

# Full Blast 1

**Grammar Book**

**OPTIONAL**

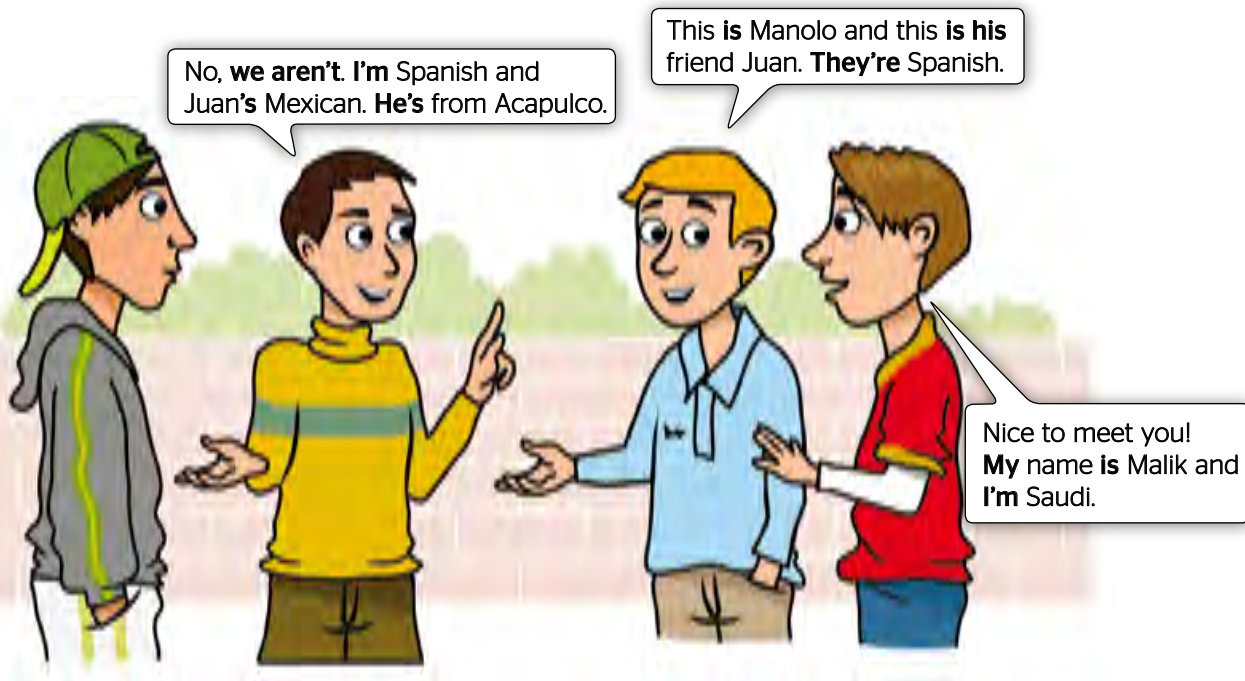
**The Grammar Book contains:**

- Structures presented in meaningful contexts
- Clear explanations and illustrative examples
- Carefully graded exercises
- Communicative activities
- Oral and written practice
- Revision sections

# Module 1 (1a, 1b)

## Subject Personal Pronouns Possessive Adjectives The verb *be*

Look at the picture below and read the speech bubbles.



No, **we aren't**. I'm Spanish and Juan's Mexican. **He's** from Acapulco.

This **is** Manolo and this **is his** friend Juan. **They're** Spanish.

Nice to meet you! **My name is** Malik and I'm Saudi.

Complete the sentences below with *is* or *isn't* and then match them with the names (a-c).

1. He is not Mexican. He is Saudi. a. Manolo
2. He is Spanish. He is not Mexican. b. Juan
3. He isn't Spanish. He is Mexican. c. Malik

## Grammar

### a Subject Personal Pronouns

- We use **subject personal pronouns** to show who or what does something. They replace proper nouns or common nouns and go before the verb as subjects.

*The boy is a student.*

*He is a student. NOT The boy ~~he~~ is a student.*

- We use **he** for men/boys and **she** for women/girls.

*This is Mr Benson. He is a teacher.*

*This is Halimah. She is a student.*

- We use **it** for animals or things. However, we often use **he/she** for animals.

#### Subject Personal Pronouns

SINGULAR	PLURAL
I	We
You	You
He	They
She	
It	

*This is my pencil. It is red.*

*This is a cat. It is black. BUT*

*This is Kitty. She is my cat. She is black.*

- We use **they** for people, animals and things.

*Tom and George are British. They are classmates.*

*This is a pencil and this is a pen. They are new.*

## b Possessive Adjectives

### Subject Pronouns      Possessive Adjectives

I	my
You	your
He	his
She	her
It	its
We	our
You	your
They	their

- We use **possessive adjectives** to show who something belongs to.  
*Mary is a student. This is her bag.*
- **Possessive Adjectives** always go before nouns and don't take an article.  
*This is my cat.*

## c The verb *be*

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

- To form the negative of the verb **be**, we put **not** after the verb.  
*I am not a teacher.*
- To form the interrogative of the verb **be**, we put the verb before the subject.  
*Are you Saudi?*

**NOTE:** We use **short forms** when we speak or when we write to friends.

## Activities

### A. Choose a or b.

- Is \_\_\_\_\_ a doctor?  
a. you                      **b.** she
- Is \_\_\_\_\_ a cat?  
**a.** it                              b. they
- This is Hazim. \_\_\_\_\_ is 9 years old.  
**a.** He                              b. I
- A: Are Paul and Omar your classmates?  
B: No, \_\_\_\_\_ aren't.  
a. you                      **b.** they
- A: Are you the new student?  
B: No, \_\_\_\_\_ 'm not.  
a. we                      **b.** I

### B. Complete the sentences with *subject personal pronouns* (I, you, etc.).

- Mr Lopez is my Spanish teacher.  
\_\_\_\_\_ **He** \_\_\_\_\_ isn't from Spain. \_\_\_\_\_ **He** \_\_\_\_\_ is from Mexico.
- A: Are you from Morocco?  
B: Yes, \_\_\_\_\_ **we** \_\_\_\_\_ are.
- Julia and Lyn live in London. \_\_\_\_\_ **they** \_\_\_\_\_ are British.
- \_\_\_\_\_ **I** \_\_\_\_\_ am 9 years old.
- A: Where is Hafsa?  
B: \_\_\_\_\_ **she** \_\_\_\_\_ is in the classroom.
- A: What's this?  
B: \_\_\_\_\_ **it** \_\_\_\_\_ 's my pen.

**C. Complete the sentences using possessive adjectives (my, your, etc.).**

- Hi, I'm from Italy. My name's Maria.
- This is my friend Anna. Her mother is a nurse.
- Who are you? What's your name?
- We love English and Mr Forester, the English teacher, is our favourite teacher.
- Ibrahim and Yusef are my cousins. their mother is my aunt.

**D. Complete the sentences with the correct form of the verb be.**

- A: Is she the new student?

B: Yes, she is.

A: Where is she from? Brazil?

B: No, she isn't Brazilian. She is Spanish.
- A: Are you a taxi driver?

B: No, I 'm not. I am a bus driver.
- A: Where are Dave and Ken from? The UK?

B: No, they aren't from the UK. They are American.
- Ali is 13 years old and I am 9 years old. We aren't classmates.
- A: Are you the new chef?

B: No, I 'm not. Mr Brown is the new chef. I am the new waiter.

**E. Circle the correct words.**

This is a photo of my family. This is my father. (1) His / He's name is Yusuf and (2) he's / his 40 years old. This is my mother. (3) Her / She's name is Rania and (4) her / she's 39 years old. My brother is Adam and (5) he's / his 16 years old. (6) He's / His great. This is (7) our / we cat, Fluffy and ... look at my grandparents. (8) They're / Their nice! This is (9) their / they're parrot, Pepper.



## Speaking

Students take turns to introduce themselves as well as two of their classmates to the rest of the class, as in the example.

Hello, I'm Peter. This is my friend Brian. He's twelve. This is our friend Steve. He's thirteen.



Nice to meet you. I'm Ken. This is my friend Sami and this is our friend Brad. We're thirteen.



