (**to be + verb + ing**) to talk about things that we plan to do at a definite time in the future.

*My mother and father **are going** out tonight.*

When we use the present continuous to talk about something that we plan to do, we often say when we plan to do it.

*I am going to a party **tomorrow**. Tom is playing football **this afternoon**.*

A. Circle **am**, **is**, or **are**. Then complete the sentences using the phrases from the box.

badminton tomorrow to the cinema tonight ~~at home tonight~~
my grandparents on Sunday

1. I **(am)** / is / are staying _____ at home tonight.
2. Hanya and Zeba **am** / is / **(are)** playing _____ badminton tomorrow.
3. Raza **am** / **(is)** / are going _____ to the cinema tonight.
4. I **(am)** / is / are visiting _____ my grandparents on Sunday.

Contractions

We often join pronouns and the verb **to be** together.

FULL FORM	CONTRACTION	FULL FORM	CONTRACTION
I am	I'm	you are	you're
he is	he's	we are	we're
she is	she's	they are	they're

B. Look at the contractions in the chart. Write sentences using the present continuous with the contractions.

1. They ► go ► away on holiday ► tomorrow
They're going away on holiday tomorrow.
2. She ► go ► to the shops ► after school
She's going to the shops after school.
3. We ► have ► chicken for dinner ► tonight
We're having chicken for dinner tonight.
4. He ► take ► an important test ► tomorrow
He's taking an important test tomorrow.
5. I ► meet ► Faryal ► at five o'clock
I'm meeting Faryal at five o'clock.

Questions

We can make questions by putting a question word (**what, where, when...**) at the beginning of a sentence, followed by **are** or **is**.

For example:

What are you doing tonight? *I'm playing badminton.*

Where is Tom going this weekend? *He's going to his cousin's house.*

When are you going to the school play? *I'm going on Friday night.*

G

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

- we / What / for dinner / having / are
What are we having for dinner ?
- coming / Who / to your party / is
Who is coming to your party ?
- arriving / the guests / When / are
When are the guests arriving ?
- after school / Where / are / going / you
Where are you going after school ?

To make "Yes/No" questions, we put **are** or **is** at the beginning of a sentence.

Are we having fish for dinner? *No, we're not.*

Is Jessica coming to your party? *Yes, she is.*

G

D. Use the words to write questions and answers. Use the present continuous tense.

- we ► have ► cheesecake ► for dessert
Are we having cheesecake for dessert?
No ► we ► have ► apple pie
No, we're not. We're having apple pie.
- you ► go ► out ► tonight
Are you going out tonight?
No ► I ► stay ► at home
No, I'm not. I'm staying at home.
- you ► meet ► Alice ► at the library
Are you meeting Alice at the library?
No ► I meet ► her in the café
No, I'm not. I'm meeting her in the café.

E. Look at what Jessica is doing this week, and then answer the questions. Use the times from the box and write complete sentences.

B BIGACT PROMOTIONS PRESENTS
A **SONGBOYZ**
P LIVE IN CONCERT
THE RIVERSIDE ARENA
7:00 P.M. FRIDAY, JANUARY 30
SEAT M46 DOOR H

Dr. T. Nash
DENTIST
Jessica
Your next visit is on
Thursday, January 29
at 8:00 a.m.

To all members of the
school band:
Band practice this week is on
Tuesday at 4:00 p.m. in the
school hall.
Please do not be late.
Mrs Crimmins

Dear Jessica,
I'm having a party!
When: Saturday January 31 at 2:00 pm
Where: 3200 West Lake Ave, Riverside
I hope you can come!
from Lauren

Susan Delmar School of Art
Timetable of classes:
Painting: Thursday 6:00 p.m.
Drawing: Saturday 10:00 a.m.
Collage: Saturday 11:30 a.m.
Pottery: Saturday 1:00 p.m.

THE RIVERSIDE SPORTS CENTRE
Football Season: Match 1
Rovers vs. Rangers
Sunday, February 1, 7:00 p.m.
Seat G24

Saturday afternoon ~~Tuesday afternoon~~ Friday night Thursday morning
Saturday morning Sunday night

1. When is Jessica going to band practice?
She's going to band practice on Tuesday afternoon.
2. When is she going to the dentist?
She's going to the dentist on Thursday morning.
3. When is she going to the concert?
She's going to the concert on Friday night.
4. When is she going to art class?
She's going to art class on Saturday morning.
5. When is she going to Lauren's party?
She's going to Lauren's party on Saturday afternoon.
6. When is she going to the football match?
She's going to the football match on Sunday night.



Present simple for the future

When we are talking about an event in the future that is part of a timetable, we can use the present simple tense.

What time **does** the match **start**? It **starts** at seven o'clock.

What time **do** we **arrive**? We **arrive** at four o'clock.

Look at how we use the present continuous and the present simple to talk about the future:

PRESENT CONTINUOUS

PRESENT SIMPLE

*We're **going** to the cinema tonight. The film **starts** at eight o'clock.*

*I'm **flying** to Islamabad tomorrow. My plane **leaves** at ten o'clock in the morning.*

THE RIVERSIDE SPORTS CENTRE

Football Season: Match 1

Rovers vs. Rangers

Sunday, February 1, 7:00 p.m.

