**Origins**

**Grammar:** be (all forms); pronouns and adjectives; possessive 's

**Vocabulary:** nationalities

---

1. **Read and listen to the text. Then match the beginnings and ends of the sentences.**

<table>
<thead>
<tr>
<th>Cihan's name</th>
<th>are from Turkey.</th>
</tr>
</thead>
<tbody>
<tr>
<td>His grandparents</td>
<td>are into Turkish football.</td>
</tr>
<tr>
<td>London</td>
<td>is Turkish.</td>
</tr>
<tr>
<td>Cihan and his friends</td>
<td>is a British city.</td>
</tr>
</tbody>
</table>

---

2. **Match the countries to the nationalities.**

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>American</td>
</tr>
<tr>
<td>Germany</td>
<td>Mexican</td>
</tr>
<tr>
<td>Japan</td>
<td>French</td>
</tr>
<tr>
<td>Chile</td>
<td>British</td>
</tr>
<tr>
<td>Nigeria</td>
<td>Spanish</td>
</tr>
<tr>
<td>Greece</td>
<td>Indian</td>
</tr>
<tr>
<td>the UK</td>
<td>Chilean</td>
</tr>
<tr>
<td>Spain</td>
<td>Chinese</td>
</tr>
<tr>
<td>India</td>
<td>German</td>
</tr>
<tr>
<td>the USA</td>
<td>Greek</td>
</tr>
<tr>
<td>Mexico</td>
<td>Nigerian</td>
</tr>
</tbody>
</table>

---

3. **比对句子的开头和结尾。**

<table>
<thead>
<tr>
<th>Cihan's name</th>
<th>are from Turkey.</th>
</tr>
</thead>
<tbody>
<tr>
<td>His grandparents</td>
<td>are into Turkish football.</td>
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<tr>
<td>London</td>
<td>is Turkish.</td>
</tr>
<tr>
<td>Cihan and his friends</td>
<td>is a British city.</td>
</tr>
</tbody>
</table>

---

**VOCABULARY: Nationalities**

2. **Match the countries to the nationalities.**

---

**GRAMMAR GUIDE**

**be (all forms)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Affirmative</th>
<th>Negative</th>
<th>Questions</th>
<th>Short Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am (‘m)</td>
<td>am not (‘m not)</td>
<td>Am I?</td>
<td>Yes, I am. / No, I’m not.</td>
</tr>
<tr>
<td>he / she / it</td>
<td>is (‘s)</td>
<td>is not (isn’t)</td>
<td>Is he?</td>
<td>Yes, he is. / No, he isn’t.</td>
</tr>
<tr>
<td>we / you / they</td>
<td>are (‘re)</td>
<td>are not (aren’t)</td>
<td>Are we?</td>
<td>Yes, we are. / No, we aren’t.</td>
</tr>
</tbody>
</table>

See GRAMMAR REFERENCE Workbook page 114
3  **Complete the dialogue with the correct form of the verb be.** Then listen and check your answers.

- **Joshua**: Hi, I'm Joshua. What's your name?
- **Natalia**: Natalia.
- **Joshua**: That's an Italian name. You Italian too?
- **Natalia**: No, I'm from Krakow in Poland. My sister and I are here for the festival. It's great!
- **Joshua**: Yes, it is. It's an annual festival, every June.
- **Natalia**: Oh, it's a difficult language?
- **Joshua**: It's great – and it's very difficult!

4  **Complete the sentences with a subject pronoun or a possessive adjective.**

- **Rosa Brodie** is Canadian. She is my best friend.
- Hi Ruby. This is Paul. He is a new student in our class.
- Are Kate Gray? What's phone number?
- 'Is Francesca from Italy?' No, isn't but name's Italian.
- 'I'm from India.' 's a very big country.
- Pablo, Mickey and friends are in the same class. class is the best!
- 'How old are ?'
  'm 16. birthday's on Saturday.'