## Writing

Write a few sentences about yourself.

I am...

# Module 1 (1d) Who...? / What...? / Where...? / How...?

Read the speech bubble.



Hi, I'm Troy Stevens. I'm 25 years old and I'm Canadian. I'm a basketball player and I play for the Wolves. My best friend is Danny Roberts. He plays for the Wolves, too.

Now, answer the questions.

1. How old is Troy?

He's 25 years old .

2. Where is he from?

He's from Canada.

3. Who is his best friend?

His best friend is Danny Roberts .

4. What's the name of his team?

His team is the Wolves.

## Grammar

Who...? / What...? / Where...? / How...?

- We use **who, what, where, how** to ask questions and request information.

**Who...?**

To ask about people.

Who is she? She is Mrs Brown.  
Who are they? They are my friends.  
Who is your favourite teacher? Mr Bell.

**What...?**

To ask for specific information.

What is your name? My name is Zaynab.  
What is your favourite sport? Basketball.  
What's the time? It's twelve o'clock.  
What colour is your bag? It's red.  
What day is it today? It's Monday.

### Where...?

To ask about places or what country someone is from.

Where is Dammam? It's in Saudi Arabia.  
Where is Mary? She's at school.  
Where are you from? I'm from Italy.

### How...?

To ask about someone's age or about someone's health.

How old is she? She's 13 years old.  
How are you? I'm fine.

## Activities

### A. Complete the questions with *who*, *what*, *where*, *how*.

1. A: Hi, how are you?

B: Not bad, thank you.

2. A: Hello, I'm Malik. what's your name?

B: I'm Nasir. I'm ten. How old are you?

A: I'm eleven.

3. A: where is she from?

B: Australia.

4. A: Who's this girl?

B: She's my sister.

A: How old is she?

B: She's nine.

5. A: Who's your

favourite football player?

B: Ted Miles.

### B. Match the questions 1-6 with the answers a-f.

1. How old is Hasna?

2. Where is Emad from?

3. What's your favourite sport?

4. Who are they?

5. What colour is your pencil case?

6. Who's your best friend?

a. It's red.

b. They're my classmates.

c. He's from Saudi Arabia.

d. She's ten.

e. Mark.

f. Volleyball.

### C. Complete the questions. Use *who*, *what*, *where* or *how*.

1 who are they? They are Matt and Ahmad.

2 where is Tony from? He's from the USA.

3 what's the time? It's twenty to three.

4 How old is Susan? She's fourteen.

5 what is this? It's a pencil.

6 what's your favourite colour? Blue.

7 who is your favourite teacher? Mr Jackson.

8 where is Makkah? It's in Saudi Arabia.

9 who is that man? He is Mr Smith.

10 where is George? He's at school.

**D. Make questions for the answers below.**

1. Where are they?

They are at school.

2. Who are they?

They are athletes.

3. How are you?

I'm fine.

4. How old is your sister?

My sister is 17 years old.

5. What's your phone number?

My phone number is 2132567.

6. Where is she from?

She's from the UK.

7. What's the time?

It's half past seven.

8. What day is it today?

It's Friday.

## Speaking

**Talk in pairs. Ask and answer personal questions (name, age, nationality, favourite sport, favourite player/athlete), as in the example.**

Hello, I'm Ben. What's your name?

I'm Ted. Where are you from?



## Writing

**Ask your teacher some personal questions (name, nationality, favourite sport, favourite player/athlete) and then write some sentences about him/her.**

*My teacher's name is...*

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# Revision: Module 1

## A. Complete with *subject personal pronouns* or *possessive adjectives*.

1. This is my brother. He 's eleven. His name is Rami.
2. Peter and John are best friends. They are classmates. Their teacher is Mr Greene.
3. Kate is my best friend. She 's crazy about pizza. Her favourite pizza restaurant is *Mario's*.
4. Maria and I are Italian. We aren't Spanish.
5. My favourite football player is Gafar Al-Khaldi. I like football!

## B. Complete with the correct form of the verb *be*.

1. A: Who is that?  
B: She is my grandmother.
2. A: Where are your parents from?  
B: Well, my mother is from Spain and my father is from Italy.
3. Jenny is/isn't English. She isn't/is American.
4. A: Are they sisters?  
B: No, they aren't. They are friends.

## C. Match the questions (1-6) with the answers (a-f).

- |   |                                |
|---|--------------------------------|
| 1. What's the time?                     | a. Wednesday.                  |
| 2. Where is John?                       | b. He's at a pizza restaurant. |
| 3. Where are they from?                 | c. London.                     |
| 4. Who's that woman with the black bag? | d. He's nine years old.        |
| 5. How old is your cousin?              | e. She's the doctor.           |
| 6. What day is it today?                | f. It's half past six.         |

## D. Choose *a* or *b*.

1. \_\_\_\_\_ Salma here?  
 a. Is                      b. Are
2. \_\_\_\_\_ name is Saud.  
 a. His                     b. Our
3. A: \_\_\_\_\_ is that?  
B: That's Jim.  
a. What                  b. Who
4. Are \_\_\_\_\_ your parents?  
 a. they                  b. you
5. A: \_\_\_\_\_ is your favourite sport?  
B: Tennis.  
a. Where                 b. What
6. Mustafa is \_\_\_\_\_ uncle.  
 a. our                     b. we



# Module 2 (2a) The verb *have got*

Look at the pictures. Write T for True or F for False in the boxes provided. Then correct the sentences that are false.

1. Kareem **has got** a ~~green~~ <sup>blue</sup> bike and

Ben **has got** a ~~blue~~ <sup>green</sup> bike.

f

2. Ben **has got** a ~~black~~ <sup>brown</sup> cap and

Kareem **has got** a ~~brown~~ <sup>black</sup> cap.

f

3. Ben **has got** a skateboard and

Kareem **has got** rollerblades.

T



## Grammar

### The verb *have got*

We use the verb **have got**:

- to show that something belongs to somebody. *I have got a white cat.*
- to describe people, animals or things. *My cat has got green eyes.*

Affirmative		Negative	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I have got	I've got	I have not got	I haven't got
You have got	You've got	You have not got	You haven't got
He has got	He's got	He has not got	He hasn't got
She has got	She's got	She has not got	She hasn't got
It has got	It's got	It has not got	It hasn't got
We have got	We've got	We have not got	We haven't got
You have got	You've got	You have not got	You haven't got
They have got	They've got	They have not got	They haven't got

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

**NOTE:** We use **short forms** when we speak or when we write to friends.

The **'s** can be:

- She's got a pet.* → *She has got a pet.*
- He's a Science teacher.* → *He is a Science teacher.*
- Tina's brother is 12 years old.* → **possessive case**

# Activities

## A. Complete the sentences with *have got* or *has got*.

1. Rami has got a brother.
2. Two boys in my class have got new game consoles.
3. Nawal has got two sisters.
4. I have got a nice pencil case.
5. Your mother has got a modern mobile phone.
6. My uncle has got a cool camera.
7. We have got a new English teacher.
8. They have got a new computer game.

## B. Complete with the correct form of the verb *have got*.

1. A: Have you got a pencil or a pen?  
B: I have got a pencil.
2. A: Has Reema got a sister?  
B: No, she hasn't. She has got a baby brother.



3. A: We have got two new classmates!  
B: Really? What are their names?  
A: Tim and Tony and they're crazy about skateboarding.  
B: Have they got skateboards?  
A: Yes, they have got new skateboards. Tim has got rollerblades, too, but Tony hasn't got rollerblades. He has got a bike.

## C. Look at the pictures and the prompts. Write questions and answers, as in the example.



1. Sameer/blue camera/?  
Has Sameer got a blue camera? No, he hasn't. He's got a black camera.
2. Suzie/black sunglasses/?  
Has Suzie got black sunglasses? No, she hasn't. She's got yellow sunglasses.
3. They/skateboards/?  
Have they got skateboards? Yes, they have.



4. He/mobile phone/?

Has he got a mobile phone?

Yes, he has.



5. Boys/two umbrellas/?

Have the boys got two

umbrellas? No, they haven't.

