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</tbody>
</table>
My name's Jamie. I'm seven. This is my dad. 1
This is my mum. 2
This is my grandpa. 3
This is my grandma. 4
This is my uncle. 5
This is my aunt. 6
This is my cousin. 7
His name's Brian.
This is my sister. 8
She's got short black hair.
I've got a big family!

We use have got to say that someone has or owns something. We also use have got to say how people and things look.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Short form</th>
<th>Long form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've got</td>
<td>I have got</td>
<td></td>
</tr>
<tr>
<td>he's got</td>
<td>he has got</td>
<td></td>
</tr>
<tr>
<td>she's got</td>
<td>she has got</td>
<td></td>
</tr>
<tr>
<td>it's got</td>
<td>it has got</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative</th>
<th>Short form</th>
<th>Long form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I haven't got</td>
<td>I have not got</td>
<td></td>
</tr>
<tr>
<td>he hasn't got</td>
<td>he has not got</td>
<td></td>
</tr>
<tr>
<td>she hasn't got</td>
<td>she has not got</td>
<td></td>
</tr>
<tr>
<td>it hasn't got</td>
<td>it has not got</td>
<td></td>
</tr>
</tbody>
</table>

1 Complete the sentences.

<table>
<thead>
<tr>
<th>She's got</th>
<th>He's got</th>
<th>I've got</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've got black hair.</td>
<td>__________ long hair.</td>
<td>brown eyes.</td>
</tr>
<tr>
<td>This is Alison.</td>
<td>__________ short hair.</td>
<td>brown eyes.</td>
</tr>
<tr>
<td>This is my aunt.</td>
<td>__________ curly hair.</td>
<td>green eyes.</td>
</tr>
<tr>
<td>This is my grandpa.</td>
<td>__________ short hair.</td>
<td>brown eyes.</td>
</tr>
</tbody>
</table>
2 Write the words in the correct order. Then match.

1. got  He's  brown  hair
   He’s got brown hair.

2. got  She's  curly  hair

3. He’s  hair  got  black

4. long  She’s  hair  got

5. hasn’t  She  got  curly  hair

6. black  hasn’t  got  He  hair

7. hasn’t  got  brown  She  hair

8. She  straight  hair  got  hasn’t

3 Make the sentences negative.

1. He’s got brown hair.  He hasn’t got brown hair.

2. She’s got long hair.

3. I’ve got short hair.

4. He’s got curly hair.
We use **there is** to talk about one thing or person.  
We usually use the short form, **there’s**.

There’s a table.  There’s a bed.

We use **there are** to talk about two or more things or people.

There are three dolls.  There are eleven pencils.

We use the prepositions **in**, **on** and **under** to say where something is.

It’s **in** the cupboard.  It’s **on** the table.  It’s **under** the bed.
4 Look at page 6. True or false? Write T or F.
1. There’s a pillow on the bed.  
   F
2. There are three dolls under the bed.  
3. There are three teddies on the bed.  
4. There’s one book on the shelf.  
5. There are six balls in Alison’s bedroom.

5 Look at page 6. Answer the questions.
1. How many kites are there?
   _There are eight kites_.
2. How many teddies are there?
3. How many dolls are there?
4. How many balls are there?
5. How many books are there?
6. How many puzzles are there?

6 Look at page 6. Complete the description.

   are  There’s  on  There  under  in

In Alison’s bedroom there __ are __ six dolls. __ are __ a bed and a 
cupboard. There are five books __ on __ the shelf. __ are __ three 
dolls __ on __ the bed. There are five puzzles __ in __ the cupboard.
This and these are demonstratives. We use them to talk about people and things that are near us.

One person or thing

This is the classroom.

More than one person or thing

These are the new tables.

1 Match.

A chair

This is

A poster

These are

2 Write This is or These are.

1 This is the new board.

2 __________________ chairs.

3 __________________ pencils.

4 __________________ triangles.

5 __________________ a car.

6 __________________ a square.
That and those are also demonstratives. We use them to talk about people and things that are far from us.

One person or thing    More than one person or thing
That's the board.      Those are the drawers.

3. Tick (√) the correct one.

1. That's a poster. ✓
   Those are a poster.

2. That's pegs. ❋
   Those are pegs.

3. That's a cupboard. ❋
   Those are a cupboard.

4. That's chairs! ❋
   Those are chairs!

4. Complete the sentences. Use That's or Those are.

(1) That's a seesaw. (2) __________ a slide. (3) __________ swings.
(4) __________ my friends. (5) __________ a frisbee.
What's this? What are these?

What's this? and What are these? are wh- questions. We can answer with This is ... or These are ... We can also answer with It's a ... or They're ...

5 Tick (✓) the correct one.

1. What's this? ☑
2. What's this? ➥
3. What's this? ➥
4. What's this? ➥

6 Write the words in the correct order. Make questions and answers.

1. this What's
   What's this?

2. are these What
   What are these?

3. this What's
   What's this?
What’s that? What are those?

What’s that? and What are those? are wh- questions. We can answer with That is ... or Those are ... We can also answer with It’s a ... or They’re ...

7 Match.

1. What’s that?
2. What are those?

3. Write.

<table>
<thead>
<tr>
<th>What’s</th>
<th>Those are</th>
<th>That’s</th>
<th>What</th>
<th>This is</th>
<th>these</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>What’s</strong> that? <em>That’s</em> a picture.</td>
<td></td>
<td></td>
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<tr>
<td>3. __________ this? __________ a board.</td>
<td></td>
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<tr>
<td>4. __________ are __________? These __________ drawers.</td>
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<tr>
<td>5. __________ that? __________ a table.</td>
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</table>
The present simple of be

We use the verb be with adjectives that describe how we feel.