5  **Write the phrases using 's or '.**

- Oliver / brother
- Anna / bike
- Ben and Sam / school
- the girls / friends
- the teachers / cars
- the children / dog
- my friend / tablet
- This isn't your name?
- My friend's name is Polish.
- My friends' bikes are new.
- Lisa and Ann's mum.
- She my

6  **Complete the table.**

<table>
<thead>
<tr>
<th>subject pronoun</th>
<th>possessive adjective</th>
<th>possessive pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td>mine</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>he</td>
<td>his</td>
<td>his</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
<td>hers</td>
</tr>
<tr>
<td>it</td>
<td>its</td>
<td>it</td>
</tr>
<tr>
<td>we</td>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>they</td>
<td>their</td>
<td>theirs</td>
</tr>
</tbody>
</table>

7  **Choose the correct option.**

- Is this your / yours phone?
- 'Are these her / hers books?' 'No, they aren't her / hers. They're my / mine.'
- This isn't my / mine tablet. Is it your / yours?
- Our / Ours bikes are in the park. They / Their are with your / yours bike.
- This red T-shirt is he / his. My / Mine is blue.
- Where are the new students? Their / Theirs teacher is in room 6.
- That phone isn't your / yours. It's her / hers.
VOCABULARY: Family

9 Look at the family tree again and choose the correct option.

0 Eve and Holly are sisters / cousins.
1 Tony and Gary are brothers / cousins.
2 Phillip is Jenna’s uncle / grandfather.
3 Emily is Sarah’s granddaughter / daughter.
4 Molly is Gary and Katy’s daughter / niece.
5 Phillip is Jill’s husband / uncle.

10 Now think of other family words and make a list.

Only child, half-sister, adopted ...

GRAMMAR GUIDE
have got (all forms)

<table>
<thead>
<tr>
<th>subject</th>
<th>affirmative</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / we / you / they</td>
<td>have got / ’ve got</td>
<td>have not got / haven’t got</td>
</tr>
<tr>
<td>he / she / it</td>
<td>has got / ’s got</td>
<td>has not got / hasn’t got</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>questions</th>
<th>short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have they got?</td>
<td>Yes, they have. / No, they haven’t.</td>
</tr>
<tr>
<td>Has she got?</td>
<td>Yes, she has. / No, she hasn’t.</td>
</tr>
</tbody>
</table>

11 Look at the Grammar guide and circle the examples of the verb have got in the dialogue.
12 Complete the gaps with **have / has got** or **haven’t / hasn’t got**.

0 Jack’s an only child. He **hasn’t got** a brother.
1 Evie .................... a twin sister. Her name’s Amy.
2 No, I .................... a dog or a cat.
3 My brother .................... a scooter.
4 No, they .................... their phones on their desks.
5 No, Leyla .................... a sister.
6 My phone .................... a good camera and I .................... lots of photos on it.

13 Write questions using the prompts and **have got**. Then ask and answer the questions in pairs.

0 you / twin brother? **Have you got a twin brother?**
1 your mum / a sister?
2 your grandparents / a games console?
3 you / a brother?
4 your dad / a bike?
5 your best friend / a pet?
6 you / five cousins?

14 Complete the gaps with **a / an**.

0 California is ............ American state.
1 The house has got ............ garden.
2 It’s ............ Japanese restaurant.
3 My mum’s ............ art teacher.
4 Berlin is ............ European city.
5 Nathan is ............ university student.
6 Is it ............ easy exercise?
7 It’s ............ yellow T-shirt.

15 Write the plurals.

0 boy .....................
1 class .....................
2 child ➝ women, child ➝ children, person ➝ people
See GRAMMAR REFERENCE Workbook page 115

16 **Rewrite** the singular sentences in the plural and the plural sentences in the singular. Then listen and check.

0 This chair is very comfortable.

These chairs are very comfortable.
1 These students are in my class.

This chair is very comfortable.
2 Is this your umbrella?

These books aren’t mine.
3 That desk is new.

This is my cousin.
4 Are those Julia’s friends?

That desk is new.
5 ‘The green T-shirt.’

‘.......................... is in your bag?’ ‘My sports things.’
6 ‘.......................... is the English test?’ ‘On Monday.’

‘.......................... T-shirt have you got? Red or green?’

17 Complete the questions with a question word.

0 ‘______What______’s your name?’ ‘Julia.’
1 ‘............... are you from?’ ‘London.’
2 ‘............... is your best friend?’ ‘Amelia.’
3 ‘............... is this phone?’ ‘It’s mine!’
4 ‘............... is the English test?’ ‘On Monday.’
5 ‘.......................... T-shirt have you got? Red or green?’

‘.......................... T-shirt have you got? Red or green?’
6 ‘............... is in your bag?’ ‘My sports things.’
Today’s the 26th August and it’s the first day of school! The start of the school year is very early in the USA! I’m 15 so I’m in the 10th grade at Riverville High School. My school is on a campus and it’s very big – there are about 2,000 students.

