1. Look at Picture A and watch your teacher playing the roles of Q-rex and Jason.
2. Read and listen.

Q-rex : Hello. I’m Q-rex. What’s your name?
Jason : My name’s Jason.
Q-rex : Nice to meet you, Jason.
Jason : And you, Q-rex. Where are you from?
Q-rex : I’m from the Philippines and I live in Cebu. Where are you from?
Jason : I’m from England and I live in London. By the way, this is our dog.
Q-rex : What’s his name?
Jason : His name’s Fido. He’s very friendly.
Q-rex : Hi, Fido. This is our cat.
Jason : What’s her name?
Q-rex : Her name’s Adriana. She’s very playful.
Jason : Hi, Adriana.

3. Exercise

Put am, are, or is into the gaps and then write the questions for each statement.

1. Q-rex …is…….. from Cebu. ……Is he from Cebu?…….
2. I ………. Q-rex. ……………………………..
3. This ……………. our dog. …………………………….
4. His name ……….. Fido. ……………………………..
5. Dogs ……….. friendly. ……………………………..
6. You ………… from England. ……………………………..
7. Cats …………. playful. ……………………………..
8. They ………… playful. ……………………………...
9. We …………. friends. ……………………………...

Grammar Reference

<table>
<thead>
<tr>
<th>(person)</th>
<th>(singular)</th>
<th>(be verb)</th>
<th>(plural)</th>
<th>(be verb)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>I</td>
<td>am</td>
<td>we</td>
<td>are</td>
</tr>
<tr>
<td>2nd</td>
<td>you</td>
<td>are</td>
<td>you</td>
<td>are</td>
</tr>
<tr>
<td>3rd</td>
<td>he / she / it</td>
<td>is</td>
<td>they</td>
<td>are</td>
</tr>
</tbody>
</table>

Contraction

<table>
<thead>
<tr>
<th>= I’m</th>
<th>= He’s</th>
<th>= She’s</th>
<th>= It’s</th>
<th>= We’re</th>
<th>= You’re</th>
<th>= They’re</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>he</td>
<td>she</td>
<td>it</td>
<td>we</td>
<td>you</td>
<td>they</td>
</tr>
</tbody>
</table>

Question

Where are you from?

Linking verb “be” (am/ are/ is)

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>friendly.</td>
</tr>
<tr>
<td>I</td>
<td>friendly.</td>
</tr>
<tr>
<td>You</td>
<td>friendly.</td>
</tr>
</tbody>
</table>

This = our dog.

Q-rex. = Q-rex.

Jason. = Jason.
4. Listen and repeat.  

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
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<tr>
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<td>3</td>
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<td>7</td>
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<td>zero</td>
<td>one</td>
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<td>three</td>
<td>four</td>
<td>five</td>
<td>six</td>
<td>seven</td>
<td>eight</td>
<td>nine</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Say the numbers your teacher writes on the white board.
6. What’s the phone number of Q-rex?
7. What’s Jason’s phone number?

8. Write the numbers your teacher says.
9. Write the contractions.
   1. My name is ➔ My name's
   2. I am ➔
   3. He is ➔
   4. You are ➔
   5. They are ➔
   6. We are ➔
   7. She is ➔

10. Complete the sentences. Use my, your, our, his, her, or ours.

   **Q-rex** : Hello. _______ name's Q-rex. What's _______ name?
   **Jason** : Hello. _______ name's Jason. This is _______ dog. _______ name's Fido.
   This dog is ____________.
   **Q-rex** : This is _______ cat. _______ name's Adriana. This cat is ____________.

