



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 student. At the start of the book, students meet four young friends – Ben, Anna, Joe, and Katie—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 it throughout the lesson, and some student 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 learnt 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 learnt.

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
Which one?

Questions with **Which...?**
Short answers
Which one...?
Which ones...?
one and **ones**

Which balloon do you want?
Which ride do you want to go on?
The roller coaster.
Which one should we take?
Which ones should I buy?
The black one.
The white ones.

funfair, game, ride,
balloon, roller coaster,
way, team, channel,
flavour

Unit 2

Page 15
Someone, anyone,
everyone,
and **no one**

Someone
Anyone in negative
sentences and in
questions
Everyone
No one
Somebody, anybody,
everybody, and **nobody**

Someone rang the doorbell.
I didn't see anyone.
Everyone arrived together!
There was no one here.
Somebody is at the door.

invite, ring, drop, break,
get off, hide, cross, leave,
empty, inside

Unit 3

Page 21
Infinitives of
purpose

Infinitives of purpose
to answer **Why...?**
questions
Infinitives of purpose to
say why we use
something

We queued to buy our tickets.
We sat down to watch the film.
Why did you go to the shops?
To buy some presents for my
mother. You use scissors to cut
paper.

cinema, ghost, space,
queue, ticket, counter,
popcorn, sit down,
shopping mall, present,
card, CD, flowers, florist,
jewellers, earrings, web
page, click on, knife,
spoon, ladle, shampoo,
towel, hairbrush

Unit 4

Page 27
Will

Will for the future
Contractions: **I'll, you'll...**
Won't
Will to predict the
weather
"Yes/No" questions
with **Will**
Questions with **Who**
will...?, When will...?

Dinner will be ready soon.
Robots will do the housework.
We'll be home soon.
In 2070, I'll be an old man.
I won't be at home tonight.
It will be cold at the weekend.
Will you be at home on Sunday?
Who will win the race?
When will dinner be ready?

project, future, robot,
housework, holiday,
space, the moon, watch,
mobile phone, cold, rain,
snow, windy, sunny, win

Unit 5

Page 33
Tag questions

Tag questions with **isn't,**
aren't, wasn't, weren't,
don't, doesn't, didn't,
hasn't, haven't
Tag questions with
auxiliary verbs
Answering tag questions

You're twins, aren't you?
That's a big dog, isn't it?
You were ill yesterday, weren't you?
Ben's story was the best, wasn't it?
You like dogs, don't you?
Joe plays football, doesn't he?
They went to the zoo, didn't they?
You've got a white cat, haven't you?
Joe can run fast, can't he?
Yes, I am. Yes, she is.
Yes, he does. Yes, we should.

twins, story, cook, team,
cousin, lock

Structures

Sample language

Key vocabulary

Unit 6

Page 39

Might

Might for possibility
Might for future possibilities
Might not

It might be Ben.
She might be ill.
We might go bowling.
I might not come to the cinema with you this afternoon.

ill, lost, thirsty, cold, hungry, lion, leopard, tiger, snake, frog, lizard, skateboard, curtain, wardrobe, laundry basket, toy box, wake, cut, slip

Unit 7

Page 45

Gerunds

Gerunds
Gerunds after verbs
Good at with gerunds
Go with gerunds

Ice skating is fun.
She enjoys reading.
I love riding my bicycle by the river.
Do you like dancing?
I don't like studying late at night.
He's good at telling jokes.
Every winter, my family and I go skiing in the mountains.

ice skating, swimming, reading, skateboarding, making, fishing, skiing, collecting, shopping, listening, painting, learning, sewing, riding, singing, studying, sightseeing, surfing, telling jokes, model ships, stamps, coins, the Internet

Unit 8

Page 51

The past continuous

Past continuous with a point in time
Questions with **What, When, Where...?**
Past continuous and past simple with **when** and **while**

At four o'clock, I was walking home from school.
At half past three, they were playing football.
What were you doing at twelve o'clock?
Where was he going at four o'clock?
Ben was listening to his CD when the phone rang.
Where were you going when I saw you yesterday?
The phone rang while Ben was listening to his CD.

ride, fall, arrive, hurt, chop, stroke, bite, drive, start, carrot, accident, shark

Unit 9

Page 57

The present perfect

Present perfect
Past participles of regular and irregular verbs
Haven't and **hasn't**
"Yes/No" questions with **Have** and **Has**
Have you ever...?

I've baked some biscuits.
I haven't eaten anything today.
Katie hasn't finished her breakfast.
Have you brushed your teeth?
Have you ever ridden a horse?

clean, finish, bake, count, invite, make the bed

Unit 10

Page 63

Passives

Passives in the present simple tense to talk about procedures and customs
Past participles of regular and irregular verbs

The cows are taken into the milking shed.
The milk is taken to the processing plant.
The milk is delivered to stores and supermarkets.
The postman delivers the post every morning.
Rings are sold in the jewellery shop.
Rice is grown in China.
Hockey is played in Canada.

cow, milk, milking shed, processing plant, heat, kill, germs, cool, carton, deliver, supermarket, postman, post, gatekeeper, classroom, gardener, grass, cleaners, rubbish, lock, gate, post office, bakery, jewellery, rice, tea, bananas, coffee, oranges, hockey, cricket, baseball, football

Unit 1 Which one?

Structures

Questions with **Which...?**
Short answers
Which one...?
Which ones...?
one and **ones**

Sample language

Which balloon do you want?
Which ride do you want to go on?
The roller coaster.
Which one should we take?
Which ones should I buy?
The black one.
The white ones.

Key vocabulary

funfair, game, ride,
balloon, roller coaster,
way, team, channel,
flavour

Page 9

Ask students to look at the two sets of pictures. Ask them which games and rides they have played or know about. Explain that Ben and Anna are trying to choose which game to play and which ride to go on. Say the sentence *Which one do you want to play?* Ask students to repeat it. Say the sentence *Which ride do you want to go on?* Ask students to repeat it.

Page 10

A. Look at the pictures and then complete the questions using **Which** and a noun.

Before students begin the activity, ask them to look at the pictures and tell you what the objects are. Write the words on the board (*puppy, bus, hat, film, camera*) in no particular order. Students then complete the sentences with *Which* and the correct word from the list on the board.

Page 11

B. Complete these questions using **Which** and a noun from the box. Then choose the correct short answer for each question.

Students complete the first sentence in each pair with *Which* and a noun from the first box. They then choose one of the short answers from the second box.

Page 12

C. Rewrite the underlined questions using **one** instead of the **bold** words. Students rewrite the underlined sentences on the line below replacing the bold nouns with the word *one*.

D. Write **Which one** or **Which ones**.

Students read each dialogue and identify the nouns. If the noun is singular, they complete the second line in each dialogue with *Which one*. If the noun is plural, they complete the second line with *Which ones*. After checking their work, students can practise the dialogues with a partner.

Page 13

E. Write **one** or **ones**.

Students complete the sentences with *one* or *ones*, depending on whether the noun is singular or plural. After checking their work, students can practise the dialogues with a partner.

F. Write short answers to these questions using **one** or **ones**.

Students read each question and look at the picture beside it to find the answer. Students could circle the correct object in the picture. They then identify the colour of the correct object and whether it is singular or plural. They then write their answer (*The [colour] one/ones*).

Page 14 Review

A. Complete the questions using **Which** and a noun from the box.

Before students begin the task, make sure they know the meaning of the words in the box. Read aloud the first line of the first dialogue, filling in the missing words, and ask a pupil to read aloud the second line. Explain any meanings the students do not understand. Then ask students to complete the questions. After checking their work, students can practise the dialogues with a partner.

B. Read the conversations. Which words can you replace with **one** or **ones**? Cross them out and write **one** or **ones**. Then, at the right, rewrite the sentences.

This activity involves two tasks. First students cross out the noun in each line of the dialogues and replace it with *one* or *ones*, depending on whether the noun is singular or plural. They then rewrite the sentences using *one* or *ones* instead of the noun. After checking their work, students can practise the dialogues with a partner.

Which one?



There are a lot of games at the funfair.
Which one do you want to play?



Which ride do you want to go on?

In this unit we look at how to use **Which...?** and **Which one...?** when we want someone to choose one thing from a group of things.
Which ride do you want to go on? Which one do you want to play?



1 Which one

Which

Which is a question word.

We use it when we want someone to choose one thing from a group of two or more things. We use **which** with a noun.



Which balloon do you want?

A. Look at the pictures and then complete the questions using **Which** and a noun.

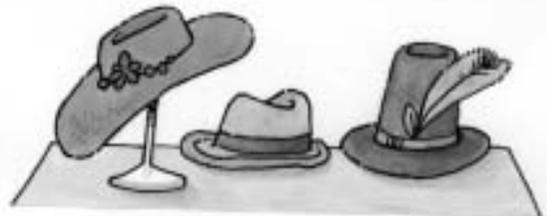
1. Which puppy is the sweetest?



2. Which bus goes to the funfair?



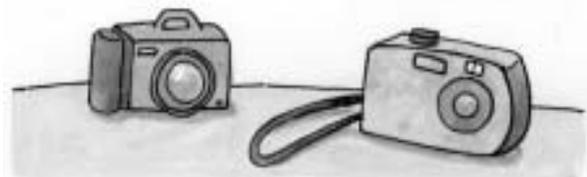
3. Which hat do you like the best?



4. Which film do you want to see?



5. Which camera should I buy?



We often give a short answer to a **Which...?** question.

A: *Which ride do you want to go on?* B: **The roller coaster.**

(We don't need to say *I want to go on the roller coaster.*)

G

B. Complete these questions using **Which** and a noun from the box. Then choose the correct short answer for each question.

way team hand ~~channel~~ jacket

Short answers

My right hand. ~~Channel Four.~~ The red team. That way. The brown jacket.

1. A: I'm going to turn on the TV.

Which channel do you want to watch?

B: Channel Four.



2. A: Which hand do you write with?

B: My right hand.



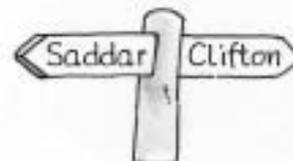
3. A: Which jacket should I wear to the party?

B: The brown jacket.



4. A: Which way should we go?

B: That way.



5. A: Which team is winning?

B: The red team.



1 Which one

Which one...?

Look at these sentences:

There are two buses at the bus stop. Which bus should we take?

Instead of repeating the noun **bus**, we can use **one**.

*There are two buses at the bus stop. Which **one** should we take?*

C. Rewrite the underlined questions using **one instead of the **bold** words.**

1. There are a lot of rides at the funfair. Which **ride** do you want to go on first?
Which one do you want to go on first?
2. I've got a black pen and a blue pen. Which **pen** do you want to borrow?
Which one do you want to borrow?
3. There are three cartoons on the channel. Which **cartoon** do you want to see?
Which one do you want to see?
4. There were six stories in the competition. Which **story** was the best?
Which one was the best?

For plurals, we use **ones**.

*I like the brown shoes and the red shoes. **Which ones** should I buy?*

D. Write **Which one or **Which ones**.**

1. A: The red roses are beautiful. The yellow roses are beautiful, too.
B: Which ones are you going to buy?
2. A: I want some apples, please.
B: We have red apples and green apples. Which ones do you want?
3. A: I like the blue jacket and the black jacket.
B: Which one are you going to buy?
4. A: I'm looking for a hat. Have you got any hats?
B: Yes, we've got three. Here they are. Which one do you like the best?
5. A: You've got a lot of old toys. You should throw some toys out.
B: Which ones should I throw out?

G

one and ones

We can also use **one** or **ones** when we answer a question.

*Which jacket should I wear? The black **one**.*

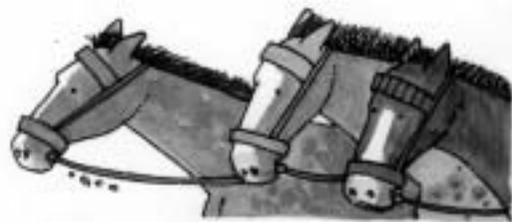
*Which shoes are the cheapest? The white **ones**.*

E. Write one or ones.

1. A: Which grapes do you want? B: The green ones.
2. A: Which dog is your dog? B: The little brown one.
3. A: Which apples should we buy? B: The red ones.
4. A: Which car is your parents' car? B: The blue one.

F. Write short answers to these questions using one or ones.

1. Which horse is the fastest?
The brown one.



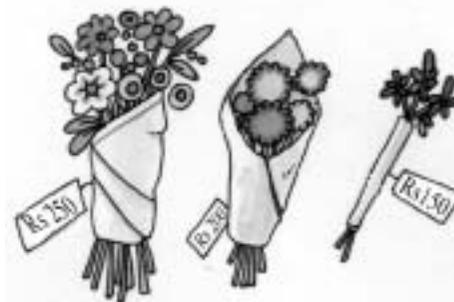
2. Which socks are the most expensive?
The pink ones.



3. Which hat is the newest?
The green one.



4. Which flowers are the cheapest?
The blue ones.



Review

A. Complete these questions using **Which** and a noun from the box.

flavour day bus ~~pocket~~ table

- A: Which pocket do you keep your money in?
B: My back pocket.
- A: Excuse me. Which bus goes to the museum?
B: Number 32.
- A: Let's find a place to sit and eat our lunch. Which table do you want to sit at?
B: The one by the window.
- A: Do you want an ice cream?
B: Yes!
A: You can have chocolate, strawberry, or vanilla. Which flavour do you want?
B: I'll have strawberry.
- A: Which day is the football match? Is it Saturday or Sunday?
B: Saturday.

B. Read the conversations. Which words can you replace with **one** or **ones**? Cross them out and write **one** or **ones**. At the right, rewrite the sentences.

- A: It's time to go. Put some shoes on.
B: Which ~~shoes~~^{ones} should I wear? ➤ B: Which ones should I wear?
A: Your black ~~shoes~~^{ones}. ➤ A: Your black ones.
- A: Can I borrow a pencil, please?
B: Which ~~pencil~~^{one} do you want? ➤ B: Which one do you want?
A: The red ~~pencil~~^{one}. ➤ A: The red one.
- A: I want some flowers, please.
B: Which ~~flowers~~^{ones} do you want? ➤ B: Which ones do you want?
A: The yellow ~~flowers~~^{ones}. ➤ A: The yellow ones.

Unit 2 **Someone, anyone, everyone, and no one**

Structures

Someone
Anyone in negative sentences and in questions
Everyone
No one
Somebody, anybody, everybody, and **nobody**

Sample language

Someone rang the doorbell.
I didn't see anyone.
Everyone arrived together!
There was no one here.
Somebody is at the door.

Key vocabulary

invite, ring, drop, break,
get off, hide, cross, leave,
empty, inside

Page 15

Ask students to look at the sequence of pictures. Explain that Katie is talking about a party that she had. She invited her friends and asked them to come at two o'clock.

First picture: Ask students to look at the clock and tell you what time it is showing. Ask: *Is there anyone at the party?* (No.) Say the sentence: *At two o'clock there was no one here.*

Second picture: Ask students what Katie and her mother are doing. (Looking out of the door.) Ask them to look at the faces and tell you how Katie and her mother are feeling. (Sad, worried, unhappy, etc.). Say the sentence: *I looked outside but I couldn't see anyone.*

Third picture: Ask students to tell you what time it is. (Two fifteen.) Ask them what they can see through the glass in the door. (Someone is outside.) Ask them what the musical note near the door means. (It is showing that someone is ringing the doorbell.) Say the sentence: *At two fifteen, someone rang the doorbell.*

Last picture: Ask students to tell you who is at the door (Ben, Anna and Joe.) Say the sentence: *Everyone arrived together!*

Page 16

A. Write sentences using **Someone and a phrase from the box.**

This activity focuses on *someone*. First do 1 orally with the whole class to make sure they understand the task. Then ask students to write sentences beside each picture. They should start each sentence with *Someone* and then choose a phrase from the box.