In the USA, the school week is from Monday to Friday – there aren’t any lessons on Saturdays. My first lesson is at 7:30 am and my last is at 2:30 pm. After that, I’m free. There’s a cafeteria on campus for lunch. The food is really good. Today is Thursday, so I’ve got maths, science, Spanish and history in the morning. After lunch, there’s biology and art. After school, there are electives – these aren’t lessons, they are activities and they are your choice. Have I got any electives today? No, I haven’t, but I’m at school until 5 pm on some days. I’m very tired on those days but it’s lots of fun.

Riverville’s BLOG

Today’s the 26th August and it’s the first day of school! The start of the school year is very early in the USA! I’m 15 so I’m in the 10th grade at Riverville High School. My school is on a campus and it’s very big – there are about 2,000 students.

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Riverville High School

Name: Caleb Fernandez 10th Grade

<table>
<thead>
<tr>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIENCE</td>
<td>ENGLISH</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>SPANISH</td>
</tr>
<tr>
<td>ICT</td>
<td>GEOGRAPHY</td>
</tr>
<tr>
<td>Lunch</td>
<td>MATHS</td>
</tr>
<tr>
<td>PE</td>
<td>ICT</td>
</tr>
<tr>
<td>PE</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>BASEBALL</td>
</tr>
</tbody>
</table>

High school

Grammar: there is / there are; a / some / any

Vocabulary: school subjects; days, months, the time; prepositions of time

18 Read and listen to the blog and complete Caleb’s timetable.

Riverville’s BLOG

Today’s the 26th August and it’s the first day of school! The start of the school year is very early in the USA! I’m 15 so I’m in the 10th grade at Riverville High School. My school is on a campus and it’s very big – there are about 2,000 students.

In the USA, the school week is from Monday to Friday – there aren’t any lessons on Saturdays. My first lesson is at 7:30 am and my last is at 2:30 pm. After that, I’m free. There’s a cafeteria on campus for lunch. The food is really good. Today is Thursday, so I’ve got maths, science, Spanish and history in the morning. After lunch, there’s biology and art. After school, there are electives – these aren’t lessons, they are activities and they are your choice. Have I got any electives today? No, I haven’t, but I’m at school until 5 pm on some days. I’m very tired on those days but it’s lots of fun.

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</tr>
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<tbody>
<tr>
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<td>ENGLISH</td>
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<td>SCIENCE</td>
<td>SPANISH</td>
</tr>
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<td>ICT</td>
<td>GEOGRAPHY</td>
</tr>
<tr>
<td>Lunch</td>
<td>MATHS</td>
</tr>
<tr>
<td>PE</td>
<td>ICT</td>
</tr>
<tr>
<td>PE</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>BASEBALL</td>
</tr>
</tbody>
</table>

19 Write Caleb’s subjects.

- English
- ... English
- ...
- ... English
- ... English
- ... English
- ... English
- ... English
- ... English

20 Write the names in English of all the subjects you study at school. Use a dictionary if necessary.

- drama, …

21 Look at the Grammar guide and circle the examples of there is / are in the blog.
22 Look at the plan of Caleb’s school and write sentences with there is / are and there isn’t / aren’t.

25 Complete the days of the week.

VOCABULARY: Days, months, the time

26 Complete the gaps. Then listen and check.

27 Match the times to the clocks.

28 Circle the incorrect word in each group and put it in the right group.
Countable and uncountable nouns

Countable:
- egg ➝ eggs
- tomato ➝ tomatoes

Uncountable:
- cheese
- pasta
- milk

Grammar: countable & uncountable nouns; a / some / any; much / many / lots of / a lot of