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<th>Adjectives</th>
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<td>I am</td>
<td>hot</td>
</tr>
<tr>
<td>you’re</td>
<td>you are</td>
<td>sad</td>
</tr>
<tr>
<td>he’s</td>
<td>he is</td>
<td>tired</td>
</tr>
<tr>
<td>she’s</td>
<td>she is</td>
<td>thirsty</td>
</tr>
<tr>
<td>it’s</td>
<td>it is</td>
<td>angry</td>
</tr>
<tr>
<td>we’re</td>
<td>we are</td>
<td>hungry</td>
</tr>
<tr>
<td>you’re</td>
<td>you are</td>
<td>scared</td>
</tr>
<tr>
<td>they’re</td>
<td>they are</td>
<td>brave</td>
</tr>
</tbody>
</table>

1 Circle the forms of be.

This is my classroom.
These are my friends.
They’re happy.
I’m happy too.
We’re happy.
That’s Kate. She’s sad.
2 Match.
1 He's thirsty. b
2 I'm happy. ___
3 She's angry. ___
4 You're sad. ___
5 We're cold. ___
6 They're hot. ___

3 Write the short forms of be.
's  're  'm

That's Tim. He's tired. And that's Polly. She's cold. Look at Megan and Kate. They're happy. I can see Jack and Oscar. They're sad. I'm Alice. I'm happy. Anna is my friend. She's happy. We're happy.

4 Write sentences. Use happy 😊 or sad 😞.
1 😊 I ___ I'm happy. 4 😞 😞 They ___
2 😊😊 We ___ 5 😞 😞 We ___
3 😞 You ___ 6 😊 He ___

Unit 2
We can use be to ask yes/no questions. We change the word order in questions.

Statement                Question
She’s sad.               Is she sad?

Question               Short answers
Am I ...?                Yes, I am. No, I’m not.
Are you ...?             Yes, you are. No, you aren’t.
Is he ...?               Yes, he is. No, he isn’t.
Is she ...?              Yes, she is. No, she isn’t.
Is it ...?               Yes, it is. No, it isn’t.
Are we ...?              Yes, we are. No, we aren’t.
Are you ...?             Yes, you are. No, you aren’t.
Are they ...?            Yes, they are. No, they aren’t.

5 Write the correct form of be.
1  Is he sad? Yes, he is.
2  Are they happy? No, they aren’t.
3  Are they cold? Yes, they are.
4  Is she happy? No, she isn’t.
Write questions. Answer them.

1. I'm tired.  **Am I tired?**
2. You’re sad.  
3. She’s happy.  
4. It’s cold.  
5. We’re thirsty.  
6. He’s angry.  
7. They’re hot.

---

Write questions. Answer them.

1. he / happy  **Is he happy?**  **Yes, he is.**
2. they / happy  
3. they / hot  
4. she / angry  
5. they / thirsty
Can means that you are able to do something. Can’t means that you are not able to do something. The form of can doesn’t change. We use it before the base form of other verbs.

I can swim.

1 Tick (✓) the right one.

1. He can ride a horse. He can’t ride a horse. ✓
2. She can swim. She can’t swim.
3. He can play football. He can’t play football.
4. She can run. She can’t run.
1. Write can or can’t.

1. We **can** skateboard. We **can’t** play tennis.
2. They **can** play tennis. They **can’t** play football.
3. She **can** skate. She **can’t** skateboard.

2. Write sentences. Use can or can’t and the words in the box.
   - ride a bike  
   - skate  
   - skateboard  
   - play tennis  
   - play football  
   - run

1. He **can’t skate**.
2. We
3. She
4. It
5. You
6. They

3. Tick (√) and write about you.

<table>
<thead>
<tr>
<th></th>
<th>I can</th>
<th>I can’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 write</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2 ride a bike</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 skate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 skateboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 play tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 play football</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. I can write.
2. 
3. 
4. 
5. 
6. 

Unit 3
Can he skateboard?

No, I can't.

Can he skateboard?

Yes, he can!

We use *can* in yes/no questions to find out what people can do. We change the word order in yes/no questions.

**Statement**

He can skateboard.

**Question**

Can he skateboard?

**Short answers**

Yes, he *can* / No, he *can't*.

5 **Match.**

1. Can he ride a horse? __________
2. Can she skate? ______
3. Can you skateboard? ______
4. Can they play tennis? ______
Make the sentences into questions.

1. You can play football.  Can you play football?
2. You can ride a bike.   
3. It can run.          
4. They can skate.       
5. He can ride a horse.  
6. She can play tennis.  

Look at the chart. Write the questions and short answers.

<table>
<thead>
<tr>
<th></th>
<th>Alex</th>
<th>Bella</th>
<th>Cathy</th>
<th>Derek</th>
</tr>
</thead>
<tbody>
<tr>
<td>ride a bike</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>skateboard</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>play tennis</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>play football</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Alex asks Derek.
   Alex: Can you ride a bike?  Derek: Yes, I can.

2. Bella asks Cathy about Alex and Derek.
   Bella: ____________ skateboard?  Cathy: ________________.

3. Cathy asks Alex about Bella.
   Cathy: ____________ play football?  Alex: ________________.

4. Derek asks Bella and Cathy.
   Derek: ____________ play tennis?  Bella and Cathy: ________________.

5. Bella asks Derek.
   Bella: ____________ play tennis?  Derek: ________________.

6. Alex asks Cathy about Derek.
   Alex: ____________ play tennis?  Cathy: ________________.
1 Write **This, That, These or Those.**

1. **This** is a computer.
2. ______ are pegs.
3. ______ is a board.
4. ______ are chairs.
5. ______ is a poster.
6. ______ is a cupboard.

2 Write questions and answers.

1. **she / cold**
   
   **Is she cold?** Yes, she is.

2. **he / happy**

   _______?

3. **they / angry**

   _______?

4. **they / tired**

   _______?

5. **it / hungry**

   _______?
Write sentences. Use can and can’t and the words in the box.
ride a horse  skateboard  skate  play football  play tennis  swim

1. They can’t skateboard.
2. We ____________________.
3. They ____________________.
4. He ____________________.
5. She ____________________.
6. I ____________________.