Page 17

B. Write **someone or **anyone**.**

This activity focuses on *anyone* in negative sentences and *someone* in positive sentences. Students complete the sentences with *someone* or *anyone*.

C. Complete these questions using a word from the box and *anyone*.

This activity focuses on the use of *anyone* in questions. Students complete the questions with the correct verb from the words in the box followed by *anyone*.

Page 18

D. Write sentences starting with *Everyone is...*

This activity focuses on *everyone* and stresses the use of singular verbs after everyone. Students begin each sentence with *Everyone is* and then choose the ending that matches the pictures.

E. Complete these sentences using phrases from the box.

Students complete sentences that begin with *No one* using phrases from the box. After checking their answers the students could read the sentences to a partner.

Page 19

F. Write *Everyone*, *Someone*, or *No one*.

This activity focuses on and compares the different meanings of *everyone*, *someone*, and *no one*. Students look at the pictures and choose the correct word to match the picture.

G. Rewrite these sentences using words with *body*.

Students rewrite the sentences substituting *body* for *one*. Make sure students understand that this does not change the meaning. After checking their sentences, students could work in pairs with one partner saying the sentences on the left, and the other saying the rewritten sentences on the right.

Page 20 Review

A. Write *someone* or *anyone*.

Students can look back at the grammar boxes on pages 16 and 17 before completing the sentences with *someone* or *anyone*.

B. Write sentences about *sunglasses* using *no one*, *someone* or *everyone*.

Students can look back at the grammar boxes on pages 16 and 18 before they write sentences that match the pictures.

C. Write some sentences about the students in your class using *everyone*, *someone* or *no one*. Look at the box for some ideas.

Students make up their own sentences about other students in their class. There are some suggestions in the box to help them. Before writing their sentences, students could say their sentences to a partner or the whole class could do the activity orally together before writing the sentences.

Someone, anyone, everyone, and no one

Saturday was my birthday. I invited my friends to a party at two o'clock.



At two o'clock, there was no one here.



I looked outside, but I couldn't see anyone.



At two fifteen, someone rang the doorbell.



Everyone arrived together!

In this unit we look at how to use **someone**, **anyone**, **everyone**, and **no one**.

Someone rang the doorbell. I couldn't see **anyone**.

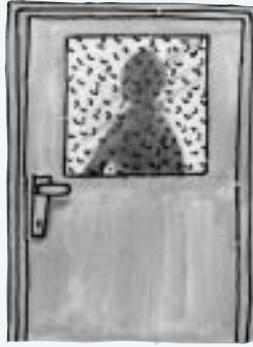
Everyone arrived together! There was **no one** here.

2 Someone, anyone, everyone, and no one

someone

We can use **someone** to talk about a person when we don't know the person's name or who the person is.

Someone is at the door.



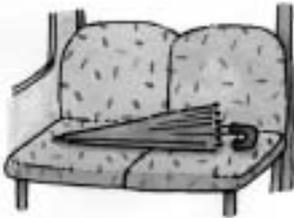
G

A. Write sentences using **Someone** and a phrase from the box.

dropped these keys is getting off the train is hiding under the bed
~~broke this window~~ is crossing the road left this umbrella



1. Someone broke this window.



2. Someone left this umbrella.



3. Someone is crossing the road.



4. Someone is hiding under the bed.



5. Someone dropped these keys.



6. Someone is getting off the train.

anyone

In negative sentences (sentences with **not**, **didn't**, **isn't...**), we use **anyone**.

*I didn't see **anyone** in the park this morning.*

G

B. Write someone or anyone.

1. I'm going to tell you a secret. Please don't tell anyone.
2. I didn't enjoy the party. I didn't know anyone there.
3. Listen. There's someone outside in the yard. Who is it?
4. There isn't anyone in school at six o'clock in the morning.
5. Mr Ali got angry because someone drew pictures on the board.
6. Those boys are climbing on the roof again. It's dangerous. Someone is going to fall off.

Questions

We use **anyone** in questions.

*Does **anyone** know what time the bus leaves?*

G

C. Complete these questions using a word from the box and anyone.

Did ~~Will~~ Can Is Does

1. I'll bring the books to your house tonight. Will anyone be at home?
2. Is anyone hungry? Should I make some sandwiches?
3. I want to write my name on this list. Does anyone have a pen?
4. There was a great film on TV last night. Did anyone see it?
5. Which is the longest river in the world? Can anyone tell me?

2 Someone, anyone, everyone, and no one

everyone

We use **everyone** to talk about all the people in a group.

We use a singular verb after **everyone**.

Everyone is playing in the garden.

G

D. Write sentences starting with **Everyone is...**

laughing ~~eating ice cream~~ listening to music reading



1. Everyone is eating ice cream.



2. Everyone is listening to music.



3. Everyone is reading.



4. Everyone is laughing.

no one

No one means **not one person**. We write **no one** as two words.

*The house is empty. There's **no one** inside.*

G

E. Complete these sentences using phrases from the box.

was late said anything wanted any dinner is awake ~~wants to go home~~

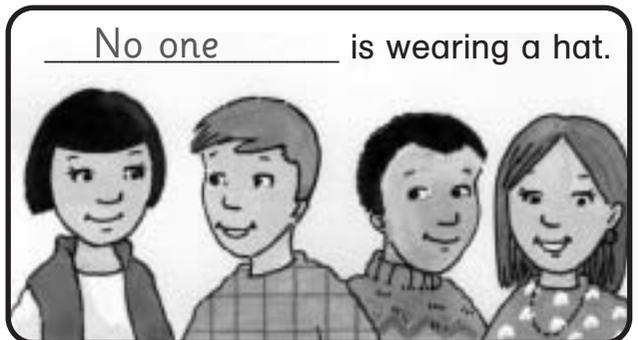
1. Everyone wants to stay at the party. No one wants to go home.
2. Everyone is asleep. No one is awake.
3. Everyone was quiet. No one said anything.
4. Everyone came to class on time. No one was late.
5. Everyone ate a lot at the party. No one wanted any dinner.

F. Write **Everyone**, **Someone**, or **No one**.

1.



2.



somebody, anybody, everybody, and nobody

We can use these words with **body** instead of words with **one**.

They mean the same thing.

somebody = **someone**

anybody = **anyone**

Somebody is at the door. I didn't see **anybody**. **Everybody** is laughing.

everybody = **everyone**

nobody = **no one**

G. Rewrite these sentences using words with **body**.

1. Everyone arrived at quarter past two. Everybody arrived at quarter past two.
2. No one is at home. Nobody is at home.
3. I can hear someone. I can hear somebody.
4. Did anyone hear that noise? Did anybody hear that noise?

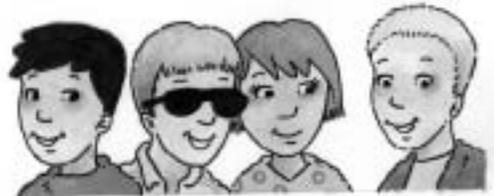
Review

A. Write **someone** or **anyone**.

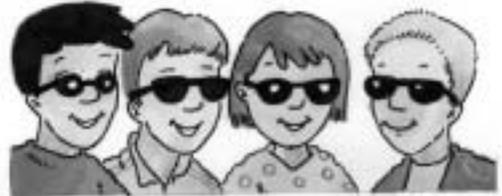
1. Did anyone leave a message for me?
2. I saw someone in the playground on Sunday.
3. Does anyone have any questions?
4. Someone forgot to turn off the tap. Now there's water on the floor.
5. I looked in the living room, but I didn't see anyone.

B. Write sentences about **sunglasses** using **no one**, **someone**, or **everyone**.

1. Someone is wearing sunglasses.



2. Everyone is wearing sunglasses.



3. No one is wearing sunglasses.



C. Write some sentences about the student in your class using **everyone**, **someone**, or **no one**. Look at the box for some ideas.

...is sitting... ...is wearing... ...is writing... ...has... ...is talking...
...is playing...

1. _____
2. _____
3. _____
4. _____
5. _____

Unit 3 Infinitives of purpose

Structures

Infinitives of purpose

to answer **Why...?** questions

Infinitives of purpose to say why we use something

Sample language

We queued to buy our tickets.

We sat down to watch the film.

Why did you go to the shops?

To buy some presents for my mum.

You use scissors to cut paper

Key vocabulary

cinema, ghost, space, queue, ticket, counter, popcorn, sit down, shopping mall, present, card, CD, flowers, florist, jewellers, earrings, web page, click on, knife, spoon, ladle, shampoo, towel, hairbrush

Page 21

Ask students about their favourite films. Ask whether they saw them at home on DVD or video or at the cinema. Which do they prefer, watching at home or at the cinema? Direct students to look at the pictures. Explain that Ben went to the cinema last Saturday with Joe. Ask them what is happening in each picture and ensure they understand the vocabulary (*cinema, queue, ticket, counter, popcorn*). Say each sentence and ask students to repeat each one after you. Ask the following questions to elicit the answers in brackets.

Why did Ben and Joe queue? (To buy their tickets.) *Why did they go to the counter?* (To buy popcorn.)

Page 22

A. Complete these sentences using **to buy** and words from the box.

In this activity students focus on the infinitive of just one verb (*buy*). Before students begin this activity, look at the pictures with the class and say the sentences in the speech bubble. Examine the pictures of the five shops with students and ensure they know the names of the various shops (*music shop, card shop, florist, bakery, jewellers*). Students then complete each sentence with *to buy* followed by the appropriate words from the box.

Page 23

B. Complete these sentences using the phrases in the boxes.

This activity is quite challenging as students are required to distinguish between the phrase that describes the action and the one that gives the purpose for that action. Read question 1 to the students and ask them to repeat it. Then ask: *Why did you sit at your desk?* Elicit the answer: *To do my homework*. When students have completed the activity, they can check their answers in pairs.

C. Write short answers to these questions using **To**, with words from **A** and **B**.

To answer the questions, students write the infinitive of the appropriate verbs from the first box and then complete the sentence with words from the second box.

Page 24

D. Where should I click? Look at this web page, and then answer the questions using **Click on...to...**

Explain to students that the picture is of a web page. Students respond to each questions using *Click on* [part of web page] *to* [activity]. Ask them the first two questions orally to make sure they understand how to respond. After they have written their answers, students could check answers in pairs.

Page 25

E. Why do you use these things? Look at the pictures. Then complete the sentences using **to** and phrases from the box.

Students complete the sentences in questions 1 and 2 with *to* and a phrase from the box.

Page 26 Review

A. Complete these sentences using **to** and phrases from the box.

Students complete the sentences with *to* and a phrase from the box. When they have completed the activity, you could ask questions such as *Why did we go to the art museum? Why did Ben stand on the chair?* to elicit responses that use the infinitive of purpose (**To look** at the paintings. **To reach** the top shelf.)

B. Complete these sentences using **to** and words from the box.

Students complete the sentences with *to* and combinations of words from the box.

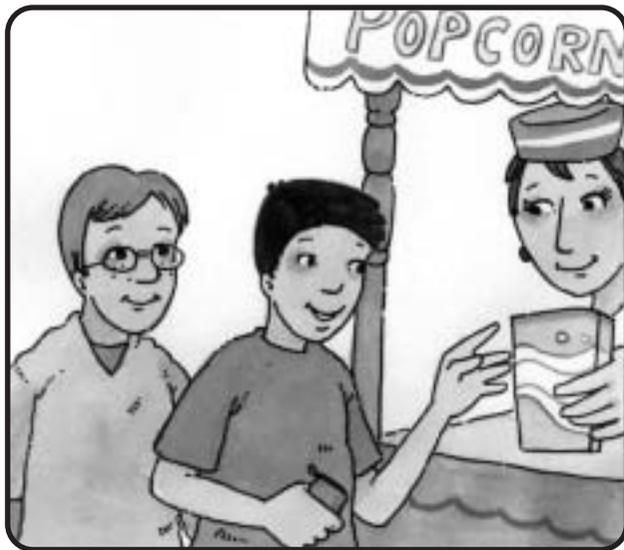
Infinitives of purpose



On Saturday, Joe and I went to the cinema to see *Ghosts in Space*.



We queued to buy our tickets.



We went to the counter to buy some popcorn.



Then we sat down to watch the film.

In this unit we look at how to use the infinitive (**to + verb**) to say why we do something.

We queued **to buy** our tickets. We sat down **to watch** the film.

3 Infinitives of purpose

G

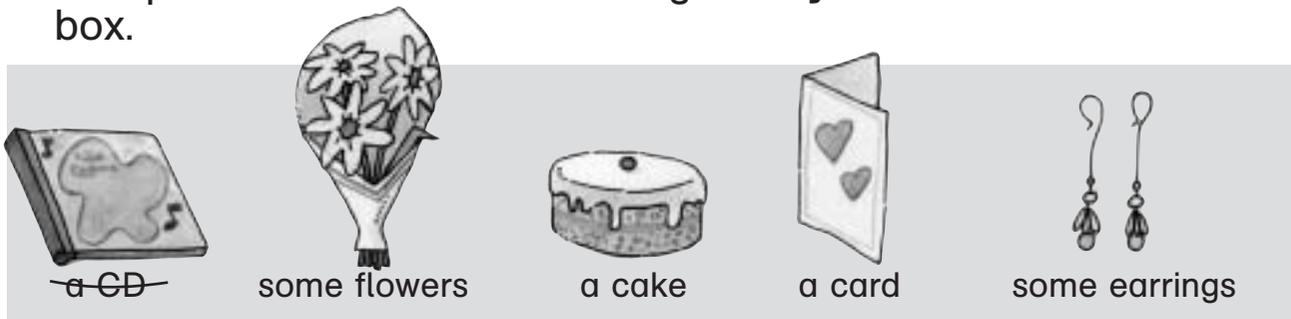
Infinitives of purpose

We can use an infinitive (**to + verb**) to say why we do something.

*I went to the shop **to get** some milk.*



A. Complete these sentences using **to buy** and words from the box.



1. We're going to the music shop _____ to buy a CD.
2. We're going to the card shop _____ to buy a card.
3. We're going to the florist _____ to buy some flowers.
4. We're going to the bakery _____ to buy a cake.
5. We're going to the jewellers _____ to buy some earrings.

B. Complete these sentences using the phrases in the boxes.

do my homework sat at my desk

1. I sat at my desk to do my homework.

went outside play football

2. The boys went outside to play football.

listen to some music turned on the radio

3. Mother turned on the radio to listen to some music.

put on his glasses read the newspaper

4. Grandfather put on his glasses to read the newspaper.

looked in the phone book find your number

5. I looked in the phone book to find your number.**Infinitives of purpose after *Why...?* questions**

We can use infinitives of purpose to give short answers to questions with **Why...?**

Why did you go to the shops? **To buy** some presents for my mum.

