

## UNIT 2

# Pronouns and adjectives

Some **pronouns** show ownership or **possession**.  
They are called **possessive pronouns**.

This dog is **mine**.

This car is **ours**.

These are all **possessive pronouns**:

|      |       |      |        |
|------|-------|------|--------|
| mine | yours | his  |        |
| hers | its   | ours | theirs |

**Possessive adjectives** tell us who possesses (owns) a noun.

This is **my** dog.



This is **our** car.



These are all **possessive adjectives**:

|    |      |     |     |     |     |       |
|----|------|-----|-----|-----|-----|-------|
| my | your | his | her | its | our | their |
|----|------|-----|-----|-----|-----|-------|

### Focus

Read the pairs of sentences.

Find the *possessive pronoun* or *possessive adjective* in each sentence.

1 I think this jumper is hers.

This is her jumper.



2 Our house is painted white.

The white house is ours.



3 Is this their address?

This address is theirs.

4 That's my book.

That book is mine.



5 That lunchbox is hers.

She is eating her lunch.



# UNIT 1

## Singular and plural

Singular nouns are made plural in different ways.  
You have learned:

|  | Singular                       | Plural                                 |
|--|--------------------------------|--|
| For most nouns, we add an <b>s</b> .   | river                          | rivers                                 |
| For nouns ending in <b>s</b> , <b>ch</b> , <b>sh</b> and <b>x</b> , we add <b>es</b> .                 | glass<br>match<br>brush<br>box | glasses<br>matches<br>brushes<br>boxes |
| For nouns ending in a <b>consonant + y</b> , we take off the <b>y</b> and add <b>ies</b> .             | baby                           | babies                                 |
| For nouns ending with a <b>vowel + y</b> , we just add <b>s</b> .                                      | valley                         | valleys                                |
| For nouns ending in <b>o</b> , we usually add <b>es</b> .  | potato                         | potatoes                               |
| For <b>musical nouns</b> ending in <b>o</b> and for nouns ending in <b>oo</b> , we just add <b>s</b> . | piano<br>cockatoo              | pianos<br>cockatoos                    |

Some nouns do not follow any of these rules.  
They have a plural that is a different word.

| singular | plural   |
|----------|----------|
| child    | children |
| goose    | geese    |
| person   | people   |



### Focus

**A** Make these singular nouns plural.

- 1 woman    2 tooth    3 ox  
4 foot    5 mouse    6 postman



**B** Put each plural noun you have made in **A** in a sentence of your own.

# UNIT 3

## Verbs



This is a round-up of the verb tenses you know.

Verbs tell us what happens, has happened or will happen.

The tense of a verb tells us when something happens – in the past, the present or the future.

- past simple tense
- past progressive tense
- perfect tense
- past perfect tense
- present simple tense
- present progressive tense
- future tense

He found a beautiful island.

He was travelling by boat.

He has been around the world.

He had explored before.

He likes exploring.

He is enjoying the trip.

He will go to sea again.



### Focus

A Say the verb tenses with I for each verb.

past simple   past progressive   perfect   past perfect  
present simple   present progressive   future

1 to climb   2 to eat   3 to speak   4 to draw   5 to think   6 to swim

B Identify the verb in each sentence and say which tense it is.

1 The cat was walking on the narrow wall.

2 The ladder fell with a crash.

3 He had forgotten his car keys.

4 We shall visit at the weekend.

5 I have seen that film before.





### Practice

**A** Write these sentences in the *present progressive tense* and the *past progressive tense*.

- 1 I go for a walk.
- 2 They ride their horses.
- 3 We swim.



**B** Write these sentences in the *perfect tense* and the *past perfect tense*.

- 1 The birds flew away.
- 2 My strap broke.
- 3 They ate.



**C** Write these sentences in the *present simple tense* and the *past simple tense*.

- 1 I shall leave.
- 2 The sun will set.
- 3 You will go.



### Extension

Write a sentence in the *past tense* and the *future tense* that includes each pair of actions.

Action 1: happens first

Action 2: happens second

#### Action 1

- 1 go to the park

I went to the park and I shall go again tomorrow.