Vocabulary: food and drink; numbers and dates

29 Read and listen to the dialogue. Then complete the missing numbers on the shopping list.

<table>
<thead>
<tr>
<th>Assistant</th>
<th>Can I help you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam</td>
<td>Yes, I've got a list of things to buy for my cookery lesson.</td>
</tr>
<tr>
<td>Assistant</td>
<td>OK. What have you got on your list?</td>
</tr>
<tr>
<td>Sam</td>
<td>Some butter.</td>
</tr>
<tr>
<td>Assistant</td>
<td>How much butter? We've got packets of 250 g and 500 g.</td>
</tr>
<tr>
<td>Sam</td>
<td>250 g is OK.</td>
</tr>
<tr>
<td>Assistant</td>
<td>Right. What next?</td>
</tr>
<tr>
<td>Sam</td>
<td>Some eggs, please.</td>
</tr>
<tr>
<td>Assistant</td>
<td>How many eggs? We've got boxes of six and twelve.</td>
</tr>
<tr>
<td>Sam</td>
<td>Six eggs, please.</td>
</tr>
<tr>
<td>Assistant</td>
<td>Have you got cheese on your list? This cheese is on special offer today, only £2 for a hundred grams.</td>
</tr>
<tr>
<td>Sam</td>
<td>Yes, I have, thanks. 200 g, please.</td>
</tr>
<tr>
<td>Assistant</td>
<td>OK. Anything else?</td>
</tr>
<tr>
<td>Sam</td>
<td>No, thanks. How much is that?</td>
</tr>
<tr>
<td>Assistant</td>
<td>That's £8.30, please.</td>
</tr>
</tbody>
</table>

VOCABULARY: Food and drink

30 Sort the food into the correct group: Fruit (F), Vegetables (V), Dairy (D), Proteins (P), Carbohydrates (C) and Drinks (DR).

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>1</td>
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<td>11</td>
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<tr>
<td>12</td>
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</tr>
</tbody>
</table>

GRAMMAR GUIDE

31 Look at the Grammar guide and write countable (C) or uncountable (U) next to the food in exercise 30.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<tr>
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<td>4</td>
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<td>5</td>
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<td>6</td>
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<td>7</td>
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<td>8</td>
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<td>9</td>
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</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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### GRAMMAR GUIDE

**a / some / any with countable and uncountable nouns**

<table>
<thead>
<tr>
<th>countable</th>
<th>uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>plural</td>
</tr>
<tr>
<td>+ a / an</td>
<td>some</td>
</tr>
<tr>
<td>- a / an</td>
<td>any</td>
</tr>
<tr>
<td>? a / an</td>
<td>any</td>
</tr>
</tbody>
</table>

See GRAMMAR REFERENCE Workbook page 116

**much / many / lots of / a lot of**

<table>
<thead>
<tr>
<th>countable</th>
<th>uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>questions</td>
<td>How many ...?</td>
</tr>
<tr>
<td>small number / quantity</td>
<td>not many</td>
</tr>
<tr>
<td>big number / quantity</td>
<td>lots of / a lot of</td>
</tr>
</tbody>
</table>

See GRAMMAR REFERENCE Workbook page 116

### VOCABULARY: Numbers and dates

35 Match the numbers and words.

- 31st - forty-one - second - fifty
- one hundred - 60 - 78 - 98 - three - 20
- fifteenth - 49 - 56 - eighteen - sixty-two
- twenty-seventh - eighty-one - 9th - thirty-five

<table>
<thead>
<tr>
<th>number</th>
<th>word</th>
<th>number</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>1</td>
<td>41</td>
<td>15th</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>50</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>1</td>
<td>31st</td>
<td>12</td>
<td>27th</td>
</tr>
<tr>
<td>18</td>
<td>2</td>
<td>62</td>
<td>27th</td>
</tr>
<tr>
<td>2</td>
<td>2nd</td>
<td>13</td>
<td>35</td>
</tr>
<tr>
<td>27th</td>
<td>3</td>
<td>81</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>3rd</td>
<td>14</td>
<td>39</td>
</tr>
<tr>
<td>100</td>
<td>4</td>
<td>15</td>
<td>39</td>
</tr>
</tbody>
</table>

36 Write the dates of these special days.

- New Year’s Day 1st January
- Your best friend’s birthday
- Labour Day
- Your teacher’s birthday
- Your country’s national day

37 PAIRWORK Write down some numbers and dates that are important for you. Then ask your partner to identify your numbers.

- shoe size
- house number
- birthday
- age

A 16.
B Is that your age?
A No, it isn’t.
B Is it your house number?
A Yes, that’s right.

### GRAMMAR GUIDE

**Complete the gaps with some or any.**

0 There are ___ tomatoes.
1 Is there ___ milk?
2 There’s ___ coffee.
3 There aren’t ___ eggs.
4 Is there ___ water?
5 There is ___ cheese.
6 Are there ___ biscuits?

**Complete the gaps with much / many / lots of / a lot of.**

0 ____________ fruit juice ___ there?
1 ____________ muffins ___ there?
2 ____________ hot dogs ___ there?
3 ____________ salad ___ there?
4 ____________ apples ___ there?
5 ____________ grapes ___ there?