**C. Write short answers to these questions using **To**, with words from **A** and **B**.****A** borrow eat play ~~see~~ see**B** the animals ~~a film~~ some books football lunch

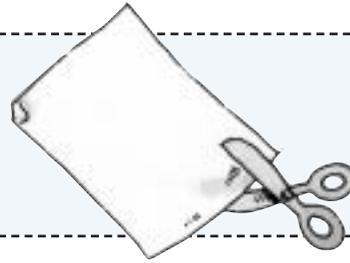
- | | |
|--------------------------------------|------------------------------|
| 1. Why did you go to the cinema? | <u>To see a film.</u> |
| 2. Why did you go to the library? | <u>To borrow some books.</u> |
| 3. Why did you go to the restaurant? | <u>To eat lunch.</u> |
| 4. Why did you go to the zoo? | <u>To see the animals.</u> |
| 5. Why did you go to the playground? | <u>To play football.</u> |

D. Where should I click? Look at this web page, and then answer the questions using **Click on...to...**



1. I want to play a memory game. Where should I click?
Click on Games to play a memory game.
2. I want to listen to a song. Where should I click?
Click on Music to listen to a song.
3. I want to find out about elephants. Where should I click?
Click on Animals to find out about elephants.
4. I want to read about football. Where should I click?
Click on Sports to read about football.
5. I want to read a funny story. Where should I click?
Click on Jokes to read a funny story.
6. I want to find out about the sun. Where should I click?
Click on Science to find out about the sun.
7. I want to find out what "shank" means. Where should I click?
Click on Dictionary to find out what "shank" means.
8. I want to write to a friend in another country. Where should I click?
Click on Pen pals to write to a friend in another country.

We can use an infinitive of purpose to say why we use something.
You use scissors **to cut** paper.



G

E. Why do you use these things? Look at the pictures. Complete the sentences using **to** and phrases from the box.

stir the soup wash your hair dry your hair ~~chop vegetables~~
put the soup into bowls brush your hair

1. Things you use when you are making soup



You use a knife to chop vegetables.



You use a spoon to stir the soup.



You use a ladle to put the soup into bowls.



2. Things you use when you are washing your hair



You use shampoo to wash your hair.



You use a towel to dry your hair.



You use a hairbrush to brush your hair.



Review

A. Complete these sentences using **to** and phrases from the box.

make a sandwich go to sleep catch the bus ~~finish my project~~
find a map of Europe reach the top shelf look at the paintings
buy a new bike

1. I got up early this morning to finish my project.
2. Katie took out some bread to make a sandwich.
3. I turned off the light to go to sleep.
4. Anna is saving money to buy a new bike.
5. We went to the art museum to look at the paintings.
6. We ran to catch the bus.
7. Ben stood on a chair to reach the top shelf.
8. Joe looked in the atlas to find a map of Europe.

B. Complete these sentences using **to** and words from the box.

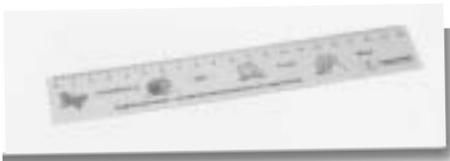
~~stick~~ sharpen rub out draw mistakes
straight lines pencils ~~things together~~

1.



You use glue to stick things together.

2.



You use a ruler to draw straight lines.

3.



You use a rubber to rub out mistakes.

4.



You use a pencil sharpener to sharpen pencils.

Unit 4 Will

Structures

Will for the future

Contractions: **I'll, you'll...**

Won't

Will to predict the weather

"Yes/No" questions with **Will**

Questions with **Who will...?, When will...?**

Sample language

Dinner will be ready soon.

Robots will do the housework.

We'll be home soon.

In 2070, I'll be an old man.

I won't be at home tonight.

It will be cold at the weekend.

Will you be at home on Sunday?

Who will win the race?

When will dinner be ready?

Key vocabulary

project, future, robot, housework, holiday, space, the moon, watch, mobile phone, cold, rain, snow, windy, sunny, win

Page 27

Study the pictures with the class and explain that the pages at the top are part of Ben's school project about life in the future. Read aloud the two predictions Ben has written (*In the future, robots will do the housework. We'll go on holiday in space.*). Ask student to repeat the sentences. Then focus on the bottom picture. Explain that while Ben is working on his project his mother calls for him to wash his hands because dinner will be ready soon. Read aloud the sentences in the speech bubbles and ask students to repeat after you. Draw attention to the use of *will* to express a future event.

Page 28

A. Complete these sentences from Ben's project about the future. Use **will** and a word or phrase from the box.

Students complete the sentences with *will* and the word or phrase that matches the picture.

Page 29

B. Add **'ll** to the pronouns. Then write **be** and a word or phrase from the box.

In this activity, students focus on the use of the contraction *'ll* when *will* is used with a pronoun. They use the verb *be* in all sentences in this activity.

C. Rewrite these sentences using **won't**.

In this activity, both *will not* and *won't* are introduced. Students rewrite each sentence substituting *won't* for *will not*.

Page 30

D. Will or won't? Add **'ll** to the pronouns or write **won't**.

This activity is more challenging because students must read the sentences carefully and decide whether to insert *'ll* or *won't*. Read the first two questions to the students and ensure that everyone understands what they must do.

E. Look at the pictures and the days. Then write sentences using **It will** and words from the box.

This activity introduces *will* when predicting weather. Students write sentences beginning with *It will* followed by the weather word that matches the picture. They complete the sentences with the time phrase beside the picture.

Page 31

F. Put the words in the correct order to make questions. Then complete the answers by writing **he** or **she** and **will** or **won't**.

This activity focuses on questions and answers with *will*. Students first put the words in the correct order to form questions. They then complete the answers with *he/she* and *will/won't*.

G. Complete these questions using a question word from the box and **will**.

The use of question words (*what, when, where, who* etc.) with *will* are practised in this activity. For each question, students must write the appropriate question word followed by *will*.

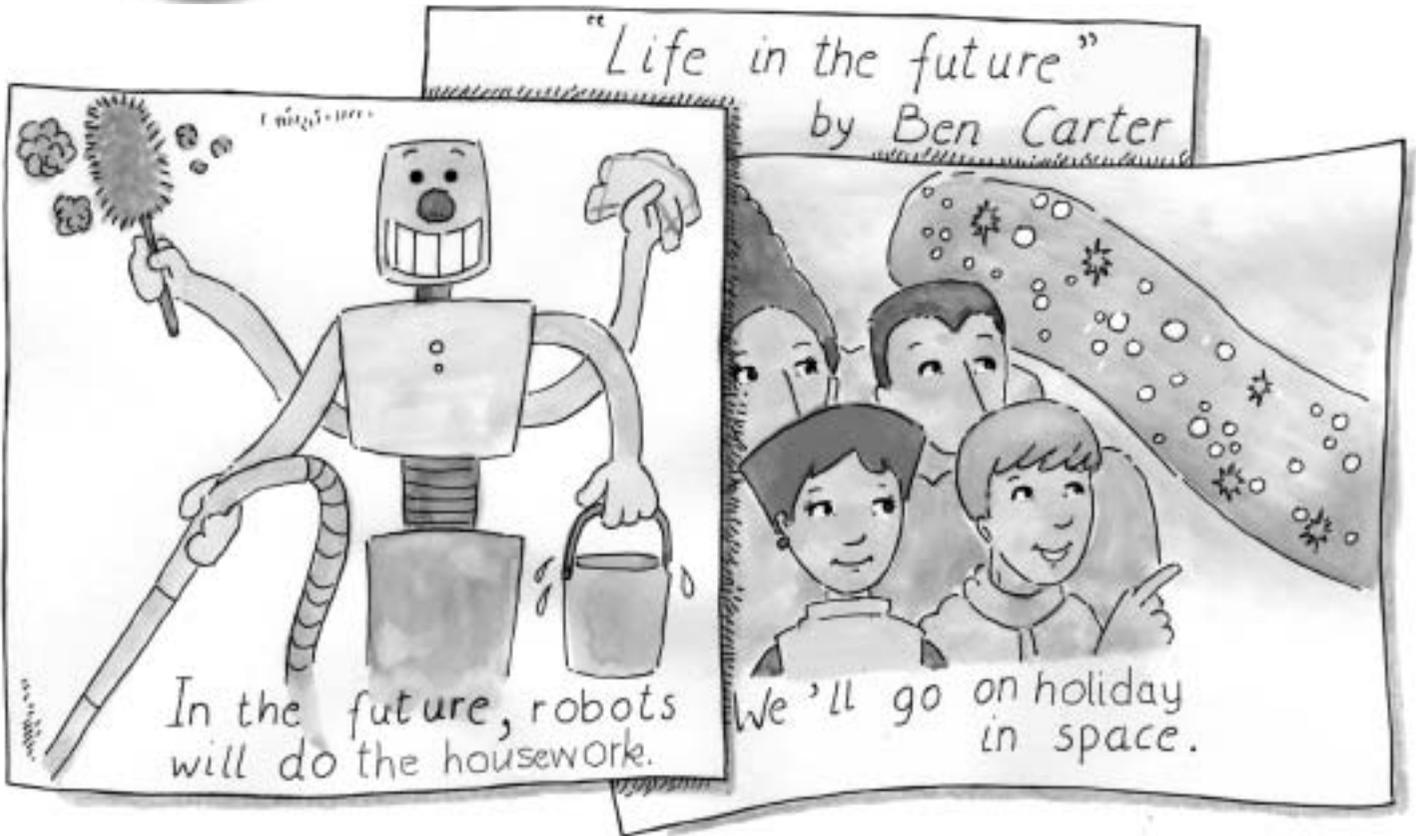
Page 32 Review

A. Will or won't? Add **'ll** to the pronouns or write **won't**.

Students read the sentences and decide whether the second sentence is negative or positive. They then insert either *'ll* or *won't* after the pronoun.

B. What do you think? Read these questions about life in the year 2060, and answer them using **Yes, they will** or **No, they won't**.

Students give their own opinions to the questions by writing either *Yes, they will* or *No, they won't*.



Ben! Dinner will be ready soon! Wash your hands.



I'll finish my project after dinner.

In this unit we look at how to use **will** to talk about the future.
*Dinner **will** be ready soon. Robots **will** do the housework.*





will + a verb

We put **will** before a verb to talk about the future.

Ben **will finish** his project after dinner.

A. Complete these sentences from Ben's project about the future. Use **will** and a word or phrase from the box.

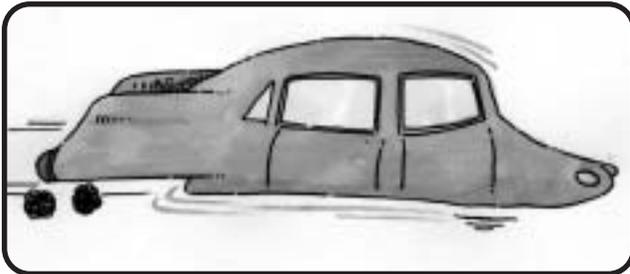
have mobile phones in them
change colour fly
~~live on the moon~~ be teachers

1.



People will live on the moon.

2.



Cars will fly.

3.



Robots will be teachers.

4.



Watches will have mobile phones in them.

5.



Clothes will change colour.

Contractions

When we use **will** with a pronoun, we often make a contraction.

I will ➤ **I'll** *he will* ➤ **he'll** *we will* ➤ **we'll**
you will ➤ **you'll** *she will* ➤ **she'll** *they will* ➤ **they'll**
it will ➤ **it'll**

We'll be home soon. In 2070, **I'll** be an old man.

B. Add 'll to the pronouns and then write **be** and a word or phrase from the box.

here at twelve o'clock eleven back on Saturday at my cousin's house
~~in Mrs Larsen's class~~

- Next year I'll be in Mrs Larsen's class.
- It's Angie's birthday next week. She'll be eleven.
- Don't call me at home tonight. I'll be at my cousin's house.
- My father is in Lahore this week. He'll be back on Saturday.
- Grandmother and Grandfather are coming for lunch today.
They 'll be here at twelve o'clock.

won't

We make a negative with **will not**. We often use **won't** (**won't = will not**).

I won't be at home tonight. I'll be at my cousin's house.

C. Rewrite these sentences using **won't**.

- I will not be at school tomorrow.
I won't be at school tomorrow.
- You will not need any suncream.
You won't need any suncream.
- The dog will not bite you.
The dog won't bite you.
- I will not be awake at ten o'clock.
I won't be awake at ten o'clock.

D. Will or won't? Add 'll to the pronouns or write won't.

1. I broke my mother's favourite vase. She 'll be angry.
2. It's sunny today. You won't need an umbrella.
3. It's a great film. You 'll enjoy it.
4. Taha doesn't work hard. He won't pass the test.
5. Come on! It's five minutes to nine! We 'll be late.
6. Amir paints really well. He 'll be a famous artist one day.
7. Anna is away on holiday. She won't be at the party this afternoon.
8. This is a good place to hide Katie's birthday present.
She won't find it here.

It will to talk about the weather

We often use **It will** to talk about the weather in the future.

It will be cold over the weekend. ***It will*** snow on Friday.



E. Look at the pictures and the days. Then write sentences using **It will and words from the box.**

rain be windy ~~snow~~
be sunny

1.



tomorrow

It will snow tomorrow.

2.



on Monday

It will be sunny on Monday.

3.



on Sunday

It will be windy on Sunday.

4.



on Friday

It will rain on Friday.

Questions

To make "Yes/No" questions, we put **will** before the subject. For example:

Will you be at home on Sunday? Yes, I will.

Will they win the match tomorrow? No, they won't.



F. Put the words in the correct order to make questions. Complete the answers by writing **he** or **she** and **will** or **won't**.

- coach / Will / next year / Mrs Lee / the netball team
Will Mrs Lee coach the netball team next year?
 Yes, she will.
- Ben / his project / Will / before dinner / finish
Will Ben finish his project before dinner?
 No, he won't.
- this afternoon / Will / be / Anna / at the party
Will Anna be at the party this afternoon?
 No, she won't.
- back / on Saturday / father / be / Will
Will father be back on Saturday?
 Yes, he will.

We can also make questions by putting a question word (**what**, **when**, **where**, **who**...) at the beginning of a sentence, followed by **will**. For example:

Who will win the race? **When will** dinner be ready?



G. Complete these questions using a question word from the box and **will**.

When ~~Where~~ Who When Who What

- Where will you stay in Islamabad?
- Who will Atif invite to his birthday party?
- When will it stop raining?
- When will you finish your essay?
- Who will be in the football team next year?
- What will people wear in the future?

Review

A. Will or won't? Add 'll to the pronouns or write **won't**.

1. Joe is the fastest runner. He 'll win the race.
2. Maheen is ill and has to stay in bed. She won't be in school today.
3. It's hot today. I won't take a jacket with me.
4. Don't call me after ten o'clock tonight. I 'll be asleep.
5. You shouldn't kick that ball near the house. You 'll break a window.
6. Don't give Rahila any carrot cake. She doesn't like it, and she won't eat it.
7. Anwaar hurt his knee. He won't play in the football match tomorrow.
8. Don't climb that tree. It's dangerous. One day you 'll slip and fall.
9. The Panthers are playing badly this year. They won't win many matches.
10. Ben and Joe are hiking in the mountains today. They 'll be tired tonight.

B. What do you think? Read these questions about life in the year 2060, and answer them using **Yes, they will** or **No, they won't**.