They've got one umbrella.



6. He/cat/?

Has he got a cat? Yes, he has.

**D. Answer the following questions about yourself.**

1. Have you got a mobile phone?

\_\_\_\_\_

2. Have you got a skateboard?

\_\_\_\_\_

3. Have you got a bike?

\_\_\_\_\_

4. Have you got a modern watch?

\_\_\_\_\_

5. Have you got sunglasses?

\_\_\_\_\_

6. Have you got a computer?

\_\_\_\_\_

## Speaking

**GROUP SURVEY**

**A. Talk in groups of four. Ask each other questions and complete the table.**

*Have you got...?*

	YOU	STUDENT 1	STUDENT 2	STUDENT 3

Have you got...?  
Yes, I have. / No, I haven't.

**B. Report your group's answers to the class.**

Three students in my group have got mobile phones.

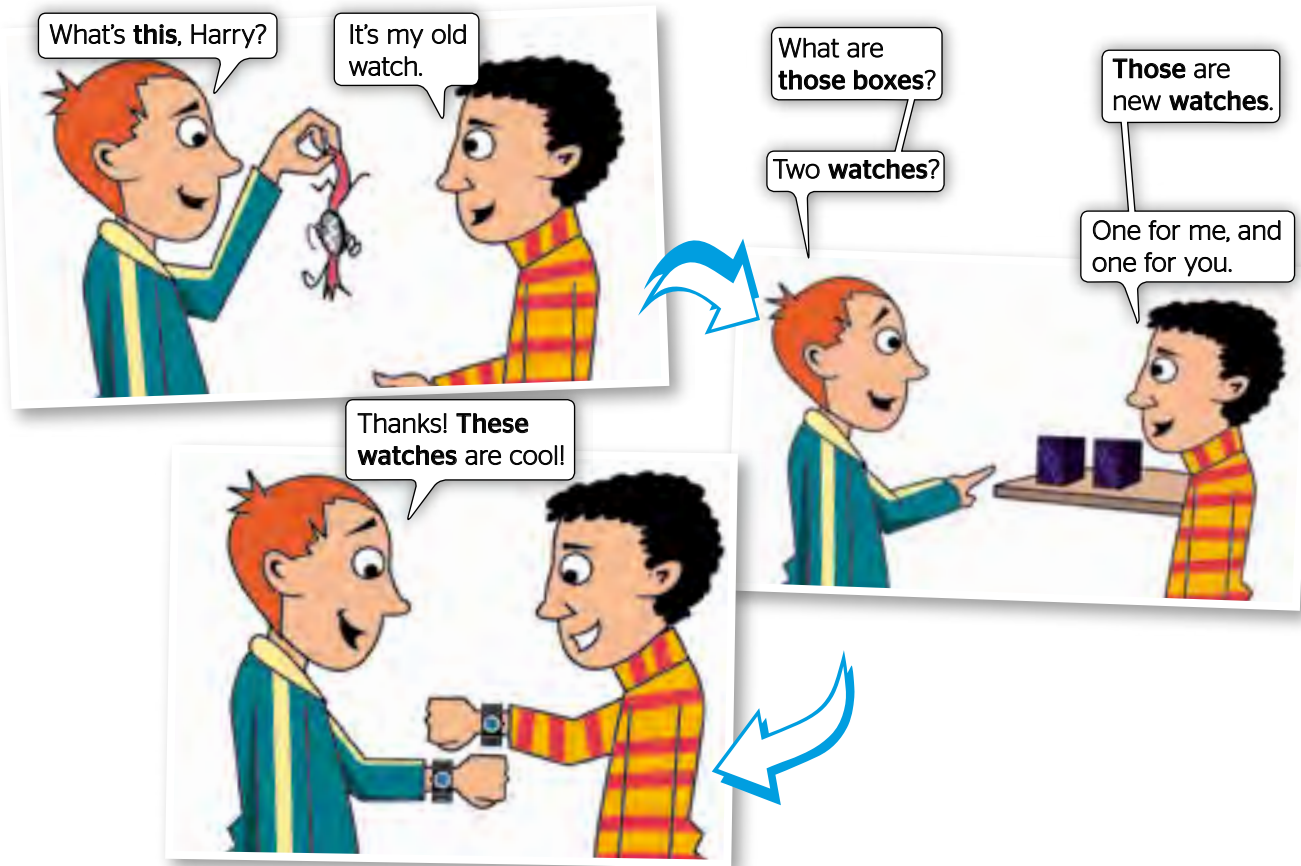
## Writing

Write sentences reporting your group's answers. Use the verb *have got*.

# Module 2 (2b) Plurals

This - These / That - Those

Look at the pictures and read the dialogue.



Now, write T for True or F for False in the boxes provided.

1. Harry has got an old red watch.  T
2. Harry's got three new watches.  F
3. The children have got new watches.  T

## Grammar

### a Plurals

- We form the plural of most nouns by adding **-s** to the end of the word.  
*cat - cats    book - books*
- We add **-es** to nouns which end in **-s**, **-ch**, **-sh**, **-x** and to some which end in **-o**.  
*bus - buses    class - classes    box - boxes    watch - watches*  
*potato - potatoes    but    radio - radios*
- Nouns which end in a consonant **+y** change the **y** to **i** and take **-es**.  
*family - families    but    boy - boys* (because there is a vowel before the **-y**)
- Most nouns which end in **-f** or **-fe** change the **-f** or **-fe** to **-ves**.  
*shelf - shelves    wife - wives    but    roof - roofs*

### Irregular Nouns

man	- men	tooth	- teeth
woman	- women	fish	- fish
child	- children	mouse	- mice
foot	- feet		

**NOTE:** In English **adjectives** (e.g. nice, red) do not have plural forms.

*The ball is blue. The balls are blue.*

### b This/These That/Those

Singular	Plural
<b>This</b> <b>That</b>	<b>These</b> <b>Those</b>

**NOTE:**

Questions	Answers
What is <b>this/that</b> ?	<b>It is</b> a cat.
What are <b>these/those</b> ?	<b>They are</b> books.

• We use **this/these** to indicate people, animals or things which are near us.

*This is my book. These aren't your pencils!*

*This pencil is blue. These rulers are yellow.*

• We use **that/those** to indicate people, animals or things which are far from us.

*That is my watch. Those are his cats.*

*That jacket isn't new. Those trainers are trendy.*

## Activities

A. Write the plural of the words in the box in the correct column.

skirt bus mouse tooth bike man scarf child box housewife  
country jacket dress baby shelf watch boy family hoody

-s	-es	-ies	-ves	irregular
skirts	buses	countries	scarves	mice
bikes	boxes	babies	housewives	teeth
jackets	dresses	families	shelves	men
boys	watches	hoodies		children

B. Look at the picture and complete the sentences. Use **this, these, that** or **those**.

1. This is my cat. Her name is Serena.
2. Those are my caps. I've got a lot of caps!
3. That man and that woman in the picture are my parents.
4. That is my new skateboard. Isn't it cool?
5. These are my computer games. I've got lots of computer games!
6. These are my new sunglasses. They're cool!



**C. Circle the correct words.**

1. A: Who are **this** / **these** people?  
 B: **This** / **These** is my father and these are my **grandparent** / **grandparents**.
2. Two **child** / **children** in my class are Spanish.

3. A: What's **that** / **those**?  
 B: My new watch. I've got twelve **watch** / **watches**.
4. A: What are **that** / **those**?  
 B: They're **shelves** / **shelf** with books.

**D. Correct the words in bold in the sentences below.**

- These are two **babys**.
- This is a **men**.
- I've got a red **bikes**.
- Who are these women with the red **dress**?
- These are my favourite **scarf**.
- Is this your **families**?

These are two babies.

This is a man.



I've got a red bike.

Who are these women with the red dresses?

These are my favourite scarves.

Is this your family?



**E. Look at the pictures and complete the sentences with *this, that, these, those* and the words in the plural when necessary.**

1. A: What's that \_\_\_\_\_ ?    
 B: That \_\_\_\_\_ is my skateboard \_\_\_\_\_.

A: Wow! Is it new?