A How much fruit juice ___ there?
B There’s ___ fruit juice.

0 How much fruit juice ___ there?

See GRAMMAR REFERENCE Workbook page 116
Free time

Grammar: can; the imperative; object pronouns
Vocabulary: free-time activities

38 PAIRWORK Talk about the activities that you do in your free time and when you do them.

39 [1.09] Read and listen to the dialogue. What do the girls decide to do?

Martha Can I use your calculator?
Shazia Yes, sure. Here it is.
Martha Thanks, Shazia. Can you come to my house after school today?
Shazia No, sorry, I can't. I've got a piano lesson.
Martha You can play the piano?! That's amazing. I can't play the piano but I can play the guitar. Are you good at it?
Shazia I'm OK, I guess.
Martha Can we meet after your lesson? The sales are on – we can go shopping.
Shazia My piano lesson's from 4 to 5. Meet me at the bus stop at 5:15.
Martha Cool. See you then.

VOCABULARY: Free-time activities

40 [1.10] Complete the activities with the verbs. Then listen and check.
- play (x3) • go (x5) • have • read • watch • meet
  0 watch television / a film
  1 your friends
  2 video games
  3 shopping
  4 for a bike ride / for a walk
  5 to a friend's house
  6 football / volleyball
  7 a book / a magazine
  8 dance / music lessons
  9 on social media
  10 to the gym / to the swimming pool
  11 the guitar / the piano

41 Read the Grammar guide and circle can for ability in the dialogue.

GRAMMAR GUIDE

can for ability

| affirmative | I | can | play tennis. |
| negative | She | can't | speak English. |
| questions | Can | he | run fast? |

short answers Yes, he can. / No, he can't.

See GRAMMAR REFERENCE Workbook page 117

42 Write sentences using the prompts and can or can't.

0 you / play tennis? Can you play tennis?
1 we / not / speak / Chinese.
2 they / use / a computer?
3 you / speak / Russian?
4 Matt / not / play / the piano.
5 Kitty / not / cook.
6 my baby brother / not / walk.
43 GROUPWORK In small groups, ask questions with can to find a classmate who can:

1. play the guitar
2. cook dinner
3. folk dance
4. speak German
5. snowboard
6. swim 200 m

A: Can you play the guitar?
B: Yes, I can. / No, I can’t.

44 Match the questions and answers.

0. Can I ask a question?
1. Can I give you that pen?
2. Can I go to Kate’s house?
3. Can you tell me the time?
4. Can you give me £5?
5. Can we have a snack now?

a. Yes, it’s two-thirty.
b. Sure, it’s free.
c. OK, you can. There are some bananas.
d. Yes, of course. What is it?
e. OK, here it is.
f. No, you can’t. Don’t do your homework first.

45 Write questions and answers using the prompts.

0. I / use / your tablet? (+) ‘Can I use your tablet?’ ‘Yes, you can.’
1. we / go / to the beach? (–)
2. I / sleep over at Kit’s house? (+)
3. I / have some juice, please? (+)
4. you / help we with this exercise, please? (–)
5. you / buy me an ice cream? (–)
6. we / have lunch now? (+)

46 Read the Grammar guide and find an imperative in the dialogue.

47 Match the phrases to the symbols.

0. Don’t go!
1. Put your bags here!
2. Don’t ride your bike here!
3. Turn off your phone!

48 Complete the sentences with the imperative form of the verbs.

0. … Don’t go! … Come here! (not / go)
1. …………….. the test now. (start)
2. …………….. a dictionary. (not / use)
3. Silence! …………….. (not / talk)
4. …………….. to the lab. (go)
5. …………….. your homework in the lesson. (not / do)
6. …………….. the new vocabulary. (learn)

49 Complete the gaps in the Grammar guide.

50 Choose the correct option.

0. Tell (me) / you name, please.
1. Max, this is difficult! Can you / yours help me / her?
2. There’s Eva. We / Our can sit with him / her.
3. Where’s my / mine phone? Have you got him / it?
4. ‘Who’s got my books?’ ‘I / Me have got they / them.’
5. Sam’s a good dancer. Look at him / them.
6. He’s / His amazing!
7. Come with you / us to the café! It’s / He’s Eva’s birthday!
8. Look at your / ours brother! This is a cool photo of them / him!
9. ‘Are these bags yours / us?’ ‘No, it / they are Ben and Sam’s. Give the bags to him / them!’