1. In 2060, will robots do housework for people? _____
2. Will children go to school? _____
3. Will people drive cars? _____
4. Will people go on holiday in space? _____
5. Will people live on the moon? _____
6. Will people live on other planets? _____

Unit 5 Tag questions

Structures

Tag questions with **isn't**,
aren't, **wasn't**, **weren't**,
don't, **doesn't**, **didn't**,
hasn't, **haven't**

Tag questions with
auxiliary verbs

Answering tag questions

Sample language

You're twins, aren't you?
That's a big dog, isn't it?
You were ill yesterday, weren't you?
Ben's story was the best, wasn't it?
You like dogs, don't you?
Joe plays football, doesn't he?
They went to the zoo, didn't they?
You've got a white cat, haven't you?
Joe can run fast, can't he?
Yes, I am. Yes, she is.
Yes, he does. Yes, we should.

Key vocabulary

twins, story, cook, team,
cousin, lock,

Page 33

First look at each picture and ask students questions without tags. (*Is it a big dog? Are they twins? Can Joe run fast? Is it going to rain?*) and elicit short answers (*Yes, it is. Yes, we are. Yes, he can. Yes, it is.*) Then explain that in each picture the questions are asked in another way. Say the questions one at a time and ask students to repeat. Explain that we use tags when we think we are right and that the person we are speaking to will agree with us. Then divide the class in half and have half the class say the question after you and the other half say the answer.

Page 34

A. Complete these questions using tag questions from the box.

This activity focuses on tag questions with the verb *to be* in the simple present. You may want to go through the different tag questions before students complete the questions. Students can check answers orally in pairs.

B. Complete these questions using tag questions from the box.

This activity focuses on tag questions with the verb *to be* in the simple past. You may want to go through the different tag questions before students complete the questions. Students can check answers orally in pairs.

Page 35

C. Write **don't** or **doesn't**.

This activity focuses on tag questions where the main verb is not *to be*. Students complete the tag questions with the verb *to be* in the present simple. Students can check answers orally in pairs.

D. Write tag questions using **didn't**.

This activity focuses on tag questions where the main verb is not *to be*. Students complete the tag questions with the verb *to be* in the past simple. Students can check answers orally in pairs.

E. Write *hasn't* or *haven't*.

This activity focuses on tag questions after *have got*. Students complete the tag questions with the verb *to have* in the present simple. Students can check answers orally in pairs.

Page 36

F. Complete this table. Then rewrite the sentences with tag questions.

In this activity, students practise the more difficult skill of forming tag questions using the auxiliary verb. Students first complete the table, which requires them to identify the auxiliary verb and then form a tag question. They can then refer to the completed table to write the sentences with tag questions.

Page 37

G. Read A's questions, and then complete B's answers.

This activity focuses on positive responses to tag questions with the verb *to be* in the present simple. Students read the questions and write positive responses. Check answers by saying the question and asking students to give a positive response.

H. Read A's questions, and then complete B's answers.

This activity focuses on positive responses to tag questions with the verb *to be* in the present simple. Students read the questions and write positive responses. Check answers by saying the question and asking students to give a positive response.

I. Write "Yes" answers.

This activity focuses on positive responses to tag questions with auxiliary verbs. Students read the questions and write positive responses. Check answers by saying the question and asking students to give a positive response.

Page 38 Review

A. Write tag questions.

Students have to examine the main verb to decide what is the appropriate verb to use in the tags.

B. Complete the "Yes" answers.

Students complete positive responses to the tag questions, choosing the appropriate verb.

C. Work with a friend. Write down three things about your friend that you know are true. (For example, *He's got a sister.* or *She likes maths.*) Then ask questions. Your friend will answer. First look at the example below.

Read the task to the students and then examine the example with them. (*You like maths, don't you? Yes, I do.*) You could ask a few more simple tag questions to individual students. Students work in pairs and first write down three things they know to be true about their partner. They then ask their partner tag questions which their partner responds to.

Tag questions

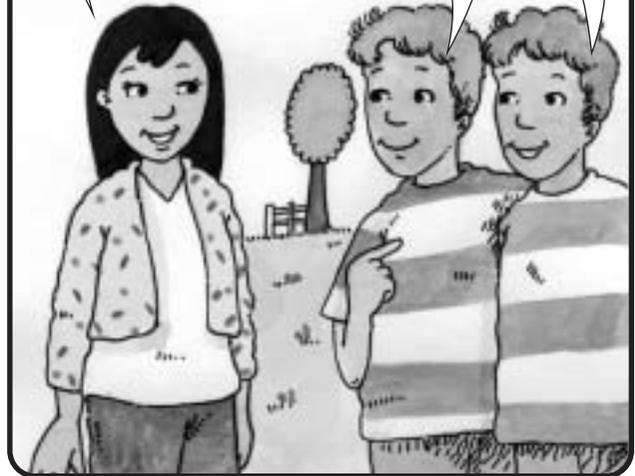
That's a big dog, isn't it?

Yes, it is.



You're twins, aren't you?

Yes, we are.



Joe can run fast, can't he?

Yes, he can.



It's going to rain, isn't it?

Yes, it is.



In this unit we look at tag questions and how to use them.
*You're twins, **aren't you?** That's a big dog, **isn't it?***





Tag questions

When we are talking to people, we often put two words at the end of a sentence to make a question. These are called **tag questions**.

*You're Joe, **aren't you?** Katie is a good cook, **isn't she?***

We use tag questions when we think that we are right and that the person we are speaking to will agree with us.

A: You're Joe, aren't you?

*B: **Yes, I am.***

A: Katie is a good cook, isn't she?

*B: **Yes, she is.***

For sentences where the main verb is **to be**, we make tag questions using the verb **to be + not + subject pronoun**.

aren't you = are + not + you

isn't she = is + not + she

For sentences where the subject is **it, this** or **that**, we use **it** in the tag question.

*It's cold today, isn't it? **This** is a nice house, isn't it? **That's** a big dog, isn't it?*

A. Complete these questions using tag questions from the box.

isn't it? aren't we? isn't it? aren't you? ~~isn't he?~~ isn't it?

1. Joe is eleven, isn't he?
2. You are Ben's sister, aren't you?
3. It is hot today, isn't it?
4. We are late, aren't we?
5. This is Anna's ruler, isn't it?
6. That's Dave's new bike, isn't it?



For sentences in the past simple tense, we use **weren't** and **wasn't**.

*You were ill yesterday, **weren't you?***

*Ben's story was the best, **wasn't it?***

B. Complete these questions using tag questions from the box.

weren't they? ~~wasn't it?~~ weren't you? wasn't it? wasn't he?

1. It was windy yesterday, wasn't it?
2. Anna and Katie were at the party, weren't they?
3. That was a hard test, wasn't it?
4. You were late this morning, weren't you?
5. Joe was ill yesterday, wasn't he?

Tag questions with *don't* and *doesn't*

For sentences where the main verb is not **to be**, we make tag questions using **don't** or **doesn't**.

*You like dogs, **don't you?***

*Joe plays football, **doesn't he?***

**C. Write *don't* or *doesn't*.**

1. Your aunt lives in England, doesn't she?
2. You live near the park, don't you?
3. Anna dances very well, doesn't she?
4. You know my cousin Taira, don't you?

Tag questions with *didn't*

For sentences in the past simple tense where the main verb is not **to be**, we use **didn't**.

*You bought a present for Katie, **didn't you?***

*They went to the zoo, **didn't they?***

D. Write tag questions using *didn't*.

1. They ate in a restaurant last night, didn't they?
2. Ben took the bus to school this morning, didn't he?
3. You got some milk at the shop, didn't you?
4. Katie worked hard today, didn't she?
5. The library closed at four o'clock, didn't it?
6. Joe and Ben went to the cinema, didn't they?

Tag questions with *hasn't* and *haven't*

For sentences with **have got** or **has got**, we use **haven't** or **hasn't**.

*You've got a white cat, **haven't you?***

*Mr Mohsin has got a big car, **hasn't he?***

E. Write *hasn't* or *haven't*.

1. Mr and Mrs Wasim have got a nice house, haven't they?
2. Joe has got a sister, hasn't he?
3. You've got a new camera, haven't you?
4. That girl has got very long hair, hasn't she?



Tag questions with auxiliary verbs

Sometimes a sentence has a main verb and an auxiliary verb.
The auxiliary verb comes before the main verb.

AUXILIARY MAIN

You **are** coming with us.

AUXILIARY MAIN

Joe **can** run fast.

With these sentences, we make tag questions using the auxiliary verb.

You **are** coming with us, **aren't** you?

Joe **can** run fast, **can't** he?

F. Complete this table. Then rewrite the sentences with tag questions.

SENTENCE	AUXILIARY VERB	TAG QUESTION
1. Sally is reading.	is	<u>isn't she?</u>
2. We are having fish for dinner.	are	aren't we?
3. You will call me tomorrow.	<u>will</u>	won't you?
4. You can sing.	<u>can</u>	can't you?
5. Ben should be here now.	should	<u>shouldn't he?</u>

- Sally is reading, isn't she?
- We are having fish for dinner, aren't we?
- You will call me tomorrow, won't you?
- You can sing, can't you?
- Ben should be here now, shouldn't he?



Answering tag questions

When we want to agree with a tag question, we can give a short answer with **Yes + subject pronoun + verb**.

When the main verb is a form of **to be**, we use a form of **to be** in the answer.

A: *Katie **is** a good cook, isn't she?* B: Yes, *she **is**.*

When the subject of the tag question is **you** (singular), we use **I** in the answer.

A: ***You're** Anna's cousin, aren't you?* B: Yes, ***I am**.*

G. Read A's questions, and then complete B's answers.

- | | |
|---|------------------------|
| 1. A: You're in the netball team, aren't you? | B: Yes, <u>I am.</u> |
| 2. A: That's your house, isn't it? | B: Yes, <u>it is.</u> |
| 3. A: Nimra is a nice girl, isn't she? | B: Yes, <u>she is.</u> |
| 4. A: It was cold last night, wasn't it? | B: Yes, <u>it was.</u> |

When the tag question has **don't**, **doesn't**, or **didn't**, we use **do**, **does**, or **did** in the answer.

A: *You ride your bike to school, **don't** you?* B: Yes, *I **do**.*

A: *Mr Wasim plays tennis, **doesn't** he?* B: Yes, *he **does**.*

A: *You fed the dog, **didn't** you?* B: Yes, *I **did**.*

H. Read A's questions, and then complete B's answers.

- | | |
|---|-------------------------|
| 1. A: They sing very well, don't they? | B: Yes, <u>they do.</u> |
| 2. A: Joe plays football on Sunday, doesn't he? | B: Yes, <u>he does.</u> |
| 3. A: You locked the door, didn't you? | B: Yes, <u>I did.</u> |
| 4. A: Katie wrote a good story, didn't she? | B: Yes, <u>she did.</u> |

To give a "Yes" answer, we use the same auxiliary verb as in the tag question.

*You can swim, **can't** you? Yes, I **can**.*

*Anna and Tim are sitting together, **aren't** they? Yes, they **are**.*

*We should go home now, **shouldn't** we? Yes, we **should**.*

I. Write "Yes" answers.

- | | |
|--|---------------------------|
| 1. A: You'll be home tonight, won't you? | B: <u>Yes, I will.</u> |
| 2. A: We should leave soon, shouldn't we? | B: <u>Yes, we should.</u> |
| 3. A: Lubna can draw very well, can't she? | B: <u>Yes, she can.</u> |
| 4. A: Katie and Anna are watching TV, aren't they? | B: <u>Yes, they are.</u> |

Review

A. Write tag questions.

1. You'll come to my party, won't you?
2. We are having dinner with Grandmother, aren't we?
3. This room is dirty, isn't it?
4. It's raining, isn't it?
5. Ben went to the dentist, didn't he?

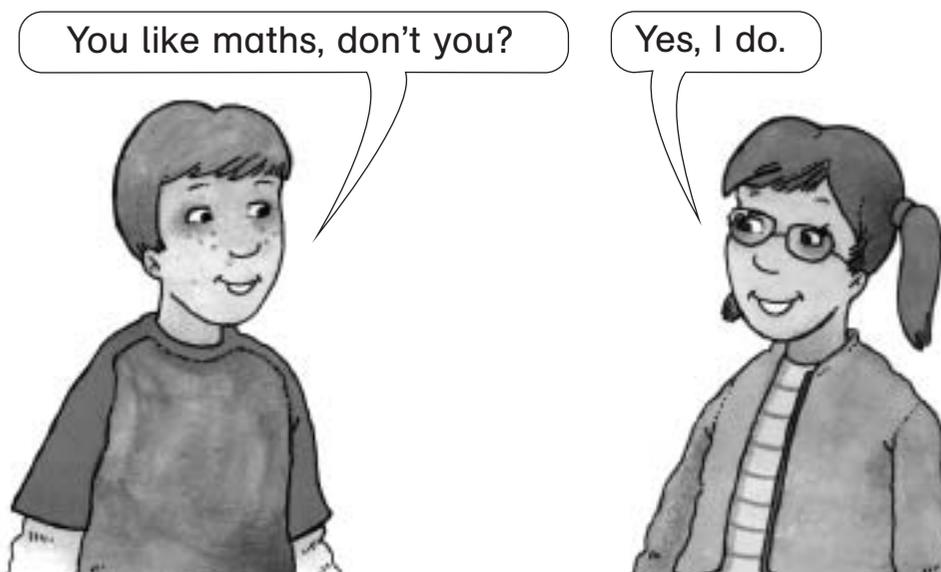
B. Complete the "Yes" answers.

- | | |
|---|---------------------------|
| 1. A: Ben and Joe were late, weren't they? | B: Yes, <u>they were.</u> |
| 2. A: Max is coming to the party, isn't he? | B: Yes, <u>he is.</u> |
| 3. A: The film was funny, wasn't it? | B: Yes, <u>it was.</u> |
| 4. A: The students worked hard, didn't they? | B: Yes, <u>they did.</u> |
| 5. A: You'll bring the tickets, won't you? | B: Yes, <u>I will.</u> |
| 6. A: Your mother will drive us to the pool, won't she? | B: Yes, <u>she will.</u> |
| 7. A: Our bus leaves at two o'clock, doesn't it? | B: Yes, <u>it does.</u> |
| 8. A: You like chocolate, don't you? | B: Yes, <u>I do.</u> |

C. Work with a friend. Write down three things about your friend that you know are true. (For example, *He's got a sister.* or *She likes maths.*)

1. _____
2. _____
3. _____

Then ask questions. Your friend will answer. First look at the example below.



Test 1

A. Write **Which one** or **Which ones**.

1. Both these films are good. _____ do you want to see?
2. We need some balloons for the party. _____ do you like best?
3. They are both good teams. _____ do you think will win?
4. We have time to go on one more ride. _____ do you want to go on?
5. They have cream biscuits and plain biscuits. _____ should we buy?

B. Write short answers using **one** or **ones** and the adjective at the right.

1. Which dog do you like best? _____ **white**
2. Which balloons do you want? _____ **red**
3. Which flowers did she buy? _____ **pink**
4. Which table did they sit at? _____ **round**
5. Which bus goes to your school? _____ **yellow**

C. Complete the sentences with **someone**, **anyone**, **everyone** or **no one**.

1. Let's have a party and invite _____!
2. I waited for Susie at the bus stop, but _____ got off the bus.
3. I don't know who did it, but _____ broke my favourite cup.
4. Did you see _____ hide my keys?
5. It was half past nine and there wasn't _____ in the playground.
_____ was in class.
6. _____ came to the party at two o'clock, but then _____ arrived together at two fifteen.
7. At first I couldn't see _____ at the beach, but then I noticed _____ swimming.
8. We'll need a lot of food for the team because _____ will be hungry.
9. I write in my diary every day, but I don't show it to _____
10. There's _____ at the front door. Can you answer it, please?
11. _____ wants to listen to that music, so can you turn it off, please?
12. Our teacher was happy because _____ in the class passed the test.