**GRAMMAR MEMO**

my cat = mine  your cat = yours
his cat = his  her cat = hers
our cat = ours  their cat = theirs

E.g. This is my cat. This is mine.
11. Complete the chart in Pronouns

<table>
<thead>
<tr>
<th>Subject pronouns</th>
<th>I</th>
<th>you</th>
<th>he</th>
<th>she</th>
<th>we</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possessive adjectives</td>
<td>my</td>
<td>..........</td>
<td>........</td>
<td>........</td>
<td>........</td>
<td>........</td>
</tr>
<tr>
<td>Possessive pronouns</td>
<td>mine</td>
<td>..........</td>
<td>........</td>
<td>........</td>
<td>........</td>
<td>........</td>
</tr>
</tbody>
</table>

Grammar Reference

<table>
<thead>
<tr>
<th>Possessive adjectives</th>
<th>Possessive pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(person)</strong></td>
<td><strong>singular</strong></td>
</tr>
<tr>
<td>1st</td>
<td>my</td>
</tr>
<tr>
<td>2nd</td>
<td>your</td>
</tr>
<tr>
<td>3rd</td>
<td>his / her</td>
</tr>
</tbody>
</table>

E.g. This is his racket. This is their car.

E.g. It’s his. (= his racket) It’s theirs. (= their car)

SPEAKING

12. Now answer your teacher’s questions.

Grammar Focus

- Linking Verb “be”
- Possessive adjectives and possessive pronouns

WRITING

Check 1 Word order

Write the words in the correct order. Each sentence must begin with a capital letter.

1. name / Jason / my / is / . /
2. am / London / I / from / . /
3. is / by / dog / this / way / our / the / . /
4. is / dog / friendly / our / very / . /
1. Listen about Jason.
2. Read and listen.

My name is Jason and I am a student. I am 20. I am tall and heavy. I am not married. I don’t have a brother, but I have a sister. Her name is Jane. She is a nurse. My father is from Scotland and my mother is from Spain. We live in London.
3. Listen and repeat.
4. Listen about Q-ty.
5. Read and listen.
   My name is Q-ty and I am a nurse. I am 22. I am short and thin. My father is a pilot. My mother is a dentist. I am not married. I’m an only child. We live in London next door to Jason’s family. Jason’s sister Jane is my best friend. We work in the same hospital.

6. Listen and repeat

7. Complete the text about Jason.
   __________ name is Jason and I ______ a ________ . I am 20. I am tall and ________ . I am not married. I ________ have a brother, but I ________ a ________ . Her name is Jane. She is a ________. My father is from Scotland and my mother is from Spain. We ________ in London.

8. Complete the text about Q-ty.
   My ________ is Q-ty and I am a nurse. I ________ 22. I am short and ________ . My father is a pilot. My mother is a ________ . I am not married. I’m an ________ child. We live in London next ________ to Jason’s family. Jason’s sister Jane is my best ________ , We ________ in the ________ hospital.

9. Write the answers.
   1. Is Jason a pilot? ..........................................................
   2. What’s the name of Jason’s sister? ..................................
   3. Where is Jason’s father from? ......................................
   4. Where is Jason’s mother from? ....................................
   5. Is Jason thin? ............................................................
   6. Is Q-ty a student? ........................................................
   7. Is Q-ty married? ..........................................................
   8. Is Q-ty tall? ..............................................................

Grammar Reference

<table>
<thead>
<tr>
<th>Verb to be</th>
<th>Yes/No questions</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is</strong></td>
<td>he</td>
<td>Yes, he is.</td>
</tr>
<tr>
<td></td>
<td>she</td>
<td>No, she isn’t.</td>
</tr>
<tr>
<td></td>
<td>your father</td>
<td>No, he isn’t.</td>
</tr>
<tr>
<td><strong>Are</strong></td>
<td>you</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td></td>
<td>we</td>
<td>No, we aren’t.</td>
</tr>
<tr>
<td></td>
<td>they</td>
<td>No, they aren’t.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>I am not</td>
<td>I’m not</td>
</tr>
<tr>
<td></td>
<td>He is not</td>
<td>He isn’t</td>
</tr>
<tr>
<td></td>
<td>She is not</td>
<td>She isn’t</td>
</tr>
<tr>
<td></td>
<td>It is not</td>
<td>It isn’t</td>
</tr>
<tr>
<td></td>
<td>You are not</td>
<td>You aren’t</td>
</tr>
<tr>
<td></td>
<td>We are not</td>
<td>We aren’t</td>
</tr>
<tr>
<td></td>
<td>They are not</td>
<td>They aren’t</td>
</tr>
</tbody>
</table>