- 2 finish loaf of bread

- 3 dig garden

- 4 wash clothes

#### Action 2

go again tomorrow

buy more

plant seeds

iron clothes

The first one has been done for you.



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|                |                     |         |              |
|----------------|---------------------|---------|--------------|
| past simple    | past progressive    | perfect | past perfect |
| present simple | present progressive | future  |              |

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### Practice

**A** Write these sentences in the *present progressive tense* and the *past progressive tense*.

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### Practice

- A** Copy the sentences into your book.  
Replace the coloured words with a *possessive pronoun*.

- 1 My brother is older than your brother.
- 2 She has a blue bag. It must be her bag.
- 3 I think these are our keys.



- B** Copy and complete each sentence with a *possessive adjective*.

- 1 The front tyre of the bicycle is flat but \_\_\_\_\_ back tyre is OK.
- 2 "Put \_\_\_\_\_ coats in the cloakroom," the teacher said to the class.
- 3 "I have forgotten \_\_\_\_\_ gloves and \_\_\_\_\_ hands are cold," complained Sam.

### Extension

- A** Rewrite each sentence using a *possessive adjective* instead of a *possessive pronoun*.

- 1 The boat is his.                      This is his boat.
- 2 That dog is ours.
- 3 The black cat is mine.
- 4 That horse is theirs.
- 5 Is this football yours?

The first one has  
been done for you.

- B** Rewrite each sentence using a *possessive pronoun* instead of a *possessive adjective*.

- 1 It is my mistake.                      The mistake is mine.
- 2 Are those her shoes?
- 3 These are our tickets.
- 4 That is their horse.
- 5 Is this your bicycle?

The first one has  
been done for you.

## 1.2 Check your understanding

- a Identify the modal verb and explain the difference between these sentences in terms of how likely they are to happen.
- The grasshopper might collect food for the winter.
  - The grasshopper will collect food for the winter.
- b Modal verbs can be negative. Identify the modal verbs then turn these sentences into negatives using a contraction.

**Example:** Ant will collect enough food.  
Ant won't collect enough food.

- Grasshopper should think about the winter.
  - Grasshopper ought to be more responsible.
  - Grasshopper can spend his time relaxing.
  - Ant must be kind to Grasshopper.
- c Choose a suitable modal verb to complete these sentences.

- He chirrups beautifully.  
He \_\_\_\_\_ practise a lot.
- It was so dark in the anthill that Ant \_\_\_\_\_ see the doorway.
- Ant is a talented food collector.  
She \_\_\_\_\_ even carry food balanced on her back.
- If she collects enough food, she \_\_\_\_\_ just have enough to last the winter.
- Grasshopper isn't convinced by hard work.  
He \_\_\_\_\_ see the point of working in summer.



### Glossary

**chirrups:** (especially of a bird) short, high-pitched sounds



1 There's a lesson in that



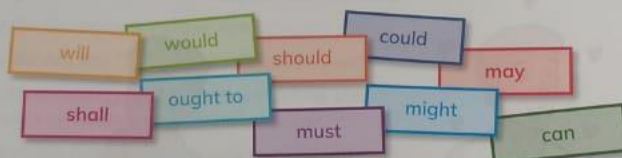
### Fathom

- n. a unit of measurement (equal to six feet) for water depth
- v. to measure the depth of water with a sounding line
- v. to understand something by thinking hard about it

- e What tense is the narrative part of the story? Give three examples.
- f What tense is the dialogue mainly in? Give three examples.
- 3 Work with modal verbs.  
Read the Language focus box.

#### Language focus

**Modal verbs** express possibility, ability, permission or obligation by changing other verbs in a sentence. Common modal verbs are shown here



Modal verbs are followed by the base verb they change.

*I **can** dream; you **ought to** eat; she **should** smile.*

Modals can express degrees of possibility – how likely something is to happen:

**It could be hot tomorrow.**

I may do my homework.

**It might be hot tomorrow.**

I should do my homework.

**It will be hot tomorrow.**

I must do my homework.