D. Complete the sentences using **to** and phrases from the box.

find someone's number cut paper wash the dog make some soup
buy bread play football chop these onions ask him to pick her up
find the capital city of Spain lock the door

1. You use scissors _____
2. He went to the bakery _____
3. They went to the park _____
4. You use a phone book _____
5. Anna used dog shampoo _____
6. I need a knife _____
7. Raania phoned her father _____
8. Razi bought some vegetables _____
9. Use this key _____
10. Let's look in the atlas _____

E. Add 'll to the pronouns or write **won't**.

1. It's cold outside. You _____ need a coat.
2. I'm sorry I forgot your birthday. I _____ forget next year!
3. Don't come to our house before two o'clock. We _____ be home.
4. This is a great book. You _____ enjoy it.
5. Saba isn't feeling well, so she _____ play netball this afternoon.

F. Complete the questions using tag questions from the box.

doesn't she didn't they wasn't it don't you aren't they

1. Nadir and Nasir are twins, _____?
2. That was a great film, _____?
3. Katie sings very well, _____?
4. They played netball yesterday, _____?
5. You like chocolate, _____?

G. Read A's questions and then complete B's answers.

- | | |
|--|---------------|
| 1. A: It's very hot today, isn't it? | B: Yes, _____ |
| 2. A: You go to my school, don't you? | B: Yes, _____ |
| 3. A: You'll come to my party, won't you? | B: Yes, _____ |
| 4. A: Joe and Ben went to the playground, didn't they? | B: Yes, _____ |
| 5. A: Katie and Anna can play on Saturday, can't they? | B: Yes, _____ |

Unit 6 Might

Structures

Might for possibility

Might for future possibilities

Might not

Sample language

It might be Ben.

She might be ill.

We might go bowling.

I might not come to the cinema with you this afternoon.

Key vocabulary

ill, lost, thirsty, cold, hungry, lion, leopard, tiger, snake, frog, lizard, skateboard, curtain, wardrobe, laundry basket, toy box, wake, cut, slip

Page 39

Ask students to look at the four pictures. Explain that Katie and her mother can see someone at the door but they don't know who it is. They think it is probably one of Katie's friends but they are not sure which one. Katie tries to guess who it is. Say the question (*Who is at the door?*) and ask students to repeat after you. Then say Katie's reply (*It might be Anna.*) and ask students to repeat after you. Repeat this procedure for the second and third pictures

Page 40

A. Complete these sentences using **might be** and an adjective from the box. The focus of this activity is on the use of *might be* to express a possibility. Read the example to the students and ask *Does mother know for sure that father is thirsty?* (No.) Students then complete each sentence with *might be* and an adjective from the box.

B. Can you guess what these two animals are? First write sentences using **It might be** and the names of animals from below. Then turn to page 44 to find out what they *really* are!

Students look at the two photographs and write questions beginning *It might be* and the names of animals illustrated at the bottom of the page. There are three possible answers for each. The correct answer is on page 44.

Page 41

C. Help Joe to find his skateboard. Write sentences using **It might be**. Use phrases and words from the two boxes.

Students write down their guesses about where the skateboard is, using the prepositions and nouns in the boxes to help them.

Page 42

D. Answer the question. Write sentences using **We might go to** and the names of the places in the pictures.

This activity focuses on the use of *might* to express possible plans. The students practise the structure *might go to*.

E. Write two answers to each question using these words, with I might.

This activity focuses on the use of *might* to talk about options. To answer each question, students use the words to make two sentences describing two possible future actions.

Page 43

F. Complete these sentences using might and the verbs in the box.

In this activity the focus is on the use of *might* to warn of possible accidents or other problems. Students complete each sentence with *might* and the correct verb from the box.

G. Complete these sentences using might not and the verbs in the box.

This activity focuses on the negative structure *might not*. Students complete the sentences by writing *might not* followed by the appropriate verb from the box.

H. Rewrite these sentences using might instead of will.

This activity demonstrates the contrast between the use of *will* to express definite plans and *might* to express possible plans. Draw student's attention to the headings (1 % sure and 5 % sure) and ask them to rewrite the sentences to express uncertainty.

Page 44 Review

A. Put the words in the correct order.

Students practise writing sentences with *might* by putting the words in the correct order.

B. Complete these sentences using might and the verbs in the box.

This activity reinforces meaning and word order for sentences with *might*.

C. What are you going to do at the weekend? Write four sentences, beginning with I might.

Students write sentences about their own possible plans for the weekend, beginning with *I might*.



In this unit we look at using **might** to express things that are possibly true.
*It **might** be Anna. It **might** be Ben.*





might

We use **might** before a verb when we think that something is possibly true but we are not sure that it is true.

*Anna didn't come to school this morning. She **might** be ill.*

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

lost ~~thirsty~~ cold hungry

1. Your father is working in the garden. Take this glass of water to him. He might be thirsty.
2. Katie is studying. I'll take these biscuits to her. She might be hungry.
3. Ben is only wearing a T-shirt. Give this jacket to him. He might be cold.
4. Where's Anna? She should be here now. She might be lost.

B. Can you guess what these two animals are? First write sentences using **It might be and the names of animals from below. Then turn to page 44 to find out what they *really* are!**



What is this?

It might be a lion.
It might be a leopard.
It might be a tiger.



What is this?

It might be a snake.
It might be a frog.
It might be a lizard.



a snake



a leopard



a tiger



a frog



~~a lion~~



a lizard

C. Help Joe to find his skateboard. Write sentences using **It might be**. Use phrases and words from the two boxes.



under in ~~behind~~ in in

~~curtain~~ bed wardrobe laundry basket toy box

1. It might be behind the curtain.
2. It might be under the bed.
3. It might be in the wardrobe.
4. It might be in the laundry basket.
5. It might be in the toy box.

might for the future

We can use **might** to talk about future possibilities.

A: *Where are you going tonight?*

B: *We **might** go to the cinema. We **might** go bowling.*

D. Answer the question. Write sentences using **We might go to and the names of the places in the pictures.**

Where are you going on holiday?



Switzerland



Hong Kong



Thailand



Italy



France

1. We might go to Switzerland.
2. We might go to Hong Kong.
3. We might go to Thailand.
4. We might go to Italy.
5. We might go to France.

E. Write two answers to each question using these words, with **I might.**

1. Where are you going after school?

I > go > library

I might go to the library.

I > go > park

I might go to the park.

2. What are you doing tomorrow?

I > visit > my cousins

I might visit my cousins.

I > watch > a DVD

I might watch a DVD.

3. Who are you going to send this postcard to?

I > send it > Grandmother

I might send it to Grandmother.

I > send it > Auntie Rehana

I might send it to Auntie Rehana.

4. When are you going to finish your homework?

I > finish it > tonight

I might finish it tonight.

I > finish it > tomorrow

I might finish it tomorrow.

F. Complete these sentences using **might and the verbs in the box.**

wake up cut ~~slip~~ rain take

1. Don't run next to the swimming pool. You might slip and fall.
2. I'll take an umbrella with me. It might rain today.
3. Be careful with that knife. You might cut your finger.
4. Don't leave your bag on that table. Someone might take it.
5. Be quiet! You might wake up your little sister.

might not

We use **might not** before a verb to say that something possibly will not happen.

*I **might not come** to the cinema with you this afternoon. I don't feel well today.*

G. Complete these sentences using **might not and the verbs in the box.**

like be ~~come~~ finish play

1. Azka might not come to the park with us. She has to help her mother today.
2. I might not finish my homework tonight. I'm having dinner with my grandparents.
3. *The House on the Hill* is a horror film. You might not like it.
4. I might not play football on Saturday. I hurt my knee last week.
5. Katie felt ill today and she went home early. She might not be in school tomorrow.

H. Rewrite these sentences using **might instead of **will**.**

100% SURE (WILL)

50% SURE (MIGHT)

- | | |
|--------------------------------------|---|
| 1. We will go swimming today. | <u>We might go swimming today.</u> |
| 2. I will not be in school tomorrow. | <u>I might not be in school tomorrow.</u> |
| 3. It will be hot tomorrow. | <u>It might be hot tomorrow.</u> |
| 4. Mother will not let us watch TV. | <u>Mother might not let us watch TV.</u> |
| 5. We will miss the bus. | <u>We might miss the bus.</u> |

Review

A. Put the words in the correct order.

1. It / be / tomorrow / cold / might
2. to / the / might / We / go / beach
3. might / She / be / bedroom / in / her
4. might / be / at / They / supermarket / the
5. come / might / to / I / not / party / your

It might be cold tomorrow.
We might go to the beach.
She might be in her bedroom.
They might be at the supermarket.
I might not come to your party.

B. Complete these sentences using **might** and the verbs in the box.

go ~~be~~ read drop scratch

1. Take an apple with you. You might be hungry later.
2. Carry that bowl carefully. You might drop it.
3. Don't throw away the newspaper. I might read it later.
4. I feel very tired. I might go to bed early tonight.
5. Don't pull the cat's tail. The cat might scratch you.

C. What are you going to do at the weekend? Write four sentences, beginning with **I might**.

1. _____
2. _____
3. _____
4. _____

Answers to Exercise B on page 40.



1. It's a tiger.



2. It's a frog.

Unit 7 Gerunds

Structures

Gerunds
Gerunds after verbs
Good at with gerunds
Go with gerunds

Sample language

Ice skating is fun.
She enjoys reading.
I love riding my bike by the river.
Do you like dancing?
I don't like studying late at night.
He's good at telling jokes.
Every winter, my family and I go skiing in the mountains.

Key vocabulary

ice skating, swimming, reading, skateboarding, making, fishing, skiing, collecting, shopping, listening, painting, learning, sewing, riding, singing, studying, sightseeing, surfing, telling jokes, model ships, stamps, coins, the Internet

Page 45

Look at the photos with the class and ask students what activities are shown in each photo (*ice skating, swimming, reading, skateboarding, making model ships, fishing*). Say the sentences and ask students to repeat after you. Point out that all the names of many activities end in *ing*. Tell them that nouns formed by adding *ing* to the verb are called *gerunds*.

Page 46

A. Complete these sentences using gerunds of the verbs at the right.

Students add *ing* to the verbs in the box to make gerunds and then complete the sentences by inserting the appropriate gerund in the subject position.

B. Write the gerunds of these verbs.

Before setting this task, take students through the spelling rules for gerunds in the box above.

Page 47

C. Complete these sentences using the gerunds of the verbs in the box.

Students form gerunds from the verbs in the box and insert the gerunds in the object position in the sentences.

D. Complete these sentences using **I don't like** and the gerunds of the verbs in the box.

This activity provides practice in the use of gerunds in the object position in negative sentences. Students write *I don't like* followed by a gerund formed from the verbs in the box.

Page 48

E. Look at the pictures. Then complete the sentences using gerunds.

Using the illustrations as cues, student form gerunds to name leisure activities and hobbies.

Page 49

F. Complete these sentences using **is good at** and the gerunds of the verbs in the box.

The focus of this activity is the use of *good at* + gerund to say someone does something well. After checking their answers in pairs, students could tell each other what they are good at using gerunds (for example, *I am good at running.*)

G. Complete these sentences using the gerunds of the verbs in the box.

The focus of this activity is the use of *go* + gerund for some activities. Students complete the sentence using a gerund formed from the words in the box.

Page 50 Review

A. Complete these sentences using gerunds.

Students form gerunds that match the picture cues. In this activity they are not given the words from which to form the gerund but all words needed to complete this activity have been introduced earlier in the unit.

B. Answer these questions about yourself. Write **Yes, I do**, **No, I don't**, **Yes, I am**, or **No, I'm not**.

Students answer questions, which all contain gerunds, about themselves. Before they start, point out that the verb used in the question determines whether they will use the verb to be or to do in their answer.

C. Now write six different questions beginning with **Do you like** or **Are you good at**. Use gerunds. Then talk to a friend and ask those questions.

Students write their own questions which they then ask their partner. Point out that they can use the questions in activity B as model for their own questions but that they must think of different questions using different gerunds.



In this unit we look at gerunds and how to use them.
Ice skating is fun. She enjoys reading.



Gerunds

A gerund is a form of a verb. It is made up of the verb + **ing**. Gerunds can be used as nouns. We use them in the names of many sports, hobbies, and other activities. For example: **swimming, reading, shopping, ice skating, making model ships**.

We can use a gerund as the subject of a sentence.

Swimming is good exercise.

G

A. Complete these sentences using gerunds of the verbs at the right.

1. Listening to music is a good way to relax. **listen**
2. Collecting stamps is an interesting hobby. **collect**
3. Fishing is fun. **fish**
4. Painting is my favourite hobby. **paint**
5. Skateboarding can be dangerous. **skateboard**
6. Learning English isn't easy. **learn**



Some spelling rules for gerunds

- For verbs that end in a consonant + **e**: take away the **e** and add **ing**.
skate ➤ **skating**
- For verbs that end in a single vowel and a single consonant: double the consonant and add **ing**.
swim ➤ **swimming**
- For verbs that end in a **y** or **w**: just add **ing**.
play ➤ **playing** *sew* ➤ **sewing**

G

B. Write the gerunds of these verbs.

1. run running
2. sing singing
3. study studying
4. make making
5. ride riding
6. shop shopping
7. get getting
8. draw drawing

Gerunds after verbs

We can use a gerund as the object of a sentence, after a verb such as **enjoy**, **like**, or **love**.

Do you **like singing**?

She **enjoys playing** chess.

I **love riding** my bicycle by the river.

I don't **like studying** late at night.



G

C. Complete these sentences using the gerunds of the verbs in the box.

read ~~make~~ shop collect play surf draw

1. Anna likes making jewellery.
2. Joe loves playing with his dog.
3. Do you enjoy reading adventure stories?
4. Katie loves shopping at the shopping centre.
5. I like drawing pictures with my coloured pencils.
6. Do you like surfing the Internet?
7. My cousin likes collecting coins. He's got 148 coins!