- B: Yes, and that \_\_\_\_\_ is my bike \_\_\_\_\_.

2. A: What have you got in your bag?

- B: I've got three books \_\_\_\_\_   
 and my two favourite watches \_\_\_\_\_ .

3. A: Who are these \_\_\_\_\_ people \_\_\_\_\_   in the picture?

B: They are my uncles.

- A: And who's that \_\_\_\_\_ in the picture over there? 

- B: That \_\_\_\_\_ is my brother Akram and Those \_\_\_\_\_ are his rabbits. 

**F. Rewrite the sentences in the plural, as in the example.**

- This is my cousin. These are our cousins.
- I've got a fish. We've got fish.
- She's a child. They're children.
- It isn't a box. They aren't boxes.
- That is a hoody. Those are hoodies.
- This is a baby. These are babies.

## Speaking

Work in pairs. Student A points to something and asks Student B *What is this/that?, What are these/those?* Student B has to reply. Then Student A, who asked the question, continues with another question. If Student B fails to reply, he/she should name five things in the classroom, using *this/that/these/those*.

What are these?  
 They are desks.  
 And what is that?  
 It's a desk.

## Writing

Stick or draw a picture of your room/classroom/family and describe it, using *this/that/these/those*.

This is a picture of my...

Read the dialogue.

**Nadia** Wow, Maria, you've got a lot of pets.

**Maria** They aren't all my pets.

**Nadia** Oh, I see. Whose cat is this?

**Maria** It's my sister's.

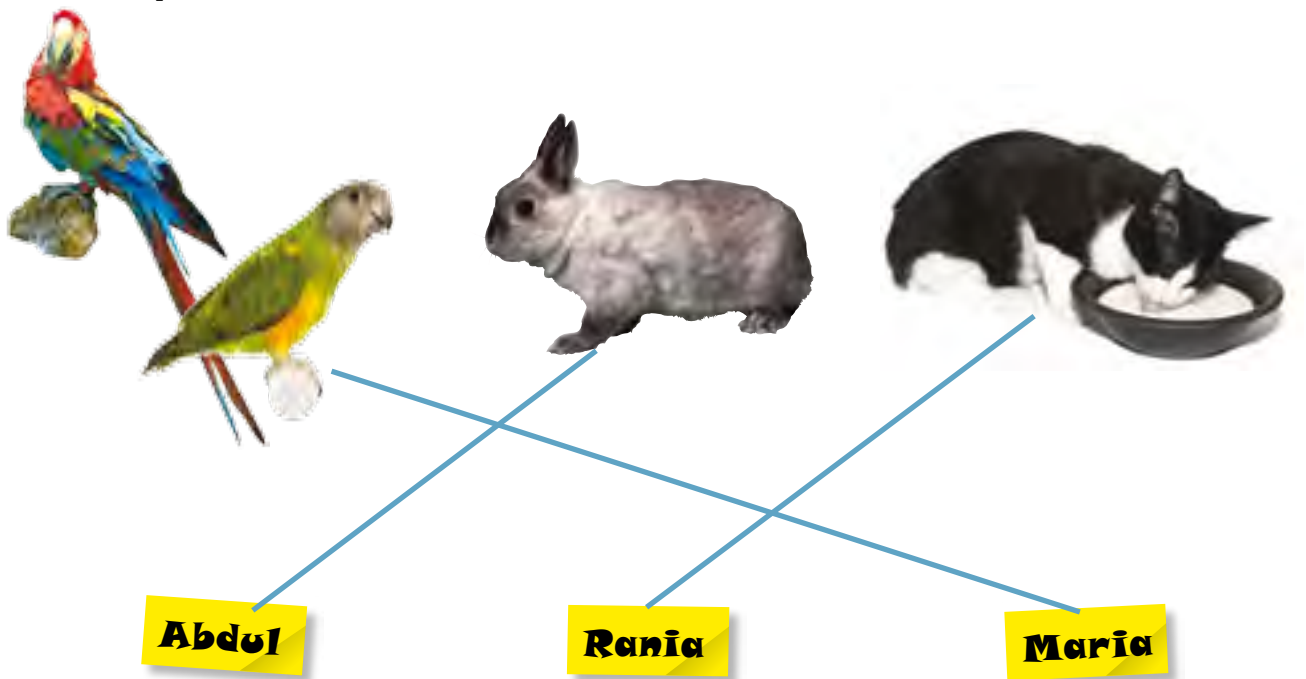
**Nadia** Rania's cat is beautiful. Is this her rabbit, too?

**Maria** No, that's Abdul's. My brother is crazy about rabbits.

**Nadia** Whose parrots are these?

**Maria** These are my pets. They're very colourful, right?

Now, match the pets with the names.



## Grammar

### a Whose...?

- We use **whose** to ask who something belongs to.

*Whose bag is this?*

*Whose is this bag?*

*It's my bag.*

### b Possessive Case

- We use the **possessive case** to show that something belongs to someone (people or animals).

*John has got a book.*

→

*This is John's book.*

→

*It's John's.*

*Jack has got a black spider.*

→

*Jack's spider is black.*

We form the **Possessive Case** :

- by adding 's to **singular** nouns.  
*This is Helen's cat. This is the boy's ball.*
- by adding ' to regular **plural** nouns.  
*The girls' T-shirts are over there.*
- by adding 's to irregular plural nouns.  
*These are the women's watches.*
- When two or more people own the same thing, we add 's to the **last** noun **only**.  
*This is George and Mary's rabbit.*

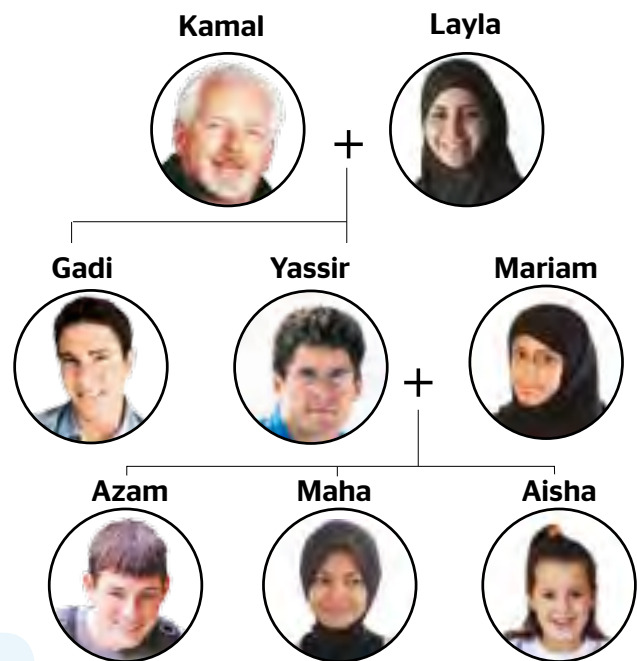
**NOTE:** The possessive form of nouns which refer to things is **of + noun**.

*The windows of the house are red.*

## Activities

**A. Look at the family tree and complete the sentences with the names. Use the Possessive Case where necessary.**

1. Gadi is Yassir's brother.
2. Yassir and Mariam are Azam, Maha and Aisha's parents.
3. Aisha is Azam and Maha's sister.
4. Kamal and Layla are Gadi and Yassir's parents.
5. Azam is Maha and Aisha's brother.



**B. Choose a or b.**

1.

A: (1) a bag is this?

B: It's (2) b bag.

A: (3) a Ted?

B: A new student. (4) b name is

Ted Johnson and (5) b from the UK.

2.

A: Barry and Tom are my (6) b brothers.

B: So, (7) a your uncles.

A: Right.

3.

My (8) a favourite sport is tennis.

(9) a favourite tennis player is Donald Martins.