Write the words in the correct order. Make questions.
1. the Can ride a horse  2. tennis play Can she
   Can he ride a horse? ____________________.
3. skate Can he  4. you ride a bike Can
   ____________________? ____________________?
5. play Can they football  6. she Can skateboard
   ____________________? ____________________?

Write short answers.
1. Can they play football? (✓) Yes, they can.
2. Can he ride a horse? (✗) No, he can’t.
3. Can she skate? (✓)
4. Can he play tennis? (✓)
5. Can they skateboard? (✗)

Review 1
**4 Lunch at the park**

**Have got**

**Affirmative**  
- I’ve got  
- you’ve got  
- he’s got  
- she’s got  

**Negative**  
- I haven’t got  
- you haven’t got  
- he hasn’t got  
- she hasn’t got  

**Question**  
- have I got?  
- have you got?  
- have he got?  
- have she got?  

**Short answers**  
- Yes, I have. / No, I haven’t.  
- Yes, you have. / No, you haven’t.  
- Yes, he has. / No, he hasn’t.  
- Yes, she has. / No, she hasn’t.

**Has Dave got a sandwich?**  
**Has he got a banana?**

Yes, he has.  
No, he hasn’t. He’s got an apple.

**1 Match.**

1. **Has she got a pizza?**  
   No, he hasn’t.

2. **Has he got a milkshake?**  
   Yes, she has.

3. **Has she got chicken?**  
   Yes, he has.

4. **Has he got a pizza?**  
   No, she hasn’t.

**Prepositions of place**
- behind  
- in front of  
- next to  
- between
2 Write the words in the correct order. Make questions.

1. you Have got a biscuit
   Have you got a biscuit?

2. got Has he a milkshake?

3. a sandwich got Have you

4. got a pizza you Have

5. a banana got she Has

6. Have got salad you

Follow and answer the questions.

1. Has he got a milkshake?
   Yes, he has.

2. Has she got chicken?

3. Has he got a sandwich?

4. Has she got salad?

5. Has he got a sandwich?

6. Has she got fries?
4 Write questions and answers.

1 he / a pizza
   Has he got a pizza? Yes, he has.

2 she / chicken
   ____________________________? No, she hasn't.

3 you / a milkshake
   ____________________________?

4 you / fries
   ____________________________?

5 he / a sandwich
   ____________________________?

6 he / a banana
   ____________________________?
Put your juice next to your sandwich.

The salad is between Brian’s juice and my sandwich.

He’s behind that tree.

Dave’s in front of the tree.

Prepositions of place tell us where something or someone is.

- next to
- between
- behind
- in front of

5 Where is the food and drink? Write.

1. The fries are **next to** the salad.
2. The milkshake is **in front of** the pizza.
3. The juice is **behind** the fries.
4. The pizza is **between** the milkshake.
5. The fries are **behind** the salad and the juice.
We’re class 2. We’ve got English, maths and science today. Our bags are big.

That’s class 1. They’ve got PE and art today. Their bags are small.

**We** is a subject pronoun. We use we when we talk about two or more people including ourselves.

**They** is a subject pronoun. We use they when we talk about two or more other people (not including ourselves).

**Our** and **their** are possessive adjectives. They say who owns something. we → our bags, our poster they → their bags, their poster

The other possessive adjectives are my, your, his, her, its.

### 1 Look and match.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 2</td>
<td>maths science English</td>
<td>PE art</td>
</tr>
<tr>
<td>Class 1</td>
<td>PE art</td>
<td>maths science English</td>
</tr>
</tbody>
</table>

1. We’ve got maths ...
2. They’ve got maths ...
3. We’ve got art ...
4. They’ve got art ...

... on Monday.
... on Monday.
... on Tuesday.
... on Tuesday.
2. Look at page 26. Write We’ve got or They’ve got.

1. We’ve got English on Monday.
2. science on Tuesday.
3. PE on Monday.
4. PE on Tuesday.
5. science on Monday.
6. art on Monday.

3. Look and match.

4. Write our or their.

1. These are their bags.
2. This is ______ poster.
3. These are ______ bags.
4. These are ______ pegs.
5. This is ______ poster.
6. These are ______ pegs.
When have we got ...? What have we got ...?

<table>
<thead>
<tr>
<th>What have we got on Wednesday?</th>
<th>We’ve got English, maths and PE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When have we got art?</td>
<td>We’ve got art on Tuesday.</td>
</tr>
<tr>
<td>What have we got on Saturday?</td>
<td>We haven’t got school on Saturday! Let’s go to the beach.</td>
</tr>
</tbody>
</table>

What have we got ...? and When have we got ...? are wh- questions. We use when to ask about the time something happens. We use what to ask for other information.

On is a preposition of time. We use on before a day of the week to say when something happens.

5 Look and match.

1. When have we got art?
2. What have we got on Wednesday?
3. When have we got English?
4. What have we got on Monday?

English, maths and PE.
On Monday and Wednesday.
Maths, English and science.
On Tuesday.
Write *What have we got* or *When have we got*.

1. **When have we got** English?
2. ___________ on Tuesday?
3. ___________ 
4. ___________ PE?
5. ___________ on Monday?

Write the words in the correct order. Make questions.

1. have we on Monday What got  
   **What have we got on Monday?**
2. have When got we PE

3. got What we have on Tuesday

4. English have got we When

5. When science got have we

6. on Wednesday got What we have
The present simple

We use the present simple of verbs like do, play and help to talk about things we usually do. They are things we do every day, every week or every year.

1 Write the day.

1 I help my mum.  
2 I write emails.  
3 I go swimming.  
4 I visit my grandma.  
5 I have a music lesson.

Monday

Tuesday

Wednesday

Thursday

Friday
2 Write.

watch  play  go  read  draw  write

After school ...

1. I watch TV.
2. I _______ with friends.
3. I _______ emails.
4. I _______ books.
5. I _______ pictures.
6. I _______ swimming.