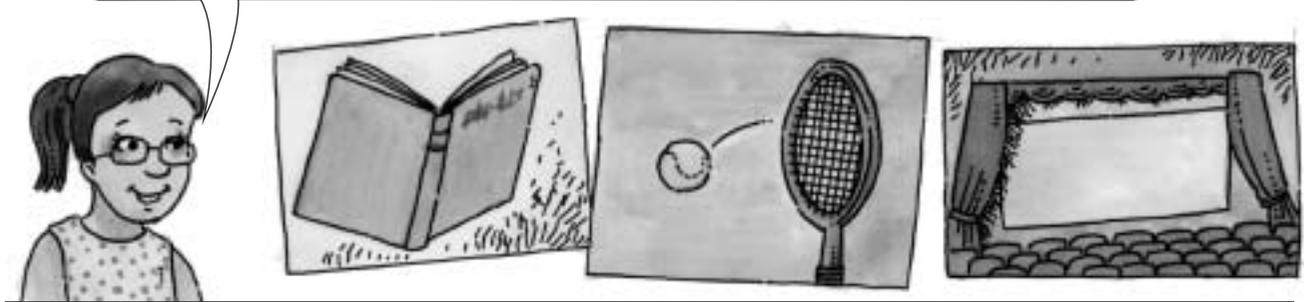
D. Complete these sentences using **I don't like** and the gerunds of the verbs in the box.

eat go tidy watch ~~get up~~

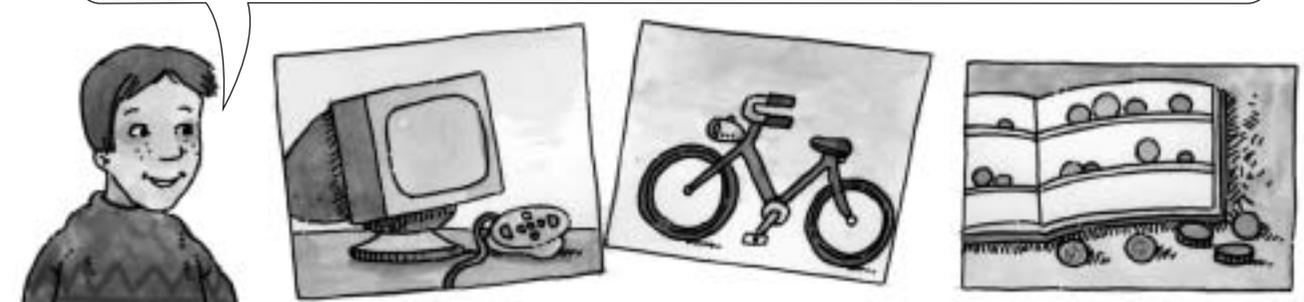
1. I don't like getting up early in the morning.
2. I don't like going to the dentist.
3. I don't like eating onions.
4. I don't like watching old films on TV.
5. I don't like tidying my room.

E. Look at the pictures. Then complete the sentences using gerunds.

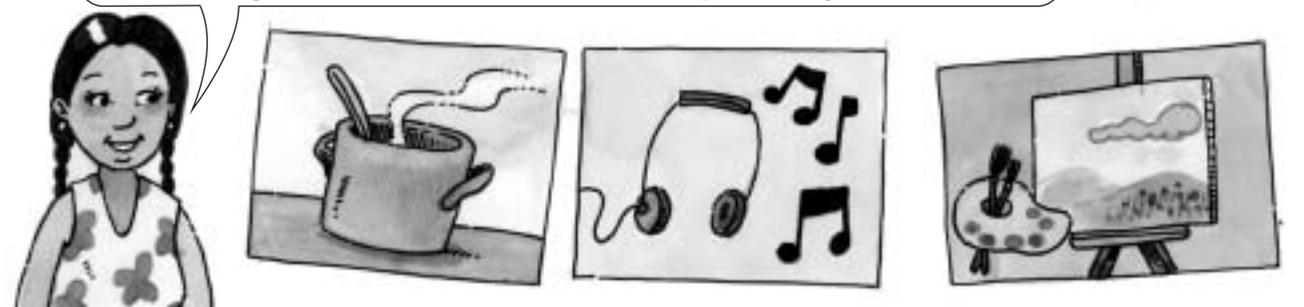
1. Hi! I'm Sophie. I live in Australia. I enjoy playing tennis, reading, and going to the cinema.



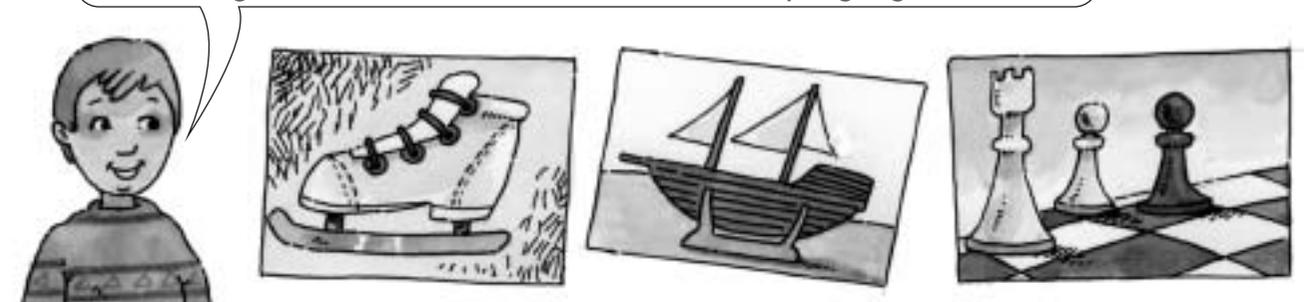
2. Hello. I'm Cameron. I live in Scotland. I like playing computer games, riding my bicycle, and collecting coins.



3. I'm Maria. I live in Brazil. My hobbies are cooking, listening to music, and painting.



4. Hi. I'm Marcus. I live in Sweden. I enjoy ice skating, making model ships, and playing chess.



good at + gerund

We can use **good at + gerund** to say that someone does something well.

*Uncle Rehman is a funny man. He is **good at telling** jokes.*



F. Complete these sentences using **is good at and the gerunds of the verbs in the box.**

paint run ~~sew~~ write cook

1. My aunt makes beautiful dresses. She is good at sewing.
2. Katie makes delicious meals. She is good at cooking.
3. Ben won the school art competition. He is good at painting.
4. Anna finished first in the race. She is good at running.
5. Joe's stories are always interesting. He is good at writing.

go + gerund

We can use **go + gerund** for some activities. We use this pattern if we have to go somewhere to do the activity. Here are six common examples:

<i>go fishing</i>	<i>go running</i>
<i>go swimming</i>	<i>go shopping</i>
<i>go skiing</i>	<i>go sightseeing</i>



G. Complete these sentences using the gerunds of the verbs in the box.

fish swim ~~ski~~ run shop sightsee

1. Every winter, my family and I go skiing in the mountains.
2. My father and I went fishing on Sunday. We caught three fish.
3. I live near the beach. In the summer, I often go swimming.
4. Joe wants to get fit. He goes running in the park every morning.
5. My mother and I went shopping this morning. We bought some new clothes.
6. London is an interesting city. We visited our cousins there, and we went sightseeing every day.

Review

A. Complete these sentences using gerunds.



1. She likes collecting dolls.



2. He enjoys playing football.



3. He's good at making model aeroplanes.



4. She loves riding her horse.

B. Answer these questions about yourself. Write **Yes, I do**, **No, I don't**, **Yes, I am**, or **No, I'm not**.

- 1. Do you like getting up early in the morning? _____
- 2. Are you good at drawing? _____
- 3. Do you like shopping? _____
- 4. Are you good at playing sports? _____
- 5. Do you like playing computer games? _____
- 6. Are you good at making things? _____

C. Now write six different questions beginning with **Do you like** or **Are you good at**. Use gerunds. Then talk to a friend and ask those questions.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Unit 8 The past continuous

Structures

Past continuous with a point in time
Questions with **What, When, Where...?**
Past continuous and past simple with **when** and **while**

Sample language

At four o'clock, I was walking home from school.
At half past three, they were playing football.
What were you doing at twelve o'clock?
Where was he going at four o'clock?
Ben was listening to his CD when the phone rang.
Where were you going when I saw you yesterday?
The phone rang while Ben was listening to his CD.

Key vocabulary

ride, fall, arrive, hurt, chop, stroke, bite, drive, start, carrot, accident, shark

Page 51

Ask students to look at all three pictures and explain that these activities are happening at the same time (that is, at four o'clock). Discuss with students that the action illustrated in the picture had been going on for some time before four o'clock. Say the sentences and ask students to repeat them after you. Draw student's attention to the form the verb takes and tell them this is called the past continuous tense. Explain that we use the past continuous to talk about past actions that continued for some time.

Page 52

A. Look at what Anna did before school. Then complete the sentences.

Ask students to look at the four pictures. Tell them that each activity happened during the period of time printed below the picture. (We don't know how long Anna has been sleeping but she probably went to sleep sometime in the evening before.) Then read sentence 1 to student and emphasise the time phrase. Students then complete the rest of the sentences.

B. Circle **was** or **were**.

This activity focuses on the use of past singular and plural form of the verb *to be*. Students circle the correct form.

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

Before students begin this activity, discuss with them the spelling rules above. Students then complete the activity taking care to use the correct form of the verb *to be* and the correct spelling of the present participle.

Page 53

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

This activity focuses on word order for questions beginning with *wh-* words (*where, what, who*, etc.). Before students complete the activity, you may need to review word order by referring to the grammar box at the top of the page.

E. Use the words to write questions and answers.

Students construct sentences beginning with *where* and *what*. The correct word order is given in the cues but students must decide on the correct form of the past continuous (that is, singular or plural form, and correct spelling of the participle).

Page 54

F. Put the verbs into the past continuous or past simple tenses.

As this activity is quite challenging, you may want to spend some time reviewing the grammar before students complete it. Discuss with them the picture in the grammar box at the top of the page. Ask them to identify which action happened first (listening to a CD) and ask whether Ben was still doing this when the phone rang. Then say the sentence *Ben was listening to his CD when the phone rang*. Ask students to repeat the sentence after you. Read question 1 to the students and ask *Which action happened first?* Then say the sentence *I was riding my bike when I fell onto the road*. Ask students to complete the rest of the sentences using the verbs in the box in the correct tense.

G. Which action started first? In each sentence, put **1** above the action that started first, and **2** above the action that happened next.

This activity focuses on the position of *when* in front of the past simple clause and demonstrates how this clause can be placed either before or after the past continuous clause. Students read the sentences and indicate which action happened first and which happened next by placing *1* or *2* above the clauses.

Page 55

H. Use the words to write questions and answers. Use the correct verb tenses.

This activity focuses on questions containing both past simple and past continuous. Students write sentences using the cues given and making sure they use the correct tense and the correct singular or plural form of the past continuous.

I. Put the verbs into the past continuous or past simple tenses.

This activity focuses on the position of *while* in front of the past continuous clause. Read question 1 to the students and ask them to repeat it after you. Students then complete the sentences using the verbs in the box.

Page 56 Review

A. What were they doing when the storm started? Look at the pictures and then use the words to write sentences.

Students complete the sentences using the past continuous of the verb given in the cues below the pictures.

B. Correct the mistakes in these sentences.

Students cross out the incorrect grammar and rewrite the sentences correctly.

C. Talk to a friend. Ask these questions, and then complete the sentences.

Students work in pairs. Taking it in turns, students ask their partners the questions and write down their answers.

The past continuous

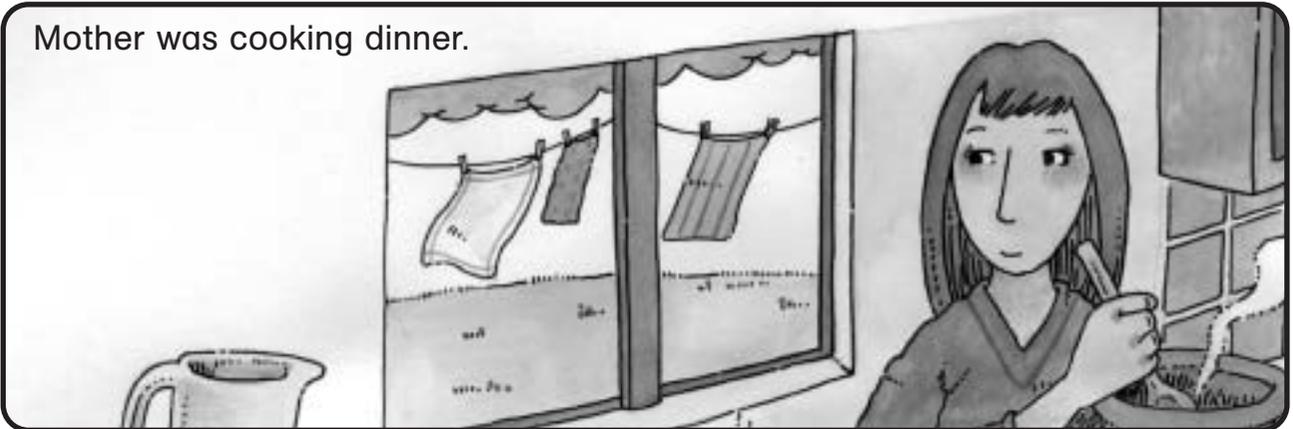
At four o'clock, I was walking home from school.



Ben and Joe were playing football.



Mother was cooking dinner.



In this unit we look at the past continuous tense (**was/were + verb + ing**). We use the past continuous to talk about an action that continued for some time in the past.

At **four o'clock**, I **was walking** home from school.



The past continuous

We make the past continuous tense by using the past simple of the verb **to be (was or were)** and adding **ing** to the main verb of the sentence.

Singular (I, you, he, she, it): *At four o'clock, I **was walking** home from school.*

Plural (we, you, they): *At half past three, they **were playing** football.*

A. Look at what Anna did before school. Then complete the sentences.



sleep
before 7:00



watch TV
7:10 to 7:30



eat breakfast
7:30 to 7:45



walk to school
8:00 to 8:20

- At quarter to seven, she was sleeping.
- At twenty past seven, she was watching TV.
- At twenty to eight, she was eating breakfast.
- At quarter past eight, she was walking to school.

B. Circle **was** or **were**.

- At twelve o'clock, we **was** / **were** eating lunch.
- At twenty past eight, he **was** / **were** reading the newspaper.
- At two o'clock, they **was** / **were** learning about birds.
- At seven o'clock, we **was** / **were** doing the washing up.

Some spelling rules

- For verbs that end in a consonant + **e**: take away the **e** and then add **ing**.
write ➤ **writing**
- For verbs that end in a single vowel and a single consonant: double the consonant and add **ing**.
get ➤ **getting**

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

- At quarter to eight, I was getting dressed. **get**
- At quarter past nine, I was writing a story. **write**
- At one o'clock, they were swimming in the pool. **swim**
- At half past four, she was baking some biscuits. **bake**



Questions

We can make questions by putting a question word (**what, where, who...**) at the beginning of a sentence and putting **was** or **were** before the subject of the question. For example:

What were you doing at twelve o'clock?

Where was he going at four o'clock?

We can also use other ways to talk about points in time. For example:

Who were you sitting with at **lunchtime**?

Where were you living in **2004**?

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

1. talking to / Who / after school / you / were
Who were you talking to after school ?
2. she / yesterday / What / wearing / was
What was she wearing yesterday? ?
3. was / on Sunday morning / What / he / doing
What was he doing on Sunday morning? ?
4. they / What / were / during the lesson / laughing at
What were they laughing at during the lesson? ?

E. Use the words to write questions and answers.

1. where ► you ► live ► two years ago
Where were you living two years ago ?
 I ► live ► in England
I was living in England.
2. what ► you ► wear ► yesterday
What were you wearing yesterday ?
 I ► wear ► jeans and a red T-shirt
I was wearing jeans and a red T-shirt.
3. what ► they ► doing ► at half past three
What were they doing at half past three ?
 they ► wait ► for the school bus
They were waiting for the school bus.
4. what ► you ► doing ► on Sunday afternoon
What were you doing on Sunday afternoon ?
 I ► visit ► my grandparents
I was visiting my grandparents.