- |                 |             |
|-----------------|-------------|
| (1) a. Whose    | b. Who      |
| (2) a. Ted      | b. Ted's    |
| (3) a. Who's    | b. Whose    |
| (4) a. He's     | b. His      |
| (5) a. his      | b. he's     |
| (6) a. mother   | b. mother's |
| (7) a. they're  | b. their    |
| (8) a. parents' | b. parent's |
| (9) a. Their    | b. They're  |



C. What are the children's favourite sports? Find out and make sentences.

1. Mark



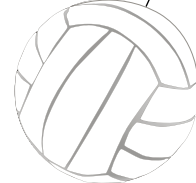
2. Amro



3. Lee



4. Eric



1. Mark's favourite sport is tennis.

\_\_\_\_\_

3. Lee's favourite sport is football.

\_\_\_\_\_

2. Amro's favourite sport is volleyball.

\_\_\_\_\_

4. Eric's favourite sport is basketball.

\_\_\_\_\_

## Speaking

Each student puts 1-2 personal items on a desk. A student picks up one of them and asks the rest of the class who it belongs to.

Whose rubber is this?  
It's Ahmed's rubber.

## Writing

Write a few sentences about the members of your family. Write about:

- their favourite colour.
- their favourite sport.
- their favourite book.
- their favourite restaurant.

*My father's favourite colour is .... and his favourite sport is ...*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Look at the picture and read the dialogue.



**Teacher:** Let's open our books. Don't talk, please. Steve, **can** you read out the first word?

**Steve:** No, I **can't**.

**Teacher:** **Can** you spell it?

**Steve:** No, I **can't**. I **can't** see it. I haven't got my glasses. **Can** I go and get my glasses?

**Teacher:** Of course, you **can**.

Now, complete the sentences with *can* or *can't*.

1. Steve can't spell the first word.
2. Steve can't see well.
3. Steve can go out.

## Grammar

### The verb *can*

Affirmative	Negative		Questions	Short answers	
	FULL FORMS	SHORT FORMS			
I can write	I cannot write	I can't write	Can I write?	Yes, I can.	No, I can't.
You can write	You cannot write	You can't write	Can you write?	Yes, you can.	No, you can't.
He can write	He cannot write	He can't write	Can he write?	Yes, he can.	No, he can't.
She can write	She cannot write	She can't write	Can she write?	Yes, she can.	No, she can't.
It can write	It cannot write	It can't write	Can it write?	Yes, it can.	No, it can't.
We can write	We cannot write	We can't write	Can we write?	Yes, we can.	No, we can't.
You can write	You cannot write	You can't write	Can you write?	Yes, you can.	No, you can't.
They can write	They cannot write	They can't write	Can they write?	Yes, they can.	No, they can't.

- **Can** is a **modal verb**. It has the same form in all persons, in the singular and in the plural. It is followed by a verb without **to**. The interrogative and negative are formed without **do/does**.

*I can swim.*      *I can't swim.*

We use the verb **can**:

- to show that someone is able to do something.  
*Abdul-Aziz can speak English.*
- to ask for, give or refuse permission.  
*Can I go out, please? Yes, you can. / No, you can't.*
- to make polite requests or ask for a favour.  
*Can I have a glass of water, please?*

## Activities

### A. Complete with *can* or *can't*.

- Fadi:** Dad, (1) can I skateboard in the house?  
**Dad:** No, you (2) can't.  
**Fadi:** What (3) can I do then? (4) can I use your computer?  
**Dad:** OK, you (5) can play computer games on my computer.
- Sally:** (6) can I take your camera to school with me, Tina?  
**Tina:** What? No, you (7) can't. You (8) can take pictures with your mobile phone.  
**Sally:** Oh, come on, Tina, please!
- Ben:** Dad, (9) can I go to Kamal's house tonight?  
**Dad:** No, you (10) can't. You've got school tomorrow.
- Kate:** (11) can you give me your mobile phone?  
**Rania:** Of course I (12) can. Here you are.
- They (13) can't speak Arabic. They (14) can only speak English.
- My sister (15) can/can't draw but she (16) can't/can paint well.
- Muna:** Who (17) can cook tonight?  
**Sahar:** I (18) can't. I've got a lot of homework to do.
- Mike is a great football player. He (19) can play football very well.
- Aisha:** (20) can your brother ride a bike?  
**Hasna:** Yes, of course he (21) can.

**B. Look at the pictures. Use the verbs and write questions and answers, as in the example.**



1. (write)  
Can he write?  
No, he can't.



2. (ride)  
Can he ride a bike?  
No, he can't



3. (play)  
Can he play basketball?  
Yes, he can



4. (paint)  
Can he paint the wall?  
No, he can't.



5. (use)  
Can they use computers?  
Yes, they can.



6. (read)  
Can he read French?  
No, he can't.

**C. Match.**

- |   |   |
|---|---|
| 1. What can you do?                     | a. Of course. Here you are.                     |
| 2. Can you skateboard?                  | b. No, I can't but I can ride a bike.           |
| 3. Dad, can I go out with my friends?   | c. I can use a computer.                        |
| 4. Can you paint my bike, Dad?          | d. Sure. What colour?                           |
| 5. Can I use your mobile phone, please? | e. No, you can't. You've got a lot of homework. |

## Speaking

Talk in groups of three. Complete the table below by writing what you *can do* and asking the other students in your group about the things they *can do*. Then, report your answers to the class.

	You	Student 1	Student 2
Speak two languages			
Use a computer			
Take nice pictures			
Ride a horse			
Swim			

## Writing

Write about what your best friend *can* or *can't do*.

*My best friend can ...*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Revision: Module 2

## A. Write the sentences in the plural.

1. This is my new watch.

These are my/our new watches.

2. Is that your friend?

Are those your friends?

3. That's my brother's rabbit.

Those are our brothers' rabbits.

4. Has that child got a fish?

Have those children got fish?

5. Whose baby is that?

Whose babies are those?

6. Is this your favourite accessory?

Are these your favourite accessories?

7. She hasn't got a new dress.

They haven't got new dresses.

8. He's got a green hoody.

They've got green hoodies.

## B. Choose a or b.

1. \_\_\_\_\_ bike is that? Is it Omar's?

a. Who                      **b. Whose**

2. \_\_\_\_\_ Richard and Kim got a baby?

**a. Have**                      b. Has

3. \_\_\_\_\_ she got a pet?

a. Have                      **b. Has**

4. They \_\_\_\_\_ got a new Maths teacher.

a. 's                              **b. 've**

5. Nadir \_\_\_\_\_ got short brown hair.

a. is                              **b. has**

6. This is my \_\_\_\_\_ camera.

a. grandparents              **b. grandparents'**

7. Deena and I \_\_\_\_\_ got two mice.

a. has                              **b. have**

8. This is \_\_\_\_\_ house.

**a. Omar's**                      b. Omar

9. This isn't my jacket. It's my \_\_\_\_\_.

a. brothers                      **b. brother's**

10. \_\_\_\_\_ got my game console?

**a. Who's**                      b. Whose

## C. What is the 's'? Write *is*, *has* or *p.c.* (for the possessive case) in the boxes.

1. She's got long fair hair.

has

2. It's 10:30.

is

3. It's Salma's book.

is

p.c

4. That's my mother's sister.

is

p.c

5. Who's got a brother?

has

6. Who's your favourite uncle?

is

7. My teacher's name is Mr Brown.

p.c

8. Ali's got a pet snake.

has

## D. Complete with the correct form of the verb *can*.

1. A: can you speak Spanish?

B: No, I can't speak Spanish, but I can speak Italian.

2. A: can you take pictures with your mobile phone?

B: No, I can't. It's old.

3. A: Can I use your sharpener?

B: Yes, of course.

4. My grandmother is old and she can't see very well.

5. A: Dad, can I play computer games?

B: No, you can't.

# Module 3 (3a) Present Simple (Affirmative)

Look at the pictures and read the speech bubbles.

On Sundays I **watch** TV.



On Mondays I **read** comics.



On Tuesdays I **play** computer games.



On Wednesdays I **go** to the park.



On Thursdays I **go out** with my friends.



It's the weekend! Time to relax!



Now, match the two halves of the sentences.

- |                      |                               |
|----------------------|-------------------------------|
| 1. On Thursdays he   | a. watches TV.                |
| 2. At the weekend he | b. relaxes.                   |
| 3. On Sundays he     | c. goes to the park.          |
| 4. On Wednesdays he  | d. goes out with his friends. |

## Grammar

### Present Simple Affirmative

#### Affirmative

I	play	We	play
You	play	You	play
He	plays	They	play
She	plays		
It	plays		

We form the **Present Simple** with the subject (noun or pronoun) and the main verb.