3 Write sentences. Use a verb from the first box and words from the second box.

do  listen  watch  go  help

swimming  my homework  to music  TV  my mum

1. Every Monday
   I _______ my homework.

2. Every Tuesday
   I _______.

3. Every Wednesday
   I _______.

4. Every Thursday
   I _______.

5. Every Friday
   I _______.
The present simple negative (I don’t do)

After school I **don’t write** emails. I **don’t read** books.

I play with friends!

We use the present simple negative to talk about things we do not usually do.

*I don’t watch TV.*

**don’t = do not**

4 **Tick (✓) the correct one.**

<table>
<thead>
<tr>
<th>After school</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do my homework.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t do my homework.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I play with toys.</td>
<td></td>
<td>❌</td>
<td></td>
</tr>
<tr>
<td>I don’t play with toys.</td>
<td></td>
<td></td>
<td>❌</td>
</tr>
<tr>
<td>Every Wednesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I go swimming.</td>
<td></td>
<td>❌</td>
<td></td>
</tr>
<tr>
<td>I don’t go swimming.</td>
<td></td>
<td></td>
<td>❌</td>
</tr>
<tr>
<td>Every Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I watch TV.</td>
<td></td>
<td>❌</td>
<td></td>
</tr>
<tr>
<td>I don’t watch TV.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I listen to music.</td>
<td></td>
<td>❌</td>
<td></td>
</tr>
<tr>
<td>I don’t listen to music.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every Wednesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I visit my grandma.</td>
<td></td>
<td>❌</td>
<td></td>
</tr>
<tr>
<td>I don’t visit my grandma.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

32 Unit 6
5 Write sentences. Use the present simple affirmative and negative.

help my mum  write emails  read books  visit my grandma
watch TV  listen to music  do my homework  go swimming

1 I read books. I don’t watch TV.
2 I
3 I
4 I

6 Tick (√) and write about you after school.

<table>
<thead>
<tr>
<th>After school</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>do my homework</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>help my mum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play with friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>draw pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have a music lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>listen to music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go swimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>write emails</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 I do my homework
2 I
3 I
4 I
5 I
6 I
7 I
8 I
9 I
10 I
1 Make the sentences into questions.
   1 You’ve got chicken.  
      **Have you got chicken?**
   2 He’s got a pizza.
   3 You’ve got fries.
   4 She’s got a sandwich.
   5 She’s got salad.
   6 He’s got a milkshake.

2 Match and write **has or hasn’t**.

   1 Has she got a doll?  
      Yes, he ____________.
   2 Has he got a book?  
      Yes, she ____________.
   3 Has she got a book?  
      No, he ____________.
   4 Has he got a car?  
      No, she **hasn’t**.

3 Write.

   **next to**  between  behind  in front of

   1 **next to**  2  3  4
Write questions and complete the answers.

1. Friday – science, English, maths
   What have we got on Friday?
   We've got science, English and maths.

2. PE – Monday, Wednesday
   When have we got PE?
   We've got PE on Monday and Wednesday.

3. Maths – Monday, Wednesday, Thursday
   When have we got maths?
   We've got maths on Monday, Wednesday and Thursday.

4. Wednesday – maths, English, PE
   What have we got?
   We've got maths, English and PE.

Write.

1. After school I write emails.
2. After school I
3. After school I
4. After school I
5. After school I
6. After school I

Write emails, visit my grandma, watch TV
do my homework, read books, help my mum
He likes, he doesn’t like

He likes chocolate. She likes nuts.

He doesn’t like sweets!

I like sweets. He likes chocolate. She likes nuts.
I don’t like chocolate. He doesn’t like sweets. She doesn’t like pastries.

When we use he, she and it with the verb like, we add an s. In the negative, we use doesn’t.

doesn’t = does not

1 Match.

1 She likes chocolate.  
2 He likes fruit.  
3 She doesn’t like chocolate.  
4 He doesn’t like chocolate.  
5 He likes nuts.
2 Look and write. Who is it?

<table>
<thead>
<tr>
<th></th>
<th>Likes 😊</th>
<th>Doesn’t like 😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tony</td>
<td>sweets</td>
<td>chocolate</td>
</tr>
<tr>
<td>Mandy</td>
<td>pears</td>
<td>pastries</td>
</tr>
<tr>
<td>Alice</td>
<td>pastries</td>
<td>pears</td>
</tr>
<tr>
<td>George</td>
<td>sweets</td>
<td>apples</td>
</tr>
<tr>
<td>Helen</td>
<td>pastries</td>
<td>nuts</td>
</tr>
<tr>
<td>Henry</td>
<td>apples</td>
<td>sweets</td>
</tr>
</tbody>
</table>

1. He likes sweets. He doesn’t like apples.  
   George
2. She likes pastries. She doesn’t like nuts.  
3. He likes apples. He doesn’t like sweets.  
4. She likes pastries. She doesn’t like pears.  
5. He likes sweets. He doesn’t like chocolate.  
6. She likes pears. She doesn’t like pastries.

3 Follow and write sentences.

1. She likes balloons.
2. He doesn’t like apples.
3. __________ bananas.
4. __________ nuts.
5. __________ pastries.
6. __________ chocolate.
7. __________ presents.
8. __________ biscuits.
Questions with like

What does Brian like? Does he like sweets?
No, he doesn’t.

Does he like chocolate?
Yes, he does.

We use does with like to make questions with he, she and it.
What does he like? Does he like ...? Yes, he does. / No, he doesn’t.

4 Match.
1. What does he like?
2. What does she like?
3. Does he like balloons?
4. Does she like balloons?

No, he doesn’t.
He likes cake.
She likes fruit.
Yes, she does.

5 Write the words in the correct order. Make questions.

1. What like he does
   What does he like?

2. she What like does
   

3. she Does like cake
   

4. like Do you balloons
   

5. like she chocolate Does
   

6. Does like fruit he
   

Unit 7
6 Write questions and answers.