Contraction
- I am not
- He isn’t
- She isn’t
- It isn’t
- You aren’t
- We aren’t
- They aren’t
LISTENING AND REPEATING

10. Listen and repeat.

LISTENING AND WRITING

11. Listen to the conversation again. Write it in the correct order.

☐ Very well, thank you. How are you?
☐ They are both very well, thanks.
☐ Fine, thanks. And how are your parents?
☐ Hello, Q-ty. How are you?

J: .......................... Q: ..........................
J: ..........................
Q: ..........................

GRAMMAR MEMO
We use ‘How are you?’ to ask about someone’s health. You know them.

You use ‘both’ to refer to two people or things.

Grammar Reference

Verbs Present Simple: I / you / we / they

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a sister.</td>
<td>I don’t have a brother.</td>
</tr>
<tr>
<td>We work in a hospital.</td>
<td>We don’t work in a shop.</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
</tr>
</tbody>
</table>

Yes/No questions

Do you live in Tokyo? Yes, I do./ No, I don’t.
Do they work in a restaurant? Yes, they do./ No, they don’t.
12. Listen and repeat. **Numbers 21 – 100**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<td>70</td>
<td>seventy</td>
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<tr>
<td>80</td>
<td>eighty</td>
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</tr>
<tr>
<td>90</td>
<td>ninety</td>
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<td>100</td>
<td>one hundred</td>
<td></td>
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</tr>
</tbody>
</table>

13. Say the numbers your teacher writes on the white board.

14. Now answer your teacher’s questions.

**Grammar Focus**

- Linking verb be + nouns/ adjectives
- Present Simple: I/ you/ we/ they
- Everyday greetings and numbers 21 - 100

**WRITING**

**Check 2  Word order**

*Write the words in the correct order. Each sentence must begin with a capital letter.*

1. not / I / married / am / . /  
2. brother / have / a / don’t / I / . /  
3. hospital / same / in / work / the / we / . /  
4. family / live / door / Jason’s / London / next / to / in / we / . /
What can I do? I can use a computer.
I can speak Spanish because my mother is Spanish.
I can play tennis, but I can’t play baseball.
Baseball is not popular here in England.

<Key Vocabulary>

NOUNS
a computer
a car
tennis
baseball
skiing

VERBS
use
do
drive
run
swim
play
sing
dance
ski
enjoy

ADJECTIVES
popular

ADVERBS
often
fast
Hi, I’m Jason. What can I do? Well, I can use a computer, of course. I can speak English because I live in England. And I can speak Spanish because my mother is Spanish. But I can’t speak Japanese. I can drive a car and I can run very fast. And I can swim. I can play the guitar and I can sing and dance. I can play tennis but I can’t play baseball. Baseball is not popular here in England. I can ski. My father is from Scotland. We often go to Scotland and we enjoy skiing.

3. Listen to Jason and complete the chart. Put √ or ×.

Can . . . ?

<table>
<thead>
<tr>
<th>Activity</th>
<th>√</th>
<th>×</th>
</tr>
</thead>
<tbody>
<tr>
<td>speak English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>speak Spanish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>speak Japanese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drive a car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>run fast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>swim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play baseball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ski</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play the guitar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play the piano</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sing and dance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Complete the sentences. Use the correct question words to get the underlined info.

1. “Where can you cook?” “I can cook in the kitchen.”
2. “……………… can swim fast?” “John can.”
3. “……………… sports can you play?” “I can play volleyball.”
4. “……………… can you go skiing?” “I can go skiing in winter.”