*I play tennis every day.*

We use the **Present Simple**:

- for habits or actions that happen regularly.

*I watch TV every day.*

#### Time Expressions

on Monday/Tuesday, etc.  
 in the morning/afternoon/evening, etc.  
 every day/Monday/week/month/year, etc.  
 at the weekend / at 8:00, etc.

### Formation of the **third person singular**:

- In the **third person singular** the verb takes the ending **-s**.

*He works      She writes      It eats*

#### **but**

- Verbs which end in **-ss, -sh, -ch, -x, -o** take **-es**.  
*I brush - He brushes      I go - She goes      I watch - It watches*
- Verbs which end in a **consonant + y** change the **y** to **i** and take **-es**.  
*I study - He studies*
- Verbs which end in a **vowel + y** simply take **-s**.  
*I play - She plays*

## Activities

### A. Form the third person singular.

- |         |              |          |                |          |                |
|---------|--------------|----------|----------------|----------|----------------|
| 1. read | <u>reads</u> | 4. do    | <u>does</u>    | 7. meet  | <u>meets</u>   |
| 2. play | <u>plays</u> | 5. watch | <u>watches</u> | 8. have  | <u>has</u>     |
| 3. go   | <u>goes</u>  | 6. study | <u>studies</u> | 9. brush | <u>brushes</u> |

### B. Complete the blanks with the *Present Simple* of the verbs in brackets.

1. Muna does (do) her homework in the afternoon.
2. Jason and Marik skateboard (skateboard) in the park at the weekend.
3. They use (use) their computers every afternoon.
4. The children watch (watch) TV after school.
5. Tim rides (ride) his horse on Tuesdays.
6. I visit (visit) my grandparents at the weekend.
7. My mother cooks (cook) on weekdays but at the weekend we go (go) to a restaurant.

### C. Circle the correct words.

1. I watch / watches TV after school on Mondays.
2. Catherine and I go / goes to a restaurant on Thursdays.
3. My cousin study / studies in her room in the afternoon.
4. My brother do / does his homework in the afternoon and play / plays computer games in the evening.
5. They go / goes out on Friday evenings.

### D. Look at the pictures and the prompts and make sentences.



1. Maria / go to an art gallery / Fridays  
Maria goes to an art gallery on Fridays.

2. Steve / read books / the weekend

Steve reads books at the weekend.



3. Terry and Tim / play computer games / Mondays

Terry and Tim play computer games on Mondays.

4. Hamzah / study / the afternoon

Hamzah studies in the afternoon.



5. They / brush teeth / the evenings

They brush their teeth in the evenings.

**E. Complete the blanks with the *Present Simple* of the verbs in brackets.**

My cousin Eric (1) does (do) his homework in the park near our school. I (2) ride (ride) my bike in the park in the afternoons and Eric is there. On Sundays and Mondays after school my brother (3) skateboards (skateboard) in the park and Eric is there, too. My classmates and I (4) play (play) football in the park on Tuesday evening and Eric is there. Luckily, at the weekends he (5) studies (study) at home.



## Speaking

Talk in pairs. Ask and answer questions about what you and your partner do every day after school and then report your findings to the rest of the class.

What do you do after school on Mondays?  
On Mondays I ride my bike.

## Writing

Write a few sentences about what your best friend does at the weekend.

*My best friend's name is...*



# Module 3 (3b) Present Simple (Negative - Questions)

Match the speech bubbles (1-5) with the pictures (a-e).

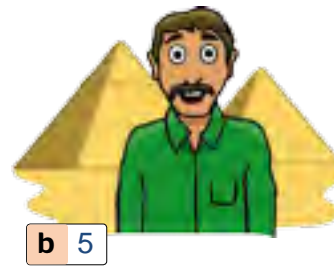
1. I **don't** like Maths.

2. My brother **doesn't** like spiders.

3. I **don't** play computer games.

4. Do you **have** a shower in the morning?

5. Where **do** you live? In Egypt?



## Grammar

### Present Simple Negative - Questions

Negative		Questions	Short answers	
FULL FORMS	SHORT FORMS			
I do not play	I don't play	Do I play?	Yes, I do.	No, I don't.
You do not play	You don't play	Do you play?	Yes, you do.	No, you don't.
He does not play	He doesn't play	Does he play?	Yes, he does.	No, he doesn't.
She does not play	She doesn't play	Does she play?	Yes, she does.	No, she doesn't.
It does not play	It doesn't play	Does it play?	Yes, it does.	No, it doesn't.
We do not play	We don't play	Do we play?	Yes, we do.	No, we don't.
You do not play	You don't play	Do you play?	Yes, you do.	No, you don't.
They do not play	They don't play	Do they play?	Yes, they do.	No, they don't.

- We form the **negative** by putting **do not/don't** or **does not/doesn't** (in the third person singular) **before** the main verb. We form the **interrogative** by putting **do** or **does** (in the third person singular) **before** the subject of the main verb.

- We form the **negative** and **interrogative** of the verb **have** with **do/does, don't/doesn't** when it is a **main** verb, i.e. when it means *eat, drink*, etc.

*He goes out with his friends every day.* → *He doesn't go out with his friends every day.*

→ *Does he go out with his friends every day?*

*They have dinner at 8:00.*

→ *They don't have dinner at 8:00.*

→ *Do they have dinner at 8:00?*

### NOTE:

- In the interrogative and negative of the third person singular the main verb **does not** take an **-s**.
- In **short answers** we use only **subject + do/don't** or **does/doesn't**, **without** the main verb.

*Does he play tennis? Yes, he does.*

*Do they play tennis? No, they don't.*

## Activities

### A. Make questions, as in the example.

1. He plays baseball.

*Does he play baseball?*

2. We go to bed at 11:00.

*Do you go to bed at 11:00?*

3. His brother plays basketball on Sundays.

*Does his brother play basketball on Sundays?*

4. They visit their cousins at the weekend.

*Do they visit their cousins at the weekend?*

5. Nabil and Musa live in London.

*Do Nabil and Musa live in London?*

### B. Write the negative, as in the example.

1. I ride my bike in the park.

*I don't ride my bike in the park.*

2. My parents go skiing at the weekend.

*My parents don't go skiing at the weekend.*

3. Sue reads a lot of books.

*Sue doesn't read a lot of books..*

4. Mark goes skateboarding in the park.

*Mark doesn't go skateboarding in the park.*

5. My cousin goes to a fast food restaurant at the weekend.

*My cousin doesn't go to a fast food restaurant at the weekend.*

### C. Complete with *do, does, don't, doesn't*.

1. A: *Do* you go swimming?

B: No, I *don't*. I *don't* like swimming.

2. A: *Does* Steve play golf?

B: No, he *doesn't*. He *doesn't* like golf.

3. A: *Do* they play table tennis at the weekend?

B: No, they *don't*. They *don't* like table tennis. They play football.

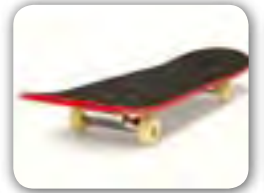


D. Look at the pictures and the prompts. Write questions and answers, as in the example.



1. What / Salma / do / after school / ? (do/homework)  
What does Salma do after school?  
She does her homework.

2. What / John / do / in the afternoon / ? (skateboard)  
What does John do in the afternoon? He skateboards.



3. What / children / do / on Fridays / ? (play computer games)  
What do the children do on Fridays? They play computer games.

4. Where / your parents / go / every Thursday / ? (go/restaurant)  
Where do your parents go every Thursday? They go to a restaurant.



5. What / sport / you / like / ?  
What sport do you like? I like...

E. Answer the questions about yourself.

- |  |                                   |
|--|-----------------------------------|
| 1. Do you like sports?<br>_____        | 3. Do you play baseball?<br>_____ |
| 2. Do you go mountain biking?<br>_____ | 4. Do you do athletics?<br>_____  |

## Speaking & Writing

Work in pairs. Taking turns, ask each other questions and complete the table by putting a ✓ or an X. Then write sentences about your partner.