1. What does she like?
   She likes nuts.
2. Does he like pastries?
   Yes, he does.
3. Does she like sweets?
   No
4. Does he like presents?
   Yes
5. Does he like balloons?
   Yes
6. Does he like cake?
   No

7 Write answers.

1. Does he like trains?
   Yes, he does.
2. What does he like?
   He likes balloons.
3. Does she like nuts?
   She likes nuts.
4. What does she like?
   She likes balloons.
5. Does he like balloons?
   Yes
6. Does he like sweets?
   No
The present simple (2)

The present simple (he goes)

We use the present simple to talk about things we usually do. When the pronoun is he, she or it we add s to the verb. When the verb ends in o we add es. The verb have is different.

- get up: He gets up, She gets up, It gets up
- go: He goes, She goes, It goes
- have: He has, She has, It has

1 True or false? Write T or F.

1 Jamie gets up at 6 o’clock.  
2 He goes to school at 8 o’clock.  
3 He goes home at 2 o’clock.  
4 He has dinner at 8 o’clock.  
5 He goes to bed at 10 o’clock.
2 Look, match and write.

1. Dad goes to bed at 7 o'clock.
2. Grandpa gets up at 6 o'clock.
3. Jamie has breakfast at 8 o'clock.
4. Grandma goes to school at 7 o'clock.
5. Alison has dinner at 8 o'clock.
6. Mum goes home at 2 o'clock.

Dad gets up at 6 o'clock.

3 Complete the sentences.

<table>
<thead>
<tr>
<th></th>
<th>get up</th>
<th>have dinner</th>
<th>go to bed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna</td>
<td>6</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Bob</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Claire</td>
<td>7</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Steve</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

1. Anna _gets up_ at 6 o'clock.
2. Bob _______ at 9 o'clock.
3. Claire _______ at 7 o'clock.
4. Steve _______ at 8 o'clock.
5. Bob _______ at 8 o'clock.
6. Anna _______ at 9 o'clock.

Unit 8
The present simple negative (he doesn’t go)

We use the present simple negative to talk about things we do not usually do. With he, she and it we use doesn’t and the verb.

He doesn’t go to school.
She doesn’t have breakfast.
It doesn’t go to bed.

doesn’t = does not

4 Tick (✔) the correct one.

1. He gets up at 7 o’clock. ☐
   He doesn’t get up at 7 o’clock. ☑

2. He goes to school at 9 o’clock. ☐
   He doesn’t go to school at 9 o’clock. ☑

3. He has dinner at 6 o’clock. ☐
   He doesn’t have dinner at 6 o’clock. ☑

4. She goes home at 3 o’clock. ☐
   She doesn’t go home at 3 o’clock. ☑

5. She has dinner at 7 o’clock. ☐
   She doesn’t have dinner at 7 o’clock. ☑
5 Make the sentences negative.

1. He gets up at 6 o’clock.
   He **doesn’t get up at 6 o’clock**.

2. She goes to school at 8 o’clock.

3. He has dinner at 9 o’clock.

4. She goes to bed at 7 o’clock.

5. She goes home at 4 o’clock.

6. He goes to bed at 9 o’clock.

6 Make the information correct.

<table>
<thead>
<tr>
<th></th>
<th>get up</th>
<th>have dinner</th>
<th>go to bed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna</td>
<td>6</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Bob</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Claire</td>
<td>7</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Steve</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

1. Anna gets up at 7 o’clock.
   She **doesn’t get up** at 7 o’clock. She **gets up** at 6 o’clock.

2. Bob gets up at 8 o’clock.
   He **gets up** at 8 o’clock. He **gets up** at 7 o’clock.

3. Claire has dinner at 8 o’clock.
   She **gets up** at 8 o’clock. She **goes to bed** at 9 o’clock.

4. Steve goes to bed at 8 o’clock.
   He **goes to bed** at 8 o’clock. He **goes to bed** at 7 o’clock.

5. Anna has dinner at 9 o’clock.
   She **gets up** at 9 o’clock. She **goes to bed** at 7 o’clock.
The present simple (3)
Prepositions of time (in, on, at)

Where does he work? is a wh- question. We use where to ask about a place. We use does to make questions with he, she and it in the present simple. The word order changes in questions.

Statement          Question
He works ...       Where does he work?
She works ...      Where does she work?
It works ...        Where does it work?

Remember the s on the end of the verb with he, she and it in statements in the present simple.

1 Match.
1. Where does she work? _____ a. She works in a zoo.
2. Where does he work? _____ b. She works in a school.
4. Where does she work? _____ d. She works in a hospital.
5. Where does he work? _____ e. He works in a fire station.
Does he work ...? Yes, he does. No, he doesn’t.

Does he work in a police station? No, he doesn’t. He’s a pilot.

Does he work in an airport? Yes, he does.

Does he work ...? is a yes/no question. We can answer Yes, he does or No, he doesn’t.

Question | Short answers
---|---
Does he work ...? | Yes, he does. / No, he doesn’t.
Does she work ...? | Yes, she does. / No, she doesn’t.
Does it work ...? | Yes, it does. / No, it doesn’t.

2 Answer the questions.

1 Where does he work? **He works in a school.**
2 Where does she work? **No, she doesn’t.**
3 Where does he work?
4 Does she work in a zoo?
5 Does he work in a bank?
6 Where does she work?
Jamie goes to school in the morning. It's Monday. On Monday he has science.

In the afternoon he goes swimming.

He does his homework in the evening.

He goes to bed at 9 o'clock at night.

On, in and at are prepositions of time.
We use on with the days of the week.
We use in with the morning, the afternoon and the evening.
We use at with times of the day and with night.
We use when to ask questions about time.