Seat G24

F. Complete these sentences with the present simple form of the verbs.

- Our bus leaves at five o'clock.
- My art class finishes at eleven o'clock.
- The summer holiday starts on June 26.
- The pool closes at four o'clock this afternoon.

leave
finish
start
close

G. Write questions.

- What time ► your train ► leave
What time does your train leave ?
- What time ► the concert ► finish
What time does the concert finish ?
- What time ► party ► start
What time does the party start ?
- What time ► the box office ► open
What time does the box office open ?



H. Put the verbs into the correct forms to complete these sentences.

- I'm going to Laiba's party this afternoon. It starts at two o'clock.
(go, start)
- I'm meeting Maria at the train station. Her train arrives at six o'clock.
(meet, arrive)
- I'm studying in the library tomorrow morning. It opens at nine o'clock.
(study, open)

Review

A. Complete this conversation using the present continuous and the present simple.

Jessica: Hi, Tom. (1) Alice and I are going (Alice and I ► go) to a football match on Sunday night. Can you come with us?

Tom: (2) Who is playing (who ► play)?

Jessica: The Rangers and the Rovers.

Tom: What time (3) does the match start (the match ► start)?

Jessica: (4) It starts (it ► start) at seven o'clock.

(5) I'm meeting (I ► meet) Alice at the Sports Centre at six forty-five.

Tom: Oh, no. I can't come with you. (6) I'm having (I ► have) dinner with my cousins on Sunday. Sorry, Jessica.

Jessica: That's okay, Tom. Maybe next time.

B. Correct the mistakes in these sentences.

1. What ~~you are~~ doing tomorrow?

What are you doing tomorrow?

2. Lauren is ~~have~~ a party this weekend.

Lauren is having a party this weekend.

3. ~~You go~~ to the cinema tonight?

Are you going to the cinema tonight?

4. What time does your bus ~~leaves~~?

What time does your bus leave?

5. We're ~~go~~ to a Chinese restaurant tonight.

We're going to a Chinese restaurant tonight.

C. Write some sentences about your own plans for the next week. Use the present continuous tense.

1. _____

2. _____

3. _____

Unit 9 Used to

Structures

Used to for things that were true in the past but aren't true now

Used to...but now... to make a contrast between past and present

Negatives with **didn't use to** "Yes/No" questions with

Did...use to...?

Sample language

I used to play with dolls.

I used to be afraid of dogs, but now I like them!

I didn't use to like eggs.

Did your mother and father use to read you stories at bedtime?

Key vocabulary

bunches, dolls, dogs, afraid of, computer, computer game, car, radio, telephone, cellphone, movies, TV, tour guide, office worker, married, flat, house, football, golf

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Ask students to look at the first picture. Ask them what Alice is holding. (She is holding a photograph album.) Then ask students to look at the next four pictures. Explain that they are photographs of Alice when she was younger. Alice is telling us about herself and her life when she was five years old. The last picture shows Alice as she is today, just like the first picture. Say the sentences and ask students to repeat them.

You can also read through the grammar box with students to focus on the key language for this unit.

Page 58

A. Complete these sentences using **used to** and the correct verb from the box.

This activity gives students practice in using the pattern *used to* + verb. Students complete the sentences, choosing the correct verb from the box.

B. Complete these sentences using **but now** and the correct ending from the box.

Students choose the correct sentence ending from the box to make a contrast between what used to be true and what is true now. Make sure they add *but now* before the sentence ending.

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C. Complete these sentences using **didn't use to** and the correct verb from the box.

Students complete the sentences using *didn't use to* and a verb chosen from the box.

D. Complete these sentences using **I didn't use to** and the correct phrase from the box.

Students begin the sentences with *I didn't use to* and a phrase chosen from the box to make a contrast between what used to be true and what is true now.

Page 60

E. Tom is asking his grandmother about how her family lived when she was a girl. Complete Tom's questions using **Did you use to** and a verb from the box and then write **Yes, we did** or **No, we didn't**.

Students complete Tom's questions, beginning with *Did you use to* and then adding a verb from the box. Then they write Grandmother's answers. If there is a tick (✓) they write *Yes, we did*. If there is a cross (✗) they write *No, we didn't*.

A common error is to say *Did you used to...*? Make sure students write *Did you use to*.

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F. Alice asked her father about his life 20 years ago and his life now. Read Alice's notes and then circle **used to** or **didn't use to** in the sentences below.

Make sure students understand that Alice's notes are about her father at two times in his life—when he was younger, and now. The top picture shows him as a younger man (twenty years ago) and the bottom picture shows him today. Students read the notes and then circle *used to* or *didn't use to* to make the sentences correct.

G. Write questions about Alice's father using **Did he use to...** Then answer the questions by ticking **Yes, he did**, or **No, he didn't**.

Students write questions, beginning with *Did he use to*. Then they refer to Alice's notes above and tick either *Yes, he did* or *No, he didn't*.