	Your partner		Your partner
watch sports on TV?	<input type="checkbox"/>	play basketball?	<input type="checkbox"/>
play sports at the weekend?	<input type="checkbox"/>	do athletics?	<input type="checkbox"/>

Do you watch sports on TV?  
 Yes, I do. / No, I don't.

... doesn't watch / watches sports on TV.

Do the quiz and then check your score.

1. How often do you go out with friends?
  - A. Sometimes.
  - B. At the weekend.
  - C. Every day.
2. What do you usually do on Wednesdays after school?
  - A. I usually do my homework.
  - B. I usually help with the housework.
  - C. I usually hang out with friends.
3. What do you usually do in your free time?
  - A. I never have free time.
  - B. I often read magazines.
  - C. I always watch TV.



### MORE :

- As: Relax!
- Bs: Great!
- Cs: Do your homework!

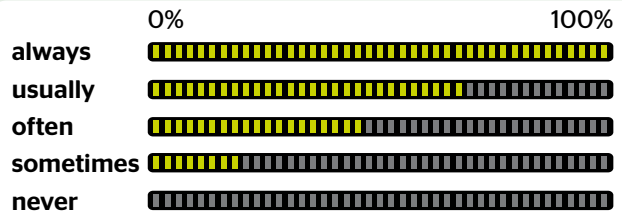
## Grammar

### a Prepositions of Time (at - on - in)

- We use:
- **at:** to show the **exact time:** *at six o'clock / at half past two*  
in the expressions: *at noon / at night / at midnight*  
*at the weekend / at (the) weekends*
  - **on:** before **days of the week:** *on Monday / on Monday morning / on weekdays*  
before **dates:** *on 16 May*
  - **in:** before **months** and **seasons:** *in July / in (the) winter*  
before **years** and **centuries:** *in 1989 / in the 20<sup>th</sup> century*  
before **periods of time:** *in the morning / in the afternoon / in the evening*
- but**
- in the expression: *on Friday morning/afternoon/evening*  
*in my free time*

## **b** Adverbs of frequency

always usually  
often sometimes  
never



- We use **adverbs of frequency** to answer questions which begin with **How often...?** and to give information about how often something happens. We use them mainly with the **Present Simple** tense.

*How often do you tidy your room?*

*I often tidy my room.*

- They usually go **before** the **main** verb, but **after** the verb **be**.

*He often feeds the cat.*

**but**

*He is always at home on Fridays.*

*She doesn't usually watch TV.*

- In interrogative sentences with the verb **be**, **adverbs of frequency** go after the subject.

*Is school always closed at the weekend?*

**NOTE:** With **never** we always use the affirmative form of the verb.

*He never does the washing-up.*

## Activities

### A. Choose a or b.

- My mum takes out the rubbish early \_\_\_\_\_ the morning.  
a. at                      **b**. in
- My two cousins sometimes skateboard \_\_\_\_\_ Thursday afternoon.  
**a**. on                      b. in
- I always go to school \_\_\_\_\_ weekdays.  
**a**. on                      b. at
- Mary cleans the windows \_\_\_\_\_ the weekend.  
a. in                      **b**. at
- My brother usually gets up \_\_\_\_\_ noon on Thursdays.  
a. on                      **b**. at
- We never have school \_\_\_\_\_ July and August.  
**a**. in                      b. at

### B. Complete the sentences with prepositions of time (at, in, on).

- Nada and Anisa don't play computer games at night.
- My sister goes to bed at 10 pm.
- We never watch documentaries in our free time.
- My parents are tired on Wednesday evenings.
- In the afternoon my dad listens to the radio.
- I usually Hoover at the weekend.
- We usually visit our uncle and aunt in June. They live in Amman, Jordan.
- We don't go out on Fridays.

C. Look at the table below. Write sentences about what Lina does at the weekend. Then complete it about yourself and make sentences about what you do at the weekend.

Lina's weekend					
	surf the Net	hang out with friends	go shopping	tidy the house	wash the car
always				✓	
usually		✓			
often			✓		
sometimes	✓				
never					✓

- Lina always tidies the house \_\_\_\_\_  
| \_\_\_\_\_
- Lina usually hangs out with her friends \_\_\_\_\_  
| \_\_\_\_\_
- Lina often goes shopping \_\_\_\_\_  
| \_\_\_\_\_
- Lina sometimes surfs the Net \_\_\_\_\_  
| \_\_\_\_\_
- Lina never washes the car. Open exercise \_\_\_\_\_  
| \_\_\_\_\_

D. Rewrite the sentences using the *adverbs of frequency* in brackets.

- My dad's tired in the evenings. (always)  
My dad's always tired in the evenings.
- Bassam goes bowling. (often)  
Bassam often goes bowling.
- I don't do the washing-up. (usually)  
I don't usually do the washing-up.
- Do your friends do housework? (sometimes)  
Do your friends sometimes do housework?

E. Complete the blanks with the correct form of the verbs in brackets and the *adverbs of frequency*. Use *prepositions of time* to complete the boxes.

- A: Habib, where's Frank?  
B: It's Wednesday today. He always has (always/have) a German lesson in the afternoon, right?  
A: No, he never has (never/have) a German lesson on Wednesday afternoons.  
He usually watches (usually/watch) TV at home. But he isn't there now.  
B: Well, he sometimes goes (sometimes/go) to his grandparents' house.
- A: What do you usually do (usually /do) on weekdays?  
B: I usually do (usually/do) my homework and I sometimes play (sometimes/play) baseball in the evening.  
A: Do you often surf (often/surf) the Net?  
B: No, I never surf (never/surf) the Net on weekdays.

## Speaking

Talk in pairs about your daily routines.

What time do you get up?  
I get up at...

Do you always have breakfast?  
.....

Do you tidy your room?  
.....

## Writing

Write five sentences about what a member of your family does at the weekend using *always/usually/often/sometimes/never*.

My mother/father ...  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Revision: Module 3

## A. Complete with the *Present Simple* of the verbs in brackets.

1. On Fridays my brother and I hang out (hang out) at home all day. In the morning he surfs (surf) the Net and I listen (listen) to the radio. In the afternoon we sometimes play (play) table tennis or board games.
2. I help (help) my mother with the housework at the weekend. We get (get) up at eight o'clock in the morning and we clean (clean) the house together.
3. My cousin is very good at Art and he draws (draw) beautiful pictures.
4. What time do you go (go) to bed at night?
5. My dad likes (like) baseball but my mum hates (hate) it!



## B. Complete with *do, does, don't* or *doesn't*.

1. Sophie doesn't watch TV.
2. Do you get up early in the morning?
3. My grandparents don't usually go to restaurants.
4. I don't wash the car.
5. Does your sister talk on the phone a lot?
6. Afaf doesn't speak Italian.
7. Do you clean the house at the weekends?

## C. Complete with *prepositions of time*.

1. He never goes out on weekdays but at the weekends he goes bowling.
2. In my free time I like reading books.
3. My mum gets up at half past seven.
4. Lamya usually surfs the Net in the afternoon.
5. Malik never goes out at night.
6. I sometimes play football on Fridays.

## D. Rewrite the sentences using the *adverbs of frequency* in brackets.

1. We don't go shopping on Mondays. (usually)  
We don't usually go shopping on Mondays.
2. Do you get up late? (always)  
Do you always get up late?
3. What time does he get home? (usually)  
What time does he usually get home?
4. My cousin plays golf at the weekend. (often)  
My cousin often plays golf at the weekend.
5. He is late for school. (never)  
He is never late for school.

# Module 4 (4a, 4b)

## There is / There are Prepositions of place Articles

Look at the two pictures and then read the text below. Which picture does the text refer to?  
Write 1 or 2 in the box.



This is my room. **There is** a bed, a desk, a wardrobe and **an** armchair. **There is** a lamp **next to** the bed. **There are** two pencils **on** the desk. **There is** also a picture **on** the wall. 1

## Grammar

### a There is / There are

- We use **there is** before **singular** nouns.