When does he go to school? At 8 o'clock in the morning.

morning = until lunch
afternoon = after lunch but before dinner
evening = after dinner but before bed
night = when it is dark and you go to bed

3 Circle the correct word.

1. He goes home **in** / on the afternoon.
2. She has science **on** / **at** Monday.
3. It sleeps **in** / **at** night.
4. He has dinner **at** / **in** 7 o'clock.
5. She watches TV **on** / **in** the evening.
6. He has breakfast **on** / **at** 7 o'clock.
4 Make questions about Jamie and answer them.

1. go to school / in the morning
   Does he go to school in the morning? Yes, he does.

2. when / do his homework
   When does he do his homework? In the evening.

3. watch TV / in the morning
   ?

4. when / go to bed
   ?

5. go swimming / in the morning
   ?

6. do his homework / at night
   ?

7. when / have science
   ?

8. do his homework / in the evening
   ?

9. when / go to school
   ?

10. when / go swimming
    ?
1 Make the sentences negative.

1 I like fruit.  
I don’t like fruit.

2 She likes balloons.

3 He likes chocolate.

4 I like nuts.

5 He likes pastries.

6 She likes sweets.

2 Write the words in the correct order. Make questions and answers.

1 does What she like  
likes sweets She  
What does she like?  
She likes sweets.

2 like Does pastries he  
he does Yes  
he does ?

3 she like Does bananas  
No doesn’t she  
she like ?

4 like he does What  
likes He nuts  
like he does ?
3 Write. Use the verb in brackets.

1. She **goes** home at 3 o’clock. (go)
2. She _____ at 6 o’clock. (get up)
3. She _____ to school at 8 o’clock. (go)
4. She _____ dinner at 7 o’clock. (have)
5. She _____ to bed at 9 o’clock. (go)

4 Write questions and answers.

**Does he work** in a supermarket?  **Yes, he does.**

**Where** does he work?  **He works** in a police station.

**Does she work** in an office?

**in a zoo?**

**in a hospital?**

**in a bank.**

5 Write **in, on or at.**

1. **in** the morning
2. **the afternoon**
3. **night**
4. **Tuesday**
5. **3 o’clock**
6. **the evening**
What’s the weather like? It’s ...

1 Match.
1 It’s snowing. ______ 2 It’s cold. ______
3 It’s raining. ______ 4 It’s hot. ______
5 It’s windy. ______ 6 It’s sunny. ______

2 What’s the weather like?
1 It’s snowing.
2 ______
3 ______
4 ______
5 ______
6 ______
Put on is an imperative. We use imperatives to tell somebody what to do. The imperative form is the same as the base form of the verb.

Don’t put on is a negative imperative. We use negative imperatives to tell somebody not to do something.

3 Match.

1. It’s cold.  
2. It’s windy.  
3. It’s hot.  
4. It’s raining.  
5. It’s snowing.  
6. It’s sunny.

a. Don’t put on your coat.  
b. Fly a kite.  
c. Make a snowman.  
d. Don’t forget your umbrella.  
e. Wear a sun hat.  
f. Wear a coat.

4 Look and write.

Open  Close  Put on  Don’t forget  Eat  Don’t put on

1. Open the window.  
2. __________________ your hat.  
3. __________________ your coat.  
4. __________________ the door.  
5. __________________ your umbrella.  
6. __________________ your dinner.
Dear Jon

My name’s Jamie. I’m in class 2. My sister’s name is Alison. My friends are Dave, Angie and Emma. I like English and PE. What do you like?

Write to me!

Jamie

When we write a sentence, we begin with a capital letter and end with a full stop.

We use an apostrophe for short forms and to show possession.

We use a comma in a sentence to show where to stop for a short time, when there is a list of words, for example.

We use a question mark at the end of questions.

We sometimes use an exclamation mark at the end of a sentence with an imperative.

5 Circle the punctuation.

Dear Laura

My name’s Beth. I’m in class 2. I’ve got two brothers and a sister. My brothers are called Alex and Charlie. My sister’s name is Catherine. I like art, PE and maths. Have you got any brothers or sisters? Please draw me a picture!

Beth
6 Add the punctuation.
This is my house. My bedroom is upstairs. My brother's bedroom is upstairs. The kitchen, living room and dining room are downstairs. There's a big garden next to the house. Have you got a garden? Draw your house and write about it.

7 Write about you and your house. Remember the punctuation. Draw a picture.
The present continuous

I’m wearing is the present continuous tense of the verb wear. We use the present continuous tense to talk about things that are happening now. Grandma and Grandpa are wearing their coats now. They don’t wear them every day.

<table>
<thead>
<tr>
<th>Short form</th>
<th>Long form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m wearing</td>
<td>I am wearing</td>
</tr>
<tr>
<td>you’re wearing</td>
<td>you are wearing</td>
</tr>
<tr>
<td>he’s wearing</td>
<td>he is wearing</td>
</tr>
<tr>
<td>she’s wearing</td>
<td>she is wearing</td>
</tr>
<tr>
<td>it’s wearing</td>
<td>it is wearing</td>
</tr>
</tbody>
</table>

1. **Underline the present continuous verbs.**

1. Mr Jones is a policeman. He wears black trousers. Today is Sunday.
   He’s at home. He’s wearing jeans.

2. I’m a doctor and I wear a white coat. Today is Saturday.
   I’m wearing brown trousers and a white shirt.

3. My mum works in a supermarket. She wears a blue dress.
   Today is Sunday. She’s wearing a red skirt.

4. John is a pupil. He wears black trousers. Today is Saturday.
   He’s wearing shorts.
2 Write the words in the correct order.

1. a brown I'm wearing hat
   I'm wearing a brown hat.

2. blue I'm jeans wearing

3. skirt I'm a wearing pink

4. red scarf wearing a I'm

5. trousers black wearing I'm

3 Look and match.

a. He’s wearing a red shirt.

b. She’s wearing a hat.

c. He’s wearing a brown scarf.

d. She’s wearing black boots.

e. She’s wearing a blue skirt.

f. He’s wearing jeans.