Page 62 Review

A. Write **used to** or **didn't use to**.

Students write *used to* or *didn't use to* so that the sentences make sense.

B. Change these sentences to questions beginning with **Did you...?**

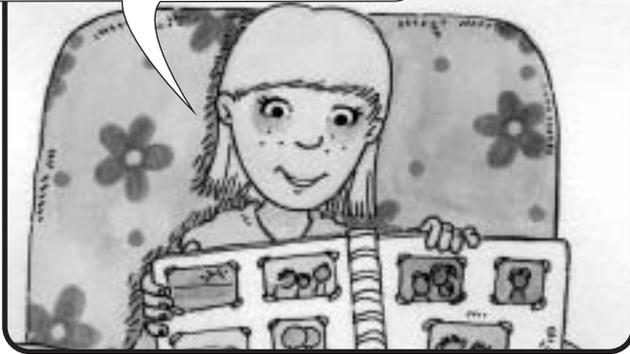
Students make questions by changing *I used to* to *Did you use to*.

C. Write three sentences about yourself when you were younger. Use some of the phrases from the box.

Students write sentences about themselves, using the *used to* structures they have learnt in this unit. They can choose some of the phrases from the box.

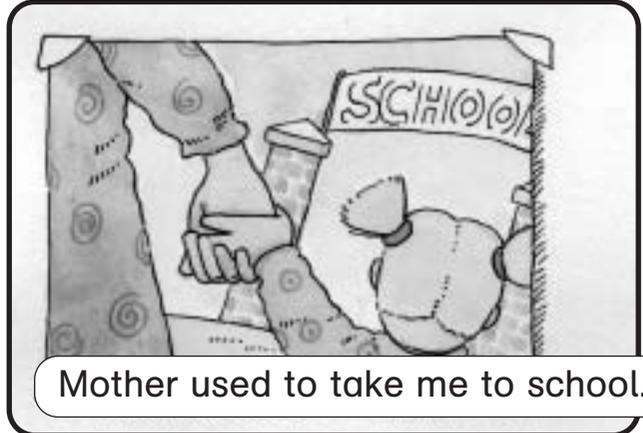
Used to

Look at these pictures.



When I was five I used to tie my hair in two bunches.

I used to play with dolls.



Mother used to take me to school.

I used to be afraid of dogs,



but now I like them!



In this unit we look at how to use **used to** to talk about things that were true in the past but aren't true now.

I used to play with dolls. I used to be afraid of dogs.



used to + a verb

We use **used to + a verb** to talk about things that people did again and again in the past but don't do now.

*Mother **used to take** me to school.*

We can also use **used to + a verb** to talk about the way things were in the past.

*I **used to tie** my hair in two bunches.*



A. Complete these sentences using **used to and the correct verb from the box.**

go live drink ~~have~~ be cut

1. We used to have a pet fish called Goldie.
2. I used to go to bed at seven o'clock.
3. I used to be afraid of the dark.
4. My father used to cut my hair once a month.
5. I used to drink three glasses of milk every day.
6. We used to live next door to a Chinese restaurant.

used to...but now...

We can use **used to...but now...** to make a contrast between how things were in the past and how they are now.

*I **used to be** afraid of dogs, **but now** I like them.*

*We **used to live** in the country, **but now** we live in the city.*



B. Complete these sentences using **but now and the correct ending from the box.**

I like it ~~she plays basketball~~ I only write once a year
I watch music programmes he plays the violin

1. Saira used to play tennis, but now she plays basketball.
2. I used to hate coffee, but now I like it.
3. I used to watch cartoons, but now I watch music programmes.
4. Imran used to play piano, but now he plays the violin.
5. I used to write to Aslam every week, but now I only write once a year.

didn't use to

To make a negative sentence, we use **didn't use to**.

*I **didn't use to** like eggs. She **didn't use to** play with other children.*



C. Complete these sentences using **didn't use to and the correct verb from the box.**

live have go have ~~like~~

1. I didn't use to like carrots.
2. We didn't use to live in this flat.
3. She didn't use to have long hair.
4. We didn't use to have any pets.
5. He didn't use to go to this school.

didn't use to...but now...

We can use **but now** to make a contrast.

*I **didn't use to** like eggs, **but now** I love them.*

*She **didn't use to** play with other children, **but now** she has lots of friends.*