**There is (There's)** *There is a bike in the garden.*

**There is not (There isn't)** *There isn't a chair in the bedroom.*

**Is there ...?** *Is there a book on your desk?* *Yes, there is.*  
*No, there isn't.*

- We use **there are** before **plural** nouns.

**There are** *There are four bedrooms in the house.*

**There are not (There aren't)** *There aren't two bedrooms in the house.*

**Are there ...?** *Are there two apples on the table?* *Yes, there are.*  
*No, there aren't.*

**NOTE:** **There is** a table in the kitchen. (We show that something exists).

**It's** a big table. (We give information about something).

**There are** three chairs in your room.

**They are** old chairs. **NOT** ~~There are~~ old chairs.



## b Prepositions of Place (*in - on - under - next to - between - in front of - behind*)

- **Prepositions of place** show **where** something or someone is situated.



- **in**  
*The boy is in the bedroom.*



- **on**  
*There is a book on my desk.*



- **under**  
*There is a mouse under the table.*



- **next to**  
*There is a lamp next to the sofa.*



- **between**  
*The lamp is between the sofa and the table.*



- **in front of**  
*There is a lamp in front of the sofa.*



- **behind**  
*There is a lamp behind the sofa.*

## c Articles (*a, an / the*)

- We use the **indefinite article a/an** before **singular** countable nouns, when they are mentioned for the first time or when we aren't referring to a specific item. We use **a** when the word that follows begins with a consonant sound and **an** when the word that follows begins with a vowel sound.  
*There is a book on the bed. There isn't an apple on the table.*
- We use the definite article **the** before uncountable and countable nouns, both in the singular and in the plural when we are referring to something or someone in specific.  
*The armchair next to the table is green.*

## Activities

- A. Complete the questions with the correct form of *there is/there are*. Then look at the pictures and answer the questions.



1. Is there a shop between the museum and the art gallery?  
Yes, there is



2. Are there two men in front of the museum?  
Yes, there are.



3. Is there a cat in the basket?  
Yes, there is.



4. Are there three children on the tree?  
No, there aren't.

**B. Complete with the correct form of *there is/there are*.**

- A: Is there a restaurant near here?  
 B: Yes, there are two restaurants on Lune Street.
- A: is there a museum in your city?  
 B: No, there isn't.
- There are ten students in the classroom ... no, wait there aren't ten, there are eleven!

**C. Read the sentences and write T for True or F for False.**

- There are five players in a basketball team.  T
- There aren't 30 days in June.  F
- There are 24 hours in a day.  T
- There aren't 60 minutes in an hour.  F
- There isn't a kitchen in your house.  F

**D. Where is the pencil? Look at the pictures and complete the blanks with prepositions of place.**



1. It's next to the book.



2. It's on the book.



3. It's behind the book.



4. It's in the book.



5. It's under the book.



6. It's in front of the book.



7. It's between the books.



# Module 4 (4c, 4d) Object Pronouns Imperative

Look at the picture and read the dialogue below.

- Zookeeper** Excuse me you two. **Don't feed** the gorillas, please!
- Peter** We know that. We just want to take a picture of **them**.
- Zookeeper** What's that, then?
- Dennis** It's a banana. It's my lunch.
- Zookeeper** Well, put **it** in your pocket.
- Dennis** Oh, sorry. Can you take a picture of **us**?
- Zookeeper** Sure. **Stand** together, please! I can't get **you** in the picture.
- Dennis** Is that OK?
- Zookeeper** There!
- Peter** Thanks!



Now, answer the questions below.

- Where are the boys?  
They're at the zoo.
- What has Dennis got?  
He's got a banana.
- Who takes a picture of the boys?  
The zookeeper takes a picture of the boys.

## Grammar

### a Object Pronouns

- We use **object pronouns** as objects of verbs. They always go after verbs or prepositions.  
*Give him a glass of water.*  
*Look at me.*

- In order to avoid repeating nouns, **subject** and **object pronouns** can replace them.  
*Rose lives with her parents.*  
*She lives with them.*

Subject Pronouns	Object Pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

### b Imperative

AFFIRMATIVE	NEGATIVE
Close the window! Open the door!	Don't play football in the house! Don't eat in the classroom!

- We form the imperative with the base form of the verb. We form the negative imperative with **don't + base form**.
- We use the imperative to ask someone to do something. We add the word 'please' at the beginning or at the end of the sentence to be more polite.  
*Stand up, please!*  
*Please, sit down!*

## Activities

A. Use object pronouns to replace the words in bold.

- A:** Do you like **board games**?  
**B:** No, I don't like them.
- This is my favourite **book**.  
Read it.
- My sister** has got long fair hair and blue eyes. Do you know her?
- Adam and I** are in this photo.  
Can you see us?
- Ameer, **your father** is tired. Can you help him?
- They** aren't well. Can you take them home?

**B. Complete the sentences with the correct pronouns.**

- Your T-shirt is on the sofa. Put it in the wardrobe.
- My favourite teacher is Miss Jones. Do you like her ?
- This is Bilal. he is my cousin.
- John hasn't got a pen. Give him this red pen.
- I'm late. Can you drive me to school?
- Look at you ! You look silly in that dress.
- Mahmud and Saad are at the park. Let's go meet them there.
- Mike and I are Italian. we don't speak Spanish.
- Hasna and I are in this photo. Can you see us ?
- My sister isn't here now. Call her later.
- This is my cousin, Ameen. Do you know him ?
- Can you please help me with my homework?

**C. Use the words in brackets to form the Imperative.**

- Wash (wash) the car now! It's too dirty!
- Turn off (turn off) the lights when you leave the room, please!
- Don't talk (not talk) in the library!
- Study (study) for your test tomorrow!
- Don't feed (not feed) the animals at the zoo!
- Don't run (not run) in the museum, please!

**D. Look at the pictures and the prompts and make sentences using the Imperative, as in the example.**



1. tidy/room

Tidy your room!



2. wash/hands/before/lunch

Wash your hands before lunch!



3. swim/lake

Don't swim in the lake!



4. help/mum/with/bags

Help your mum with the bags!



5. eat/cake

Don't eat the cake.



6. take pictures/museum

Don't take pictures in the museum.

## Speaking & Writing

Work in pairs. Discuss with your partner and come up with a list with *Dos* and *Don'ts*. Then add more sentences to the list.

**Dos**

Do your homework every day.  
Be quiet.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Don'ts**

Don't write on the desks!  
Don't talk in class!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Revision: Module 4

## A. Complete with the correct form of *there is/there are*.

- A:** Is there an aquarium in the town?  
**B:** No, there isn't, but there is a museum.
- There are four pencils on the desk, but there isn't a pen.
- A:** Are there two supermarkets near your house?  
**B:** No, there aren't.
- There are two people in the post office.
- There are lots of interesting places in Edinburgh, but there isn't a zoo.

## B. Complete with *prepositions of place*.

- The brown mouse is on the bed.
- There is a garden in front of the house.
- The rabbit is behind the door.
- There is a fridge in the kitchen.
- The lamp is next to the bookcase.
- There are two birds between the trees.
- The bags are under the table.



## C. Complete with *a, an or the*.

- A:** Let's go to an Italian restaurant tonight.  
**B:** OK, there are two Italian restaurants in this town.  
**A:** I know. Let's go to the Italian restaurant on Park Road. It's really nice!
- In my room there is an armchair but there isn't a table.
- There are three pencils on the desk. The red pencil is Mary's.
- There is a post office near my school.
- A:** Where's Mum?  
**B:** She's at the supermarket.

## E. Complete the sentences using the words in brackets and the *Imperative*.

- Don't watch (watch) TV all day. It's bad for your eyes.
- Ann, study (study), please! The test is tomorrow.
- Don't use (use) your mobile phone in the library.
- Don't take (take) things without asking first.

## D. Complete using *object pronouns* to refer to the words in bold.

- Mrs Smith**, my new English teacher, is nice. We all like her.
- This is **Grandad's** camera. Give it to him.
- I like these **shoes**. I want to buy them.
- Dad, **we** want to do our Maths homework. Can you help us, please?
- Aisha** is my best friend. I talk with her on the phone for hours.
- I've got great news. Listen to me.
- Murad** wants to come over. Call him!