Unit 11
Grandma’s next to Grandpa. They’re sleeping. Dad’s next to the table. He’s eating.

We use the present continuous to talk about things that are happening now. We make the present continuous with a form of be and the base form of the verb with ing added.

<table>
<thead>
<tr>
<th>Short form</th>
<th>Long form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m</td>
<td>I am</td>
</tr>
<tr>
<td>you’re</td>
<td>you are</td>
</tr>
<tr>
<td>he’s / she’s / it’s eating</td>
<td>he is / she is / it is eating</td>
</tr>
<tr>
<td>we’re</td>
<td>we are</td>
</tr>
<tr>
<td>you’re</td>
<td>you are</td>
</tr>
<tr>
<td>they’re</td>
<td>they are</td>
</tr>
</tbody>
</table>

1 Circle A or B.

1. She’s taking photos. A B
2. I’m wearing a tie. A B
3. She’s eating. A B
4. They’re eating. A B
5. She’s drinking. A B
6. I’m wearing a hat. A B
7. She’s drinking. A B
8. They’re talking. A B
2 Complete Jamie's email. Write the correct short form of be.

Dear Martin
We're getting ready for the wedding.
I'm listening to music. Alison is in her bedroom. She's brushing her hair.
Grandpa and Grandma are in the living room. They're talking. Mum is in the kitchen. She's making a cake. Dad is outside. He's washing the car.
Jamie

3 Write the correct form of the verb in brackets.

1 He’s eating (eat) 2 She’s drinking (drink)
3 She’s singing (sing) 4 He’s taking photos. (take)
5 They’re talking. (talk) 6 We’re going to the band. (listen)

4 Write the words in the correct order.

1 making We’re a cake
2 washing the car They’re
3 music playing They’re
4 writing invitations We’re
5 listening to the band He’s
6 cake eating She’s
In present continuous questions the word order changes as usual.

<table>
<thead>
<tr>
<th>Question</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>Are you</td>
<td>Yes, you are.</td>
</tr>
<tr>
<td>Is he</td>
<td>Yes, he is.</td>
</tr>
<tr>
<td>Is she eating?</td>
<td>Yes, she is.</td>
</tr>
<tr>
<td>Is it</td>
<td>Yes, it is.</td>
</tr>
<tr>
<td>Are we</td>
<td>Yes, we are.</td>
</tr>
<tr>
<td>Are you</td>
<td>Yes, you are.</td>
</tr>
<tr>
<td>Are they</td>
<td>Yes, they are.</td>
</tr>
</tbody>
</table>

aren't = are not  isn't = is not

5 Match.
1. Are Grandma and Grandpa sleeping?  No, she isn’t.
2. Is Dad listening to the band?      No, they aren’t.
3. Are Alison and Jamie playing?     Yes, they are.
4. Is Alison eating?                 Yes, he is.
6 Write questions and answers. Use the verbs in brackets.

1. Is he making (make) a cake?
   Yes, he is.

2. _______ he _______ (listen) to music?
   _______, _________.

3. _______ they _______ (sleep)?
   _______, _________.

4. _______ they _______ (talk)?
   _______, _________.

5. _______ she _______ (drink)?
   _______, _________.

6. _______ they _______ (play) music?
   _______, _________.

7 Write questions and answers. Use the verbs in the box.

   play  sleep  make  write  do

1. What are they doing?
   They’re playing.

2. What _______ a cake?
   _______.

3. Is _______?
   Yes, _________.

4. Is _______ an email?
   Yes, _________.

Unit 12
1 Write.

- windy hot raining cold sunny cold

1 What’s the weather like, Andy?
   It’s windy. It’s cold.

2 What’s the weather like, Sue?

3 What’s the weather like, Roger?

2 Match.

1 Put on your scarf!
2 Don’t forget your umbrella!
3 Wear a sun hat!
4 Open the door, please.

3 Put in the punctuation.

1 Add an apostrophe: This is Jamie’s bag.
2 Put in a full stop: Alison is Jamie’s sister
3 Add a comma: We have PE on Monday Tuesday and Wednesday.
4 Put in a question mark: How are you
4 Write sentences. Use the present continuous.

1 I / take photos
   I'm taking photos.

2 She / brush her hair

3 We / listen to music

4 You / listen to music

5 They / make a cake

6 He / wash the car

5 Write.

Is he eating?
No, he isn't.

Is she brushing her hair?

Is he listening to music?

Are you making a cake?

Are they eating?

Is she playing football?
Comparative adjectives

The conjunction and

Big and loud are adjectives. Adjectives describe things or people. Bigger and louder are comparative adjectives. We use comparative adjectives to describe the difference between two things or people.

We make the comparative by adding er to the end of the adjective.

small → smaller loud → louder quiet → quieter
fast → faster slow → slower

Be careful. Sometimes the spelling changes.

big + g + er → bigger

We use this and these to talk about people and things that are near us. We use that and those to talk about people and things that are far from us.

1 Circle the comparative adjectives.

The horse is big. The cow is bigger. The horse is quiet. The cow is quieter.

The hen is loud. The goose is louder. The donkey is slow. The cow is slower.
2 Choose a or b.

1. This cow is bigger.
   - a

2. This animal is smaller.

3. This horse is louder.

4. This goose is quieter.

5. This animal is faster.

3 Complete the sentences. Use the adjectives in brackets.

1. The _goose_ is _bigger_ (big)
2. The _______ is _________ (loud)
3. The _______ is _________ (slow)
4. The _______ is _________ (small)
5. The _______ is _________ (fast)
6. The _______ is _________ (tall)
Comparatives with than

The horse is bigger than the donkey.

We use than after a comparative adjective when we compare one thing directly with another.