D. Complete these sentences using **I didn't use to and the correct phrase from the box.**

talk to Sadaf listen to the radio walk to school ~~like potatoes~~
tidy my room

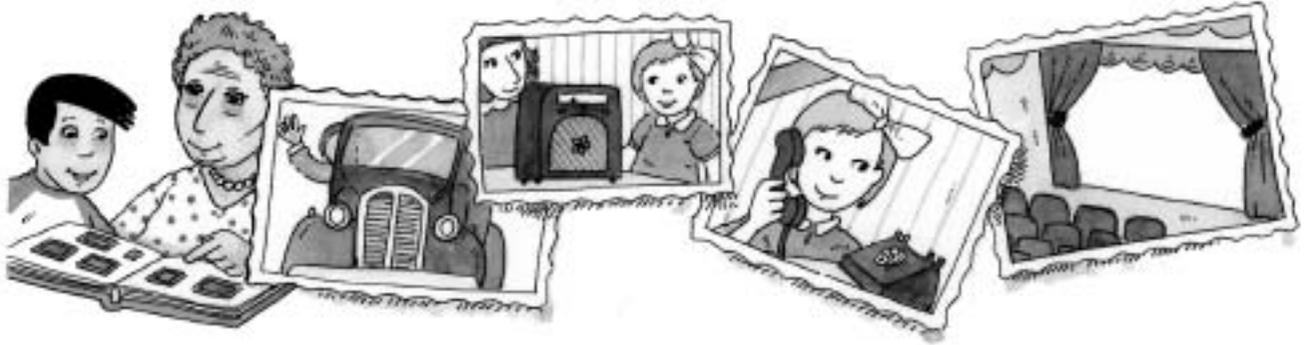
1. I didn't use to like potatoes, but now I eat them a lot.
2. I didn't use to tidy my room, but now I tidy it once a week.
3. I didn't use to listen to the radio, but now I listen to it every day.
4. I didn't use to talk to Sadaf, but now she's my best friend.
5. I didn't use to walk to school, but now I walk there every day.

Questions

We can make "Yes/No" questions using **Did...use to...?**

Did you use to like vegetables when you were younger?

Did your mother and father use to read you stories at bedtime?



E. Tom is asking his grandmother about how her family lived when she was a girl. Complete Tom's questions using **Did you use to** and a verb from the box. Then write **Yes, we did** or **No, we didn't**.

watch listen go play ~~have~~ have have have

1. Tom: Did you use to have a car? ✓
Grandmother: Yes, we did.
2. Tom: Did you use to play computer games? ✗
Grandmother: No, we didn't.
3. Tom: Did you use to have a computer? ✗
Grandmother: No, we didn't.
4. Tom: Did you use to listen to the radio? ✓
Grandmother: Yes, we did.
5. Tom: Did you use to have a telephone? ✓
Grandmother: Yes, we did.
6. Tom: Did you use to have a mobile phone? ✗
Grandmother: No, we didn't.
7. Tom: Did you use to go to the cinema? ✓
Grandmother: Yes, we did.
8. Tom: Did you use to watch TV? ✗
Grandmother: No, we didn't.

F. Alice asked her father about his life 20 years ago and his life now. Read Alice's notes and then circle **used to** or **didn't use to** in the sentences below.



My dad's life

	20 years ago	Now
Married?	no	yes
Job	tour guide	office worker
Transport to work	bicycle	car
Home	flat	our house
Sport	football	golf
Pet	no pet	dog

1. He **used to** / **didn't use to** be married.
2. He **used to** / **didn't use to** be a tour guide.
3. He **used to** / **didn't use to** work in an office.
4. He **used to** / **didn't use to** ride a bicycle to work.
5. He **used to** / **didn't use to** live in a flat.

G. Write questions about Alice's father using **Did he use to...** Then answer the questions by ticking **Yes, he did** or **No, he didn't**.

1. be a tour guide
Did he use to be a tour guide ? Yes, he did.
 No, he didn't.
2. drive a car to work
Did he use to drive a car to work ? Yes, he did.
 No, he didn't.
3. live in a house
Did he use to live in a house ? Yes, he did.
 No, he didn't.
4. play football
Did he use to play football ? Yes, he did.
 No, he didn't.
5. have a dog
Did he use to have a dog ? Yes, he did.
 No, he didn't.

Review

A. Write **used to** or **didn't use to**.

1. They used to live in the country, but now they live in the city.
2. He didn't use to like football, but now he plays it every week.
3. We didn't use to have any pets, but now we have a cat called Billy.
4. Mia used to wear that hat every day, but now she never wears it.
5. She used to ride her bicycle to school, but now she takes the bus.

B. Change these sentences to questions beginning with **Did you...**

1. I used to have a teddy bear.
Did you use to have a teddy bear?
2. I used to like to dress up in funny clothes.
Did you use to like to dress up in funny clothes?
3. I used to be afraid of the dark.
Did you use to be afraid of the dark?
4. I used to eat a lot of sweets.
Did you use to eat a lot of sweets?
5. I used to wake up in the middle of the night.
Did you use to wake up in the middle of the night?

C. Write three sentences about yourself when you were younger. Use some of the phrases from the box.

When I was... I used to like... I didn't use to like... I used to have...
I used to be...

1. _____
2. _____
3. _____

Unit 10 Should and must

Structures

Should
Negatives with
shouldn't
Must
Negatives with
must not

Sample language

You should eat some fruit every day.
You shouldn't eat a lot of sweets.
You must wear a helmet when you are riding your bike.
You must not play football inside.