The past continuous with the past simple

We can talk about two past actions in one sentence. When one action started and continued for a time and then another action happened, we can use a past continuous verb and a past simple verb in the same sentence. The “past simple” part of the sentence begins with **when**. For example:
*Ben **was listening** to his CD **when** the phone **rang**.*

We use the past continuous tense for the action that started first. Ben started to listen to his CD first, and then the phone rang.

**F. Put the verbs into the past continuous or past simple tenses.**

- I was riding my bicycle when I fell onto the road. **ride, fall**
- We were eating dinner when Joe arrived. **eat, arrive**
- Rob was playing football when he hurt his knee. **play, hurt**
- The students were talking when Mr Ahmed came in. **talk, come**
- She was chopping carrots when she cut her finger. **chop, cut**

We can also put the “when” part of the sentence first. For example:
***When** the phone **rang**, Ben **was listening** to his CD.*

The meaning stays the same. Ben started to listen to his CD first, and then the phone rang. If we write a sentence like this, we put a comma after the “when” part of the sentence.

G. Which action started first? In each sentence, put 1 above the action that started first, and 2 above the action that happened next.

- When Sam ² **called**, I ¹ **was taking** a shower.
- Murray ¹ **was waiting** for me when I ² **arrived**.
- I ¹ **was stroking** the dog when it ² **bit** me.
- When the car ² **stopped**, we ¹ **were driving** on the motorway.
- When mother and father ² **came** home, I ¹ **was watching** TV.

Questions

We can make questions with the past continuous and the past simple together. For example:

Where were you going when I saw you yesterday? I was going to the pool.

H. Use the words to write questions and answers. Use the correct verb tenses.

- what ► you ► do ► when ► storm ► start
What were you doing when the storm started ?
 I ► walk ► home from school
I was walking home from school.
- who ► you ► talk to ► when ► I ► come in
Who were you talking to when I came in ?
 I ► talk to ► Ansar
I was talking to Ansar.
- where ► Ali ► go ► when ► he ► have ► the accident
Where was Ali going when he had the accident ?
 he ► go ► to school
He was going to school.

While

In sentences with past simple and past continuous verbs together, we can use **while** instead of **when**. But **while** goes at the start of the past continuous part of the sentence. For example:
*The phone rang **while** Ben **was listening** to his CD.*

or:

While Ben **was listening** to his CD, the phone rang.



I. Put the verbs into the past continuous or past simple tenses.

- Hunaiza hurt her arm while she was playing tennis. **hurt, play**
- I found my old doll while I was cleaning my room. **find, clean**
- While we were shopping, Rabia lost her bag. **shop, lose**
- While Rahel was swimming, he saw a shark. **swim, see**

Review

A. What were they doing when the storm started? Look at the pictures and then use the words to write sentences.



Mr Pitt ► work ► in his garden

1. Mr Pitt was working in his garden.



Sally and Kay ► play ► badminton

2. Sally and Kay were playing badminton



Father ► come ► home

3. Father was coming home



Dylan ► take ► dog for a walk

4. Dylan was taking the dog for a walk

B. Correct the mistakes in these sentences.

1. What ~~you were~~ wearing yesterday?
What were you wearing yesterday?
2. At half past seven, I was ~~have~~ breakfast.
At half past seven, I was having breakfast.
3. When the storm started, they were ~~played~~ football.
When the storm started, they were playing football.
4. I was running in the park when I was ~~falling~~ over.
I was running in the park when I fell over.

C. Talk to a friend. Ask these questions, and then complete the sentences.

1. Q: What were you doing at nine o'clock last night?
At nine o'clock last night, _____ was _____
(name of your friend)
2. Q: What were you doing at six o'clock this morning?
At six o'clock this morning, _____ was _____
3. Q: What were you doing at half past eight this morning?
At half past eight this morning, _____ was _____

Unit 9 The present perfect

Structures

Present perfect
Past participles of regular and irregular verbs
Haven't and **hasn't**
"Yes/No" questions with **Have** and **Has**
Have you ever...?

Sample language

I've baked some biscuits.
I haven't eaten anything today.
Katie hasn't finished her breakfast.
Have you brushed your teeth?
Have you ever ridden a horse?

Key vocabulary

clean, finish, bake, count,
invite, make the bed

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Ask the class to look at the first pair of pictures. Say the sentences in speech bubbles and ask students to repeat. Now ask: *When did Joe tidy his room?* Explain to the students that we don't know exactly when Joe tidied his room. We know only that he did it some time in the past. Repeat this procedure for the second and third pair of pictures. Draw attention to the form of the verb (*has/have* + past participle).

Page 58

A. Complete these sentences using **I've** and the past participles of the regular verbs in the box.

Students complete the sentences using past participles of the regular verbs in the box.

Page 59

B. Complete this table using past participles from the box.

Before students complete the table, point out that they need to memorise past participles of irregular verbs as there are many exceptions.

C. Complete these sentences using past participles from the box.

Students now use the past participles of the verbs in the table to complete the sentences.

Page 60

D. Write **haven't** or **hasn't**.

Students practise writing negative sentences in the present perfect by completing the sentences with *haven't* or *hasn't*.

E. Complete these questions using the past participles of the verbs in the box.

Students practise writing questions in the present perfect by completing the questions with the past participles of the words in the box.

Page 61

F. Complete these questions using **Have you ever** and past participles from the box.

Before completing the activity, ask students to look at the picture above. Say the question and answer in the speech bubbles and ask them to repeat after you. Point out that Ben asked *Have you ever...* This question does not imply *When* did you ride or *How often* did you ride - only *whether at any time in the past* you have ridden a horse. Read the first question to the students and ask them to repeat after you. Students then complete the rest of the activity by writing *Have you ever* and the past participle of the verbs in the box.

G. Now think about your own life. Have you ever drunk coffee? Have you ever done the other things in **F**? Answer the six questions from **F** using **Yes, I have** or **No, I haven't**.

Students answer the questions posed in activity F about events in their own lives using *Yes, I have* or *No, I haven't*.

Page 62 Review

A. Complete these sentences using the past participles of the verbs in the box. They are regular verbs.

This activity focuses on the past participle of regular verbs.

B. Complete the questions using the past participle of the verbs in the box. Then write the answers, beginning with **Yes** or **No**.

In this activity, students complete questions using both regular and irregular verbs and then write answers beginning with *Yes* or *No*.

The present perfect

Joe, have you tidied your room?



Yes, I have.



Have you done your homework?



Yes, I have.



Good! Now come into the kitchen.



I've baked some biscuits!

Thanks, Mother!



In this unit we look at how to use the present perfect tense.
I've baked some biscuits. Have you done your homework?



The present perfect

We use the present perfect to talk about something that happened in the past without saying when it happened. We often use it when we can see the result of a past action. For example:



Joe is tidying his room.



Joe **has tidied** his room.

To make the present perfect of a verb, we use **have** or **has** and the past participle of the verb.

*I **have tidied** my room. (or **I've tidied** my room.)*

*He **has tidied** his room. (or **He's tidied** his room.)*

To make the past participle of regular verbs, we add **ed**. If the verb ends in **e**, we just add **d**. If a verb ends in a **consonant + y**, we take off the **y** and add **ied**.

clean ➤ **cleaned** *invite* ➤ **invited** *tidy* ➤ **tidied**

A. Complete these sentences using **I've** and the past participles of the regular verbs in the box.

finish ~~bake~~ count invite

1. I've baked _____ a cake.

2. I've counted _____ my money. I have Rs 15.75.

3. I've invited _____ nine people to my party.

4. I've finished _____ my story. Do you want to read it?



Irregular verbs

A lot of verbs are irregular. To make the past participle of irregular verbs, we don't add **ed**.

For example:

VERB	PAST PARTICIPLE	VERB	PAST PARTICIPLE
go	gone	make	made

*Sonia isn't at home. **She's gone** to the library.*

*Look! **I've made** a birthday card for my mother.*

B. Complete this table using past participles from the box.

flown lost ~~done~~ brought broken ridden written
eaten forgotten drunk fed seen read told

IRREGULAR VERBS

VERB	PAST PARTICIPLE	VERB	PAST PARTICIPLE
do	done	forget	forgotten
lose	lost	write	written
bring	brought	see	seen
eat	eaten	tell	told
drink	drunk	break	broken
feed	fed	ride	ridden
read	read	fly	flown

C. Complete these sentences using past participles from the box.

- I've written a letter to Grandmother. Now I'll go and post it.
- Can you help me find my glasses? I've lost them.
- I've done my homework. Can I watch TV now?
- I've read the newspaper. You can have it now.
- Can you tell me your name again? I've forgotten it.
- I've brought some biscuits to school. Do you want one?
- Oh! I've broken your ruler. I'm sorry. I'll buy you a new one.
- I put a piece of cake in the refrigerator last night. It's not there now.
Somebody has eaten it!

haven't and hasn't

To make a negative sentence, we use **haven't** or **hasn't**.

(haven't = have not hasn't = has not)

*I'm hungry. I **haven't** eaten anything today.*

*Katie **hasn't** finished her breakfast.*



D. Write haven't or hasn't.

1. You haven't finished your dinner.
2. I'm very thirsty. I haven't drunk any water today.
3. Katie's room is messy. She hasn't tidied it.
4. I haven't seen *Ghosts in Space*. Is it a good film?
5. Ben is lazy. He hasn't done any work today.
6. Joe and Ben can't play football today. They haven't brought their trainers.

"Yes/No" questions

We make "Yes/No" questions by putting **have** or **has** before the pronoun.

***Have you** brushed your teeth? No, I haven't.*



E. Complete these questions using the past participles of the verbs in the box.

tell read go feed ~~write~~ meet

1. Have you written your name on your test paper?
2. Has Ben gone to the park?
3. Have you fed the dog?
4. Have you read any "Harry Potter" books?
5. Has Anna told you about her holiday?
6. Have you met my cousin Nabil?

Have you ever...?

We can use **ever** with the present perfect tense to ask someone about events and actions in his or her life. **Ever** means “**at any time**.”

G

Have you ever ridden a horse?

Yes, I have.



F. Complete these questions using **Have you ever** and past participles from the box.

flown stayed sung eaten ~~drunk~~ broken

1. Have you ever drunk coffee?
2. Have you ever flown in an aeroplane?
3. Have you ever stayed in a hotel?
4. Have you ever broken your arm or your leg?
5. Have you ever eaten spaghetti?
6. Have you ever sung in front of a lot of people?

G. Now think about your own life. Have you ever drunk coffee? Have you ever done the other things in **F**? Answer the six questions from **F** using **Yes, I have** or **No, I haven't**.

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

Question 5: _____

Question 6: _____

Review

A. Complete these sentences using the past participles of the verbs in the box. They are regular verbs.

mend lock arrive ~~watch~~ start

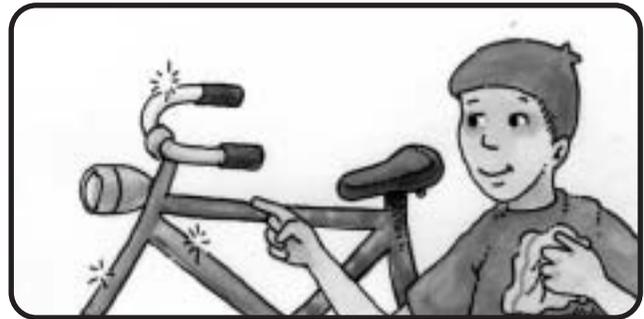
1. I've watched this DVD. Do you want to borrow it now?
2. Quick! We're late. The film has started.
3. Our train has arrived at the station. We're going to get off here.
4. I've locked the door. No one can come in now.
5. My computer wasn't working, but my father has mended it. Now I can use it again.

B. Complete these questions using the past participles of the verbs in the box and then write the answers, beginning with **Yes** or **No**.

finish ~~make~~ feed clean



1. Has she made the bed?
No, she hasn't.



2. Has he cleaned his bicycle?
Yes, he has.



3. Has he fed the dog?
No, he hasn't.



4. Has she finished her lunch?
No, she hasn't.

Unit 10 Passives

Structures

Passives in the present simple tense to talk about procedures and customs
Past participles of regular and irregular verbs

Sample language

The cows are taken into the milking shed.
The milk is taken to the processing plant.
The milk is delivered to stores and supermarkets.
The postman delivers the post every morning.
Rings are sold in the jewellery shop.
Rice is grown in China.
Hockey is played in Canada.

Key vocabulary

cow, milk, milking shed, processing plant, heat, kill, germs, cool, carton, deliver, supermarket, postman, post, gatekeeper, classroom, gardener, grass, cleaners, rubbish, lock, gate, post office, bakery, jewellery, rice, tea, bananas, coffee, oranges, hockey, cricket, baseball, football

Page 63

Explain that the pictures and text describe how milk gets from cows to shops and supermarkets. Read the text beneath the pictures to the students while they read silently with you. Say again: *The cows are taken into the milking shed.* Ask what the subject of the sentence is (the cows). Then ask: *Does the sentence tell you who takes the cows to the milking shed?* (No.) Explain that sometimes it is not necessary to say *who* performed the action because it is not as important as what the action was. When the subject is not the “doer” of the action (the person or thing that does it), the verbs are in the passive. Ask students to underline the verbs in each sentence and discuss how they are formed (*to be* + past participle). Say each sentence again and ask students to repeat after you.

Page 64

A. Complete this table of past participles. For the irregular verbs, choose past participles from the box.

In Unit 9 (Activity B page 59) students were required to complete a table of some common irregular verbs and past participles. The table in this unit includes more common verbs, including those used in the text on page 63. Students complete the list by writing the past participles of the verbs. Most of these are regular verbs so they need to add *ed*. The past participles for the irregular verbs are in the box on the right.

B. Write **is** or **are**.

The focus of this activity is on the correct form of the verb *to be*. Students complete the sentences with *is* or *are*.

Page 65

C. Write passive verbs, using **is**.

In this activity the active and passive forms are compared. Students complete the passive sentences with the passive form of the verb from the active sentence.

D. Where are these things sold? Complete the sentences using **are sold in** and the shops from the box.

Students complete the sentences with *are sold in* and then the name of the appropriate shop from the box.

Page 66

E. Where are these things grown? Complete the passive sentences, using the bold words as the subject.

Students write passive sentences beginning with the bold word from the active sentence.

F. Where are these sports played? Complete the passive sentences, using the bold words as the subject.

Students write passive sentences beginning with the bold word from the active sentence.

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G. Where are these languages spoken? Write passive sentences, using the **bold** words as the subject.

Students write passive sentences beginning with the bold word from the active sentence.

H. Where are these things worn? Write passive sentences, using the **bold** words as the subject.

Students write passive sentences beginning with the bold word from the active sentence.

Page 68 Review

A. Put the words in the correct order.

This activity focuses on word order in passive sentences.

B. Write passive sentences. Use the **bold** nouns, with **is** or **are** and the past participle.

Students form passive sentences starting with the bold noun from the active sentence followed by the passive form of the verb from the active sentence.

C. Can you name any other countries where these things are done? Write sentences using these words and the names of countries. Use the past participles of the verbs.

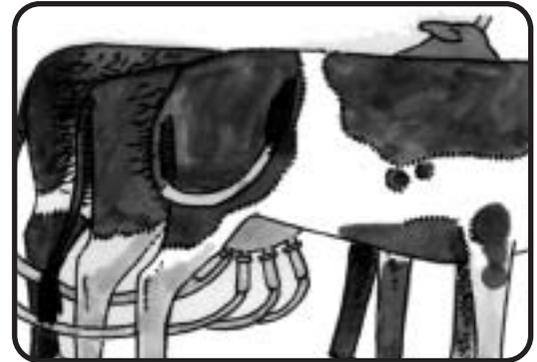
Students write passive sentences using the noun and verb given, applying their knowledge of the world to name an appropriate country.