5. Match the questions with their answers.

1. “Can you make pizza?” “He can play the piano.”
2. “Who can drive a car?” “Emily can.”
3. “Can I open the window?” “Yes, I can.”
4. “Can John play the piano or the guitar?” “Sure.”
‘can’ is a modal verb. ‘can’ goes before another verb in the base form.  
E.g. can be / can have / can speak, etc.  
It has no ‘-s’ form for the 3rd person singular.  
× She cans play the piano.  
× She can play the piano.  
You use ‘can’ to indicate that someone has the ability to do something.  
I can play the guitar.  
You can also use it to request or offer permission.  
Can I use your pen?  You can drive my car on Sundays.

### Positive statements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>can</td>
<td>play the piano.</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/She</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
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</tbody>
</table>

### Questions

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
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<td>What</td>
<td>can</td>
<td>do?</td>
</tr>
<tr>
<td>I</td>
<td>you</td>
<td>he/ she</td>
</tr>
<tr>
<td>He/She</td>
<td></td>
<td>we</td>
</tr>
<tr>
<td>We</td>
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<tr>
<td>They</td>
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</tbody>
</table>

### Negative statements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>can’t play</td>
<td></td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/She</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
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</tbody>
</table>

### Yes/No questions

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can</td>
<td>you</td>
<td>play the piano?</td>
</tr>
<tr>
<td>I *</td>
<td>you</td>
<td>he/ she</td>
</tr>
<tr>
<td>He/She *</td>
<td></td>
<td>we</td>
</tr>
<tr>
<td>We</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Grammar Focus

- Can: affirmative/ negative/ questions
- Enjoy + noun/ gerund (~ing)  ×enjoy + to ~
- Conjunction: because

### Speaking

6. Now answer your teacher’s questions.

### Writing

Check 3  Word order

Write the words in the correct order. Each sentence must begin with a capital letter.

1. do / I / can / what / ?
2. Spanish / Spanish / mother / speak / because / my / is / can / I / . /
3. tennis / baseball / but / play / play / can / can’t / I / I / . /
4. England / is / in / popular / here / not / baseball / . /
Unit Four

Can you tell me the time, please?

Target Language

- What time is it, please?
- It’s three o’clock in the afternoon. It’s 3 p.m.
- Excuse me. Can you tell me the time, please?
- I’m sorry, I don’t know. I don’t have a watch.

<Key Vocabulary>

**NOUNS**
- midnight
- midday
- clock
- watch
- time
- quarter
- half

**VERBS**
- tell
- know

**PREPOSITIONS**
- to
- past
- before
- after

Example:

- 12:00 midnight
- 11:59 pm
- 12:00 midday
1. Watch your teacher playing the roles of Q-rex and Q-ty.
2. Read and listen.
   Q-rex : Hello, Q-ty.
   Q-ty : Hello, Q-rex.
   Q-rex : What time is it, please?
   Q-ty : It’s three o’clock in the afternoon. It’s 3 p.m.
   Q-rex : Thank you very much.
3. Listen and repeat.
4. Look at the times. Listen and repeat.

   1:10                         1:15                     1:30                                  1:45                        1:50
   It’s ten past one.        It’s a quarter past one.    It’s half past one.     It’s quarter to two.    It’s ten to two.
   (It’s ten after one.)        (It’s a quarter after one.)

5. Practise saying the times.

GRAMMAR MEMO

The verb practice? Or practise?
(the noun is the same, ‘practice’, for both USA and UK)
In American English, use ‘practice’.
In British English, use ‘practise’.

6. Look at the clocks. Write the times.

   1_______  2_______  3_______  4_______  5_______
Unit Four

7. Look at the times. Listen and repeat.

8. Look at your teacher’s clock and say the times.

LISTENING AND REPEATING

9. Watch your teacher playing the roles of A and B.
10. Listen and repeat.
11. Read and listen.

A: Excuse me. Can you tell me the time, please?
B: I’m sorry, I don’t know. I don’t have a watch.
A: Never mind. Thanks.