Key vocabulary

fruit, milk, sweets, lemonade, have a break, breakfast, exercise, brush, teeth, leave, outside, inside, wear, helmet, suncream, seat belt, scissors, matches, cupboards, oven, rules

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Ask students to look at the picture. Ask them what Alice and Tom are pointing to. (They are pointing to a chart showing different kinds of food and drink that are good for you, and those that are not good for you.) Ask students if they can name any other kinds of food and drink that are good for you or not good for you. Say the sentences and ask students to repeat them. You can also read through the grammar box with students to focus on the key language for this unit.

Page 64

A. Complete these sentences using **You should** and a verb from the box. Students complete the sentences by writing *You should* and then choosing the correct verb from the box.

B. Write **should** or **shouldn't**.

Students read the pairs of sentences and then complete the sentences using *should* or *shouldn't*.

Page 65

C. Read A's problems, then give advice from B. Use **You should** or **You shouldn't** and a phrase from the box.

For each of A's problems, students find the appropriate piece of advice from the box. Then they write it in a sentence beginning with *You should* or *You shouldn't*.

Page 66

D. Look at the pictures and then complete these rules or instructions using **You must** and phrases from the box.

Students look at the pictures, then decide which rule or instruction from the box goes with each picture. Then they write sentences beginning with *You must*.

E. Put the words in the correct order to write rules for young children.

Students rearrange the words to make sentences beginning with *You must not*.

Page 67

F. Look at the pictures. Then complete the bus rules using **must** or **must not**.

Students look at the pictures, then decide which rule from 1 to 8 goes with each picture. Then they decide whether each rule should begin with *You must* or *You must not*. The pictures with the red line through them are '*must not*' rules.

Page 68 Review

A. Write **should** or **shouldn't**.

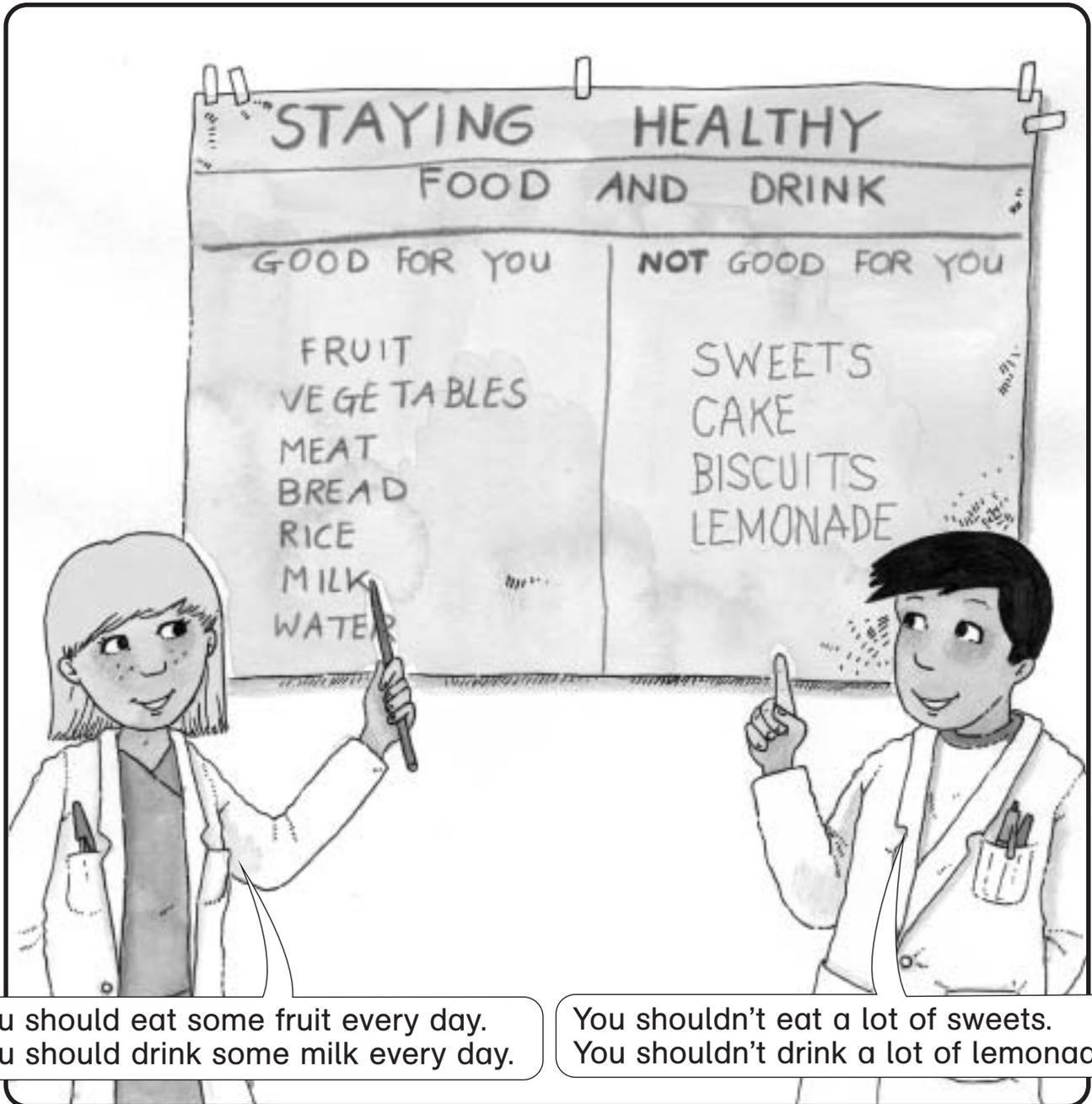
Students read the problem expressed by A and then complete B's advice by writing either *should* or *shouldn't*.