WHERE MILK COMES FROM

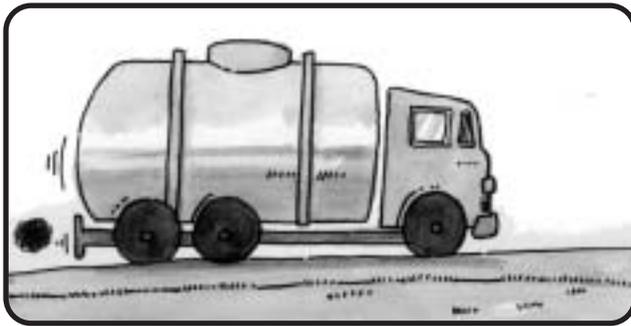
This is my school project. It's about milk.



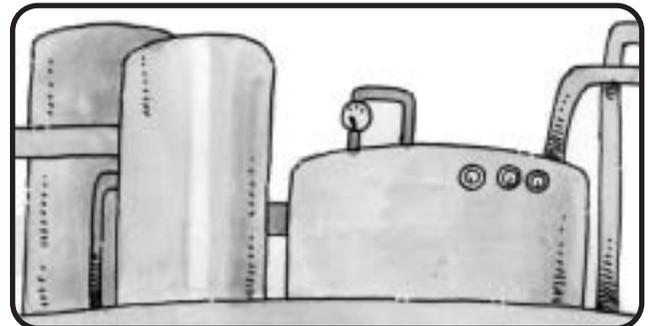
The cows are taken into the milking shed.



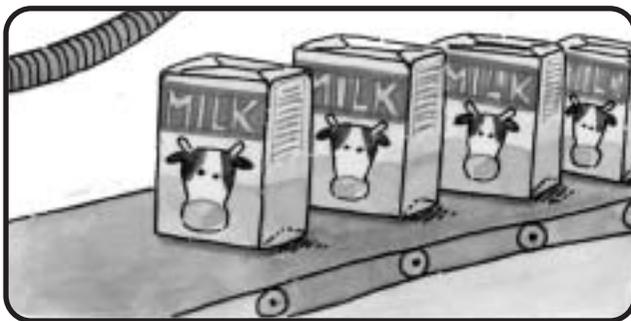
Then the cows are milked.



Next, the milk is taken to the processing plant.



The milk is heated, to kill germs. Then the milk is cooled.



The milk is put into cartons.



The milk is delivered to shops and supermarkets.

In this unit we look at how to use passives.
*The milk **is taken** to the processing plant.*
*The milk **is put** into cartons.*



Passive verbs

The farmer takes the cows into the milking shed.

The subject of this sentence is **the farmer** and the verb is **takes**. We can describe the same action with a sentence that has **the cows** as its subject. To do this, we use a **passive** verb. When we use a passive verb, we don't need to say who performs the action.



*The cows **are taken** into the milking shed.*

To make a passive verb, we use the verb **to be** with the past participle of the main verb.

SUBJECT	TO BE	PAST PARTICIPLE	
<i>The cows</i>	are	taken	<i>into the milking shed.</i>
<i>The milk</i>	is	delivered	<i>to shops and supermarkets.</i>

A. Complete this table of past participles. For the irregular verbs, use past participles from the box.

REGULAR VERBS		IRREGULAR VERBS	
VERB	PAST PARTICIPLE	VERB	PAST PARTICIPLE
deliver	delivered	take	taken
milk	milked	put	put
heat	heated	grow	grown
cool	cooled	speak	spoken
clean	cleaned	make	made
play	played	sell	sold
lock	locked	cut	cut
repair	repaired		
produce	produced		

taken	cut
grown	sold put
made	spoken

B. Write *is* or *are*.

- The cows are milked in the milking shed.
- Our classroom is heated during the winter.
- Bread is delivered to the supermarket every morning.
- The buses are cleaned every night.
- The rubbish is taken away every week.
- Books are sold in bookshops.

C. Write passive verbs, using is.

1. The postman delivers the post every morning.
The post is delivered every morning.



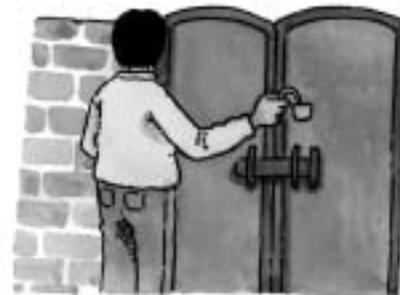
2. The caretaker cleans our classroom every afternoon.
Our classroom is cleaned every afternoon.



3. The gardener cuts the grass once a week.
The grass is cut once a week.



4. The cleaners take away the rubbish once a week.
The rubbish is taken away once a week.



5. The gatekeeper locks this gate every night.
This gate is locked every night.

D. Where are these things sold? Complete the sentences using **are sold in and the shops from the box.**

post offices toyshops bakeries bookshops ~~jewellery shop~~

1. Rings are sold in the jewellery shop.
2. Toys are sold in toyshops.
3. Books are sold in bookshops.
4. Cakes are sold in bakeries.
5. Stamps are sold in post offices.



We can use passive sentences to talk about things that happen in different parts of the world. For example: *Rice is grown in China.*

E. Where are these things grown?
Complete the passive sentences, using the **bold** words as the subject.

1. Farmers grow **tea** in Sri Lanka.
Passive: Tea is grown
in Sri Lanka.
2. Farmers grow **bananas** in Ecuador.
Passive: Bananas are grown
in Ecuador.
3. Farmers grow **coffee** in Brazil.
Passive: Coffee is grown
in Brazil.
4. Farmers grow **oranges** in Spain.
Passive: Oranges are grown
in Spain.



F. Where are these sports played?
Complete the passive sentences, using the **bold** words as the subject.

1. People play **hockey** in Canada.
Passive: Hockey is played
in Canada.
2. People play **cricket** in England.
Passive: Cricket is played
in England.
3. People play **baseball** in the USA.
Passive: Baseball is played
in the USA.
4. People play **football** in Germany.
Passive: Football is played
in Germany.





G. Where are these languages spoken?
Write passive sentences, using the **bold** words as the subject.

1. People speak **Portuguese** in Brazil.
Passive: Portuguese is spoken in Brazil.
2. People speak **English** in Australia.
Passive: English is spoken in Australia.
3. People speak **Spanish** in Mexico.
Passive: Spanish is spoken in Mexico.
4. People speak **German** in Austria.
Passive: German is spoken in Austria.

H. Where are these things worn?
Write passive sentences, using the **bold** words as the subject.

1. Women wear **Kimonos** in Japan.
Passive: Kimonos are worn in Japan.
2. Men wear **kilts** in Scotland.
Passive: Kilts are worn in Scotland.
3. Men wear **berets** in France.
Passive: Berets are worn in France.
4. People wear **fur hats** in Russia.
Passive: Fur hats are worn in Russia.

Review

A. Put the words in the correct order.

- every / The / are / trains / cleaned / night
The trains are cleaned every night.
- fed / every / animals / day / are / The
The animals are fed every day.
- morning / milk / is / delivered / The / every
The milk is delivered every morning.
- is / heated / The / winter / office / the / during
The office is heated during the winter.

B. Write passive sentences. Use the **bold** nouns, with **is** or **are** and the past participle.

- People sell **shoes** in shoe shops.
 Passive: Shoes are sold in shoe shops.
- People sell **CDs** in music shops.
 Passive: CDs are sold in music shops.
- People sell **televisions** in electronics shops.
 Passive: televisions are sold in electronics shops.
- People sell **bicycles** in bike shops.
 Passive: Bicycles are sold in bike shops.

C. Can you name any other countries where these things are done? Write sentences using these words and the names of countries. Use the past participles of the verbs.

- tea ► grow
Tea is grown in Sri Lanka.
- football ► play
Football is played in (Chile, Korea, China, etc.)
- English ► speak
English is spoken in (Australia, New Zealand, Canada, etc.)
- baseball ► play
Baseball is played in (USA, Canada, etc.)
- rice ► grow
Rice is grown in (China, Thailand, etc.)

Test 2

A. Complete the sentences using **might be** and a word or phrase from the box.

at work under your bed ill cold Hasan thirsty hungry a cat
a present from Grandmother afraid of that big dog

1. Please give the bird some food. It _____
2. Ben didn't come to school today. He _____
3. Hold your little sister's hand. She _____
4. Take this bottle of water. You _____ after the game.
5. Take a scarf and coat with you tomorrow. It _____
6. A: Where are my shoes? B: I don't know. They _____
7. A: Who's on the phone? B: I don't know. It _____
8. A: What's making that noise? B: I don't know, but it _____
9. A: Where's your father? B: I don't know. He _____
10. A: What's in that parcel? B: It _____

B. Complete the sentences using the **gerunds** of the verbs in the box.

swim surf collect drink watch shop go sew fish ski

1. In the winter, we go _____ in the mountains.
2. I like _____ films about animals.
3. I enjoy _____ to the cinema.
4. I don't like _____ coffee.
5. I don't like _____ at the supermarket.
6. My uncle likes _____ stamps.
7. I love _____ in the pool.
8. Gina made this dress. She's good at _____.
9. Do you like _____ the Internet?
10. We went _____ but we didn't catch anything.

C. Use the words to make questions in the **past continuous**.

1. What > you > wear > on Sunday? _____
2. Where > they > live > two years ago? _____
3. Who > Katie > talk > to after class? _____
4. Where > you > sit > at lunch time? _____
5. What > he > do > before school? _____

D. Put the verbs into the past continuous or past simple.

1. When Ben _____, I _____ dinner. **phone, cook**
2. They _____ tennis when the storm _____. **play, start**
3. While we _____ on the motorway, we _____ an accident. **drive, have**
4. We _____ you when we _____ yesterday. **see, shop**
5. What _____ while Katie _____ in the park? **happen, walk**

E. Complete the sentences using Have you ever and past participles of the verbs in the box.

write play watch fly eat

1. _____ in a helicopter?
2. _____ an old black-and-white film?
3. _____ a kiwi fruit?
4. _____ a poem?
5. _____ chess?

F. Write hasn't or haven't.

1. We _____ seen them for a long time.
2. He _____ brought his trainers.
3. I _____ done any work today.
4. Ben _____ finished his project.
5. I _____ seen Katie this morning?

G. Write passive sentences. Use the bold nouns to start the sentence.

1. You make **cheese** from milk. _____
2. They speak **French** in France. _____
3. They sell **meat** in butcher's shops. _____
4. Someone delivers **our newspaper** every day. _____
5. They play **cricket** in Australia. _____

Grammar Round-up



Check the correct sentences from 1 to 10.

1.

Where hand you write with? ___

Which hand you write with? ___

Which hand do you write with? ___



2.

Someone is crossing the road. ___

No one is crossing the road. ___

Everyone is crossing the road. ___



3.

You use scissors cut paper. ___

You use scissors to cut paper. ___

You use scissors cutting paper. ___



4.

It will rain tomorrow. ___

It will tomorrow rain. ___

It tomorrow will rain. ___



5.

You like dogs, aren't you? ___

You like dogs, don't you? ___

You like dogs, isn't it? ___



6.

We might to go to Thailand. ___
 We might going to Thailand. ___
 We might go to Thailand. ✓



7.

He's good to skateboarding. ___
 He's good skateboarding. ___
 He's good at skateboarding. ✓



8.

At 7:40, she was eating breakfast. ✓
 At 7:40, she was eat breakfast. ___
 At 7:40, she eating breakfast. ___



9.

He has clean his bicycle. ___
 He has cleaned his bicycle. ✓
 He have cleaned his bicycle. ___



10.

The post delivered every morning. ___
 The post is deliver every morning. ___
 The post is delivered every morning. ✓



Well done! Here are the correct sentences.

1. Which hand do you write with?
2. Someone is crossing the road.
3. You use scissors to cut paper.
4. It will rain tomorrow.
5. You like dogs, don't you?
6. We might go to Thailand.
7. He's good at skateboarding.
8. At 7:40, she was eating breakfast.
9. He has cleaned his bicycle.
10. The post is delivered every morning.



Test answer keys

Test 1, pages 49 and 50

Total score: 50

A

1. Which one 2. Which ones 3. Which one 4. Which one 5. Which ones
(5 points)

B

1. The white one. 2. The red ones. 3. The pink ones. 4. The round one.
5. The yellow one. (5 points)

C

1. Lets have a party and invite everyone. 2. I waited for Susie at the bus stop, but no one got off the bus. 3. I don't know who did it, but someone broke my favourite cup. 4. Did you see anyone hide my keys? 5. It was half past nine and there wasn't anyone in the playground. Everyone was in class. 6. No one came to the party at two o'clock, but then everyone arrived together at two fifteen. 7. At first I couldn't see anyone at the beach, but then I noticed someone swimming. 8. We'll need a lot of food for the team because everyone will be hungry. 9. I write in my diary every day, but I don't show it to anyone. 10. There's someone at the front door. Can you answer it, please? 11. No one wants to listen to that music, so can you turn it off, please? 12. Our teacher was happy because everyone in the class passed the test. (15 points)

D

1. to cut paper. 2. to buy bread. 3. to play football. 4. to find someone's number. 5. to wash the dog. 6. to chop these onions. 7. to ask him to pick her up. 8. to make some soup. 9. to lock the door. 10. to find the capital city of Spain. (10 points)

E

1. You'll 2. won't 3. won't 4. You'll 5. won't (5 points)

F

1. aren't they 2. wasn't it 3. doesn't she 4. didn't they 5. don't you
(5 points)

G

1. it is. 2. I do. 3. I will 4. they did 5. they can (5 points)

Test 2, pages 91 and 92

Total score: 50

A

1. It might be hungry. 2. He might be ill. 3. She might be afraid of that big dog. 4. You might be thirsty after the game. 5. It might be cold. 6. They might be under your bed. 7. It might be Hasan. 8. I don't know, but it might be a cat. 9. He might be at work. 10. It might be a present from Grandmother. (10 points)

B

1. skiing 2. watching 3. going 4. drinking 5. shopping 6. collecting
7. swimming 8. sewing 9. surfing 10. fishing (10 points)

C

1. What were you wearing on Sunday? 2. Where were they living two years ago? 3. Who was Katie talking to after class? 4. Where were you sitting at lunchtime? 5. What was he doing before school? (5 points)

D

1. When Ben phoned, I was cooking dinner. 2. They were playing tennis when the storm started. 3. While we were driving on the motorway, we had an accident. 4. We saw you when we were shopping yesterday. 5. What happened while Katie was walking in the park? (10 points)

E

1. Have you ever flown in a helicopter? 2. Have you ever watched an old black-and-white film? 3. Have you ever eaten a kiwi fruit? 4. Have you ever written a poem? 5. Have you ever played chess? (5 points)

F

1. haven't 2. hasn't 3. haven't 4. hasn't 5. haven't (5 points)

G

1. Cheese is made from milk. 2. French is spoken in France. 3. Meat is sold in butcher's shops. 4. Our paper is delivered every day. 5. Cricket is played in Australia. (5 points)