ROLE PLAYING

12. Roleplay. Your teacher is A. You are B.
13. Change roles.

SPEAKING

14. Now answer your teacher’s questions.

Grammar Focus

Time expressions
Numbers 101 – 1,000

WRITING

Check 4 Word order

Write the words in the correct order. Each sentence must begin with a capital letter.

1. time / it / please / what / is / ?
2. the / you / time / please / me / tell / can / ?
3. past / is / six / quarter / it / .
4. o’clock / is / one / just / after / it / .
Every morning I wake up at 7:00.
I get out of bed. I go into the bathroom.
I use the toilet and flush it.
I brush my teeth and have a shower.
We don’t like cricket very much. It’s boring!
LISTENING AND READING

1. Listen about Jason.
2. Read and listen.
   Hi, I’m Jason. Every morning I wake up at 7:00. I get out of bed. I go into the bathroom. I use the toilet and flush it. I brush my teeth and have a shower. I have breakfast at 8:00. I go to school at 8:30. I have lunch at 12:45. I leave school at 4:00. I get home at 4:30. I have dinner at 7:00 and watch television. I go to bed at 11:00 and set my alarm for 7:00 a.m.
3. Listen and repeat.
4. Watch your teacher playing the roles of Q-ty and Jason.
5. Read and listen.
   Q-ty : What time do you wake up?
   Jason : I wake up at seven.
   Q-ty : What time do you go to school?
   Jason : I go to school at 8:30.
   Q-ty : What time do you get home?
   Jason : I get home at 4:30.
   Q-ty : What time do you have dinner?
   Jason : I have dinner at 7:00.
   Q-ty : And then, what do you do?
   Jason : I watch television.
   Q-ty : What time do you go to bed?
   Jason : I go to bed at 11:00.

ROLE PLAYING

7. Roleplay. Your teacher is Q-ty. You are Jason.
8. Change roles.

LISTENING AND READING

9. Listen about Jason, again.
10. Read and listen.
   Hi, I’m Jason, again. On Saturday I play tennis with Q-ty. We like tennis a lot. It’s exciting. But we don’t like cricket very much. It’s boring! But some people like it. Cricket is an outdoor game. Players try to score points by hitting a ball with a wooden bat.
11. Listen and repeat.

WRITING

12. Complete the questions and answers.
   What …… Jason and Q-ty like? They ……………………………
   Why …… they like tennis? Because ……………………
   What don’t they like? They ……………………………
   Why? Because ……………………
13. Complete the table for the Present Simple.

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>like tennis</td>
<td>don't like tennis</td>
</tr>
<tr>
<td>You</td>
<td>…………………………</td>
<td>…………………………</td>
</tr>
<tr>
<td>We</td>
<td>…………………………</td>
<td>…………………………</td>
</tr>
<tr>
<td>They</td>
<td>…………………………</td>
<td>…………………………</td>
</tr>
</tbody>
</table>

(SPEAKING)

14. Now answer your teacher’s questions.

(SPEAKING)

15. Listen and repeat.
16. Say the numbers your teacher writes on the white board.

WRITING

17. Write the numbers your teacher says.

(Grammar Focus)

Present Simple: I/ you/ we/ they
Positive/ negative
Questions with question words
Yes/ No questions and short answers
Numbers 1,001 – 3,000

WRITING

Check 5  Word order

Write the words in the correct order. Each sentence must begin with a capital letter.

1. and / I / flush / use / toilet / it / the / . /
2. alarm / and / my / go / set / at / for / to / I / bed / 11:00 p.m. / 7:00 a.m. / . /
3. score / players / to / points / a / a / by / bat / with / ball / try / hitting / wooden / . /