B. What are the rules in Riverside Park? Write **must** or **must not**.

Students read the sign and complete the rules by writing either *must* or *must not*. The pictures with the red line through them are '*must not*' rules.

C. What are the rules at your school? Write three sentences using **You must** or **You must not**.

Students write complete sentences. Examples of possible school rules are: *You must not eat in class. You must come to school by half past eight. You must not use a mobile phone in class. You must wear a uniform.*



You **should** eat some fruit every day.
You **should** drink some milk every day.

You **shouldn't** eat a lot of sweets.
You **shouldn't** drink a lot of lemonade.

In this unit we look at using **should** to give advice or to say that it is a good idea to do something, and **must** to talk about rules.

You **should** eat some fruit every day.

You **must** wear a helmet when you are riding your bicycle.

G



should + a verb

We use **should** to give advice or to say that it is a good idea to do something. **Should** comes before a verb.

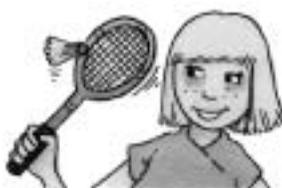
*You're working very hard. You **should have** a break.*

A. Complete these sentences using **You should and a verb from the box.**

get ~~eat~~ drink get brush

Alice's advice for staying healthy

1. You should eat a good breakfast every morning.
2. You should drink lots of water.
3. You should get some exercise every day.
4. You should brush your teeth twice a day.
5. You should get a good night's sleep every night.



shouldn't

We make a negative with **should not**. We often use **shouldn't** (**shouldn't = should not**).

*You **shouldn't** drink a lot of lemonade.*



B. Write **should or **shouldn't**.**

1. It's going to rain. You shouldn't leave your bicycle outside.
2. Sameer can draw very well. He should study art.
3. That's a library book. You shouldn't write in it.
4. It's very late. Those kids shouldn't be out on the street.
5. It's going to be very hot today. You should wear some suncream.
6. You got a nice letter from Sana. You should write back to her.
7. You shouldn't give sweets to your dog. Sweets aren't good for dogs.
8. It's going to be a long bus trip. We should take some food with us.

C. Read A's problems, then give advice from B. Use **You should or **You shouldn't** and a phrase from the box.**

buy a new pen for him
 make a birthday card for her
 eat so many sweets
 buy a new bag
 watch so much TV
 go to bed earlier
 look under your bed
 go near it



1. A: I never have time for my homework.
 B: You shouldn't watch so much TV.
2. A: I always feel tired in the morning.
 B: You should go to bed earlier.
3. A: I'm getting fatter.
 B: You shouldn't eat so many sweets.
4. A: My bag has a hole in it.
 B: You should buy a new bag.
5. A: I broke Tom's pen.
 B: You should buy a new pen for him.
6. A: There's a big dog in that garden. I'm afraid of it.
 B: You shouldn't go near it.
7. A: I can't find my skateboard.
 B: You should look under your bed.
8. A: Tomorrow is my mother's birthday. I don't have a present for her.
 B: You should make a birthday card for her.



must + a verb

We use **must** before a verb to tell people about rules or to give instructions.

You **must wear** a helmet when you are riding your bicycle.

D. Look at the pictures and then complete these rules or instructions using **You must and phrases from the box.**

write your name at the top of the page keep your dog on a lead
 cross the street at the zebra crossing ~~wear a seat belt~~

1.  You must wear a seat belt.
2.  You must keep your dog on a lead.
3.  You must write your name at the top of the page.
4.  You must cross the street at the zebra crossing.



must not

We use **must not** to say that someone is not allowed to do something.

You **must not** play football inside.

E. Put the words in the correct order to write rules for young children.

1. scissors / You / run / must / with / not You must not run with scissors.
2. must / with / You / matches / not / play You must not play with matches.
3. climb / You / not / that / must / tree You must not climb that tree.
4. touch / not / the / oven / must / You You must not touch the oven.

F. Look at the pictures, and then complete the bus rules using **must** or **must not**.



1. You must show your bus pass to the driver.
2. You must sit down.
3. You must not stick your head or arms out of the window.
4. You must not throw anything out of the window.
5. You must listen to the driver.
6. You must not eat or drink on the bus.
7. You must not put your feet on the seats.
8. You must not leave any rubbish on the bus.

Review

A. Write **should** or **shouldn't**.

- | | |
|----------------------------------|--|
| 1. A: I'm tired. | B: You <u>should</u> go to bed. |
| 2. A: My eyes hurt. | B: You <u>shouldn't</u> use the computer all day. |
| 3. A: I have a toothache. | B: You <u>should</u> go to the dentist. |
| 4. A: The cat is hungry. | B: You <u>should</u> feed it. |
| 5. A: My school shoes are dirty. | B: You <u>shouldn't</u> wear them when you're playing in the garden. |



B. What are the rules in Riverside Park? Write **must** or **must not**.

1. You must leave the park before seven o'clock.
2. You must keep your dog on a lead.
3. You must put your rubbish in a dustbin.
4. You must not play loud music.
5. You must not start any fires.

C. What are the rules at your school? Write three sentences using **You must** or **You must not**.

1. _____
2. _____
3. _____

Test 2

A. Cross out the **bold** words. Write subject or object pronouns to replace them.

1. Zohaib is my brother. Do you know **Zohaib**? _____
2. Father lost the keys. I found **the keys** under the car. _____
3. That's Fariha. **Fariha** is my sister. _____
4. This computer is new. **This computer** can do a lot. _____
5. Where's Mother? A letter has arrived for **Mother**. _____
6. I bought a new pen, but then I broke **the new pen**. _____
7. Mr Mansoor is over there. Please give this book to **Mr Mansoor**. _____
8. Ali and Ed went shopping. **Ali and Ed** want to buy a bag. _____
9. Father flew to London yesterday. **Father** will be back on Friday. _____
10. Mother baked this cake for you and me to eat. She's good to **you and me!** _____

B. Complete these sentences using **I want to** and verbs from the box.

1. I want to be a builder. _____ houses.
2. _____ a vet. I want to take care of sick animals.
3. I want to be a writer. _____ books about travel.
4. _____ a musician. I want to play the trumpet.
5. I want to be a hairdresser. _____ people's hair.

be build
cut be
write

C. Put the verbs into the correct forms (present continuous or simple present).

1. I'm _____ to the cinema. The film _____ at five o'clock.
(go, start)
2. We're _____ to Australia tomorrow. Our plane _____ at nine o'clock.
(fly, leave)
3. I'm _____ Sania after her art class. It _____ at half past ten.
(meet, finish)
4. We're _____ tickets for the Songboyz concert today. The box office _____ at nine o'clock.
(buy, open)
5. We're _____ Father at the airport. His plane _____ at three o'clock.
(meet, arrive)

D. Write used to or didn't use to.

1. I _____ like vegetables, but now I eat them every day.
2. Rayyan _____ have long hair, but now his hair is short.
3. I _____ like chess, but now I play it every day.
4. Samiha _____ eat a lot of sweets, but now she never eats them.
5. I _____ be afraid of birds, but now I have a pet bird and I love it.

E. Write should or shouldn't.

1. That dog bites people. You _____ go near it.
2. You have an important test tomorrow. You _____ go to bed early tonight.
3. You _____ eat cake after you brush your teeth.
4. It's going to rain. We _____ take an umbrella with us.
5. The sun is hot today. You _____ wear some suncream.
6. That plant looks very dry. You _____ water it.
7. You _____ look at the computer all day. It's bad for your eyes.
8. You broke Tony's calculator. You _____ buy a new calculator for him.
9. That's your best white shirt. You _____ wear it when you are playing football.
10. You _____ ride your bicycle on that road. It's dangerous.

F. Put the words in the correct order to write sentences.

1. looking / is / them / for / She _____
2. catch / He / can't / her _____
3. them / home / She / at / left _____
4. it / I / find / can't _____
5. every / should / You / fruit / eat / day _____
6. of / be / afraid / I / to / dogs / used _____
7. watch / use / We / didn't / to / television _____
8. not / eat / class / You / in / must _____
9. to / I / teacher / want / be / a _____
10. want / that / to / under / I / tree / sit _____

Grammar Round-up



Tick the correct sentences from 1 to 10.

1. There aren't any pens in the box.
There aren't some pens in the box.
There isn't some pens in the box.

2. I bought three loaf's bread.
I bought three loaves bread.
I bought three loaves of bread.

3. There is a lot of soup in this bowl.
There aren't many soup in this bowl.
There isn't much soup in this bowl.

4. The pink socks are the expensivest.
The pink socks are the most expensive.
The pink socks are most expensive.

5. The red car is as big as the green car.
The red car isn't as big as the green car.
The green car is more big than the red car.



6. She is running away from him. ✓
 She is running away from he. ____
 Her is running away from him. ____

7. I want to be fireman. ____
 I want be fireman. ____
 I want to be a fireman. ✓



8. Jessica is go to the match on Sunday. ____
 Jessica is going to the match on Sunday. ✓
 Jessica going to the match on Sunday. ____

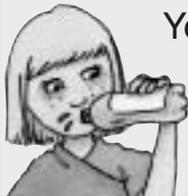
9. Alice used to tie her hair in two bunches. ✓
 Alice use to tie her hair in two bunches. ____
 Alice used to tied her hair in two bunches. ____



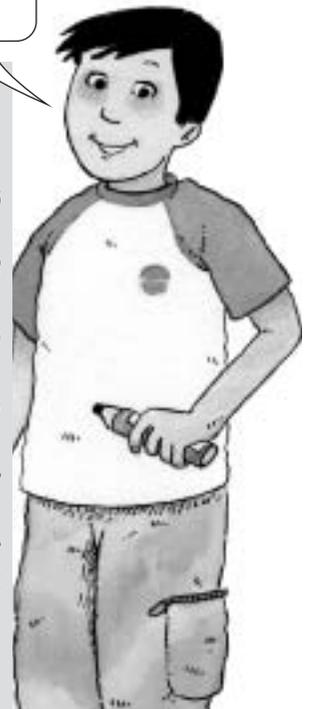
THE RIVERSIDE SPORTS CENTRE
 Football Season: Match 1
 Rovers vs. Rangers
 Sunday, February 1, 7:00 p.m.
 Seat 024

Well done! Here are the correct sentences.

10. You should drink a lot of water. ✓
 You should to drink a lot of water. ____
 You should drinking a lot of water. ____



1. There aren't any pens in the box.
2. I bought three loaves of bread.
3. There isn't much soup in this bowl.
4. The pink socks are the most expensive.
5. The red car is as big as the green car.
6. She is running away from him.
7. I want to be a fireman.
8. Jessica is going to the match on Sunday.
9. Alice used to tie her hair in two bunches.
10. You should drink a lot of water.



Test answer keys

Test 1, pages 49 and 50

Total score: 50

A

1. There are some nice shoes in this shop. 2. Are there any eggs in the fridge? 3. I bought some milk at the supermarket. 4. I'll cook some rice for dinner. 5. There isn't any sugar in this coffee. 6. I brought some biscuits with me. 7. Did you go to any parties during the holidays? 8. There aren't any fish in this pond. 9. I can see some people in the pool. 10. I took my camera to the zoo but I didn't take any pictures! (10 points)

B

1. a cup of coffee 2. six bottles of water 3. two loaves of bread
4. a bowl of soup 5. three rolls of sticky tape (5 points)

C

1. How many students are there in this class? 2. I'm not hungry. I don't want much bread. 3. How much paper do you need? 4. How much money did your dad give you? 5. I don't watch many programmes on TV. 6. You didn't eat much cereal for breakfast. 7. We don't have many eggs. 8. There aren't many apples in the fruit bowl. 9. There isn't much water in the lake. 10. I can't see many students in the playground. (10 points)

D

1.	<i>cold</i>	<i>colder</i>	<i>the coldest</i>
2.	wet	wetter	the wettest
3.	wide	wider	the widest
4.	easy	easier	the easiest
5.	difficult	more difficult	the most <i>difficult</i>
6.	expensive	more expensive	the most expensive

 (10 points)

E

1. The Nile River is the longest river in the world. 2. My grandfather is the oldest person in my family. 3. Raza is the fastest runner in the school. 4. Summer is the hottest season of the year. 5. This is the cheapest camera in the shop. (10 points)

F

1. An elephant is bigger than a cheetah. 2. An elephant is heavier than a cheetah. 3. A cheetah isn't as heavy as an elephant. 4. A cheetah can run faster than an elephant. 5. An elephant can't run as fast as a cheetah. (5 points)

Test 2, pages 91 and 92

Total score: 50

A

1. him 2. them 3. She 4. It 5. her 6. it 7. him 8. They 9. He 10. us.
(10 points)

B

1. I want to build houses. 2. I want to be a vet. 3. I want to write books about travel. 4. I want to be a musician. 5. I want to cut people's hair.
(5 points)

C

1. I'm going to the cinema. The film starts at five o'clock. 2. We're flying to Australia tomorrow. Our plane leaves at nine o'clock. 3. I'm meeting Sania after her art class. It finishes at half past ten. 4. We're buying tickets for the Songboyz concert today. The box office opens at nine o'clock. 5. We're meeting Father at the airport. His plane arrives at three o'clock. (10 points)

D

1. I didn't use to like vegetables, but now I eat them every day. 2. Rayyan used to have long hair, but now his hair is short. 3. I didn't use to like chess, but now I play it every day. 4. Samiha used to eat a lot of sweets, but now she never eats them. 5. I used to be afraid of birds, but now I have a pet bird and I love it. (5 points)

E

1. That dog bites people. You shouldn't go near it. 2. You have an important test tomorrow. You should go to bed early tonight. 3. You shouldn't eat cake after you brush your teeth. 4. It's going to rain. We should take an umbrella with us. 5. The sun is hot today. You should wear some sunscreen. 6. That plant looks very dry. You should water it. 7. You shouldn't look at the computer all day. It's bad for your eyes. 8. You broke Tony's calculator. You should buy a new calculator for him. 9. That's your best white shirt. You shouldn't wear it when you are playing football. 10. You shouldn't ride your bicycle on that road. It's dangerous. (10 points)

F

1. She is looking for them. 2. He can't catch her. 3. She left them at home. 4. I can't find it. 5. You should eat fruit every day. 6. I used to be afraid of dogs. 7. We didn't use to watch television. 8. You must not eat in class. 9. I want to be a teacher. 10. I want to sit under that tree. (10 points)