4 Tick (✓) the correct one.

1 Ann is older than Lily. [ ]
   Ann is younger than Lily. [✓]

2 Lily is older than Bob. [ ]
   Bob is older than Lily. [ ]

3 Lily is shorter than Ann. [ ]
   Lily is taller than Ann. [ ]

4 Bob is shorter than Lily. [ ]
   Bob is taller than Lily. [ ]

5 Write sentences.

1 Bob / young / Ann
   Bob is younger than Ann.

2 Ann / short / Lily

3 Bob / small / Lily

4 Lily / tall / Bob

5 Lily / old / Ann

6 Lily / big / Ann
The conjunction **and**

**Alison is bigger than Jenny and she’s louder than Jenny!**

**The horse is big. It’s bigger than the donkey and it’s bigger than the sheep.**

And is a conjunction (a linking word). We can use it to join two sentences together to make one sentence.

**6 Look at page 56. True or false? Write T or F.**

1. Ann is younger than Lily and she’s older than Bob.  
   **T**

2. Ann is younger than Bob and she’s bigger than Lily.  
   
3. Lily is taller than Ann and she’s taller than Bob.  
   
4. Bob is older than Ann and he’s older than Lily.  
   
**7 Write and to join the sentences.**

1. The cow is bigger than the goat. The goat is bigger than the goose.  
   This cow is bigger than the goat **and the goat is bigger than the goose.**

2. Ann is younger than Lily. Bob is younger than Ann.  
   Ann is younger than Lily  

3. Open the window. Close the door.  
   Open the window  

4. She’s a doctor. He’s a policeman.  
   She’s a doctor  

5. She works in a hospital. He works in a police station.  
   She works in a hospital  

6. Jamie goes to school on Monday. He does his homework after school.  
   Jamie goes to school
Was and were are the past simple forms of the verb be. We use the past simple of be with adjectives to describe feelings in the past.

Today (Tuesday)  Yesterday (Monday)
I am hot.  I was cold.
Jamie is tired.  Jamie was happy.
Mum and Dad are tired.  Mum and Dad were happy.

We also use the past simple of be to identify someone or something in the past, to talk about the location of someone or something in the past and to talk about the time and the weather in the past.

1 Circle the past simple forms of be.

Yesterday I was at the park. My friends were at the park. It was windy. There was a boy and a kite. The kite was in the tree. The boy was sad. There was a tall man. The kite was on the ground. Then it was in the sky. We were all happy.
2 Look and write. Use the past simple of be and the words from the box.

at the park  hungry  wet  naughty  happy  kind

1 I was at the park.
2 I
3 It
4 They
5 He
6 We

3 Where were they yesterday? Look and write.

She was at the zoo.
Jamie was a fireman. His friend Dave wasn’t a fireman. He was a policeman. Alison wasn’t in the play.

The negative forms of was and were are was not and were not. We usually use the short forms.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative (short form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was</td>
<td>I wasn’t</td>
</tr>
<tr>
<td>you were</td>
<td>you weren’t</td>
</tr>
<tr>
<td>he was</td>
<td>he wasn’t</td>
</tr>
<tr>
<td>she was</td>
<td>she wasn’t</td>
</tr>
<tr>
<td>it was</td>
<td>it wasn’t</td>
</tr>
<tr>
<td>we were</td>
<td>we weren’t</td>
</tr>
<tr>
<td>you were</td>
<td>you weren’t</td>
</tr>
<tr>
<td>they were</td>
<td>they weren’t</td>
</tr>
</tbody>
</table>

wasn’t = was not
weren’t = were not

4 Circle the correct past simple negative form of be.

1 Mum and Dad wasn’t / weren’t sad.
2 Alison wasn’t / weren’t good.
3 Jamie wasn’t / weren’t a policeman.
4 It wasn’t / weren’t sunny yesterday.
5 We wasn’t / weren’t in the living room.
5 Make the sentences negative.
1 Jamie was a policeman.  Jamie wasn’t a policeman.
2 Dave was a fireman.
3 Mum and Dad were sad.
4 Alison was in the play.
5 Yesterday it was sunny.

6 Write. Use the correct affirmative or negative form of the verb be.
Jamie’s school play was about jobs. Jamie (1) wasn’t a fireman.
Dave (2) was a fireman. He (3) was a policeman. Other girls and boys (4) were doctors and nurses. Alison (5) was in the play.
She (6) was sad. Mum and Dad (7) were happy.

7 Look at the picture. True or false? Write T or F.

1 It wasn’t sunny.  T
2 Jamie was sad.  
3 Alison was little.  
4 Mum and Dad weren’t dry.  
5 It wasn’t 12 o’clock.  
6 Mum and Dad were happy.  

We use *some* and *any* to talk about more than one thing or person when we do not say the exact number. We use *some* in positive sentences and *any* in negative sentences.

1. Circle A or B.
   1. There are some chairs.     A   B
   2. There aren’t any drinks.   A   B
   3. There are some teachers. A   B
   4. There are some tables.    A   B
   5. There aren’t any teachers. A   B
   6. There aren’t any tables.  A   B
   7. There are some drinks.    A   B
   8. There aren’t any chairs.  A   B
2 Write some or any.

There aren’t any children.
There are some women.
There aren’t any men.
There are some pictures.

3 Make the sentences negative.

1 There are some children. There aren’t any children.
2 There are some pictures.
3 There are some teachers.
4 There are some pegs.
5 There are some chairs.

4 Make the sentences positive.

1 There aren’t any cars. There are some cars.
2 There aren’t any cupboards.
3 There aren’t any teachers.
4 There aren’t any prizes.
5 There aren’t any pictures.
The third prize for English is for Jamie.
The second prize for English is for Emma.
The first prize for English is for Tony.

First, second and third are ordinal numbers. We can use them to talk about the order things or people are in, for example in a competition or a race.

<table>
<thead>
<tr>
<th>Cardinal</th>
<th>Ordinal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; first</td>
</tr>
<tr>
<td>2</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; second</td>
</tr>
<tr>
<td>3</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; third</td>
</tr>
<tr>
<td>4</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; fourth</td>
</tr>
<tr>
<td>5</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; fifth</td>
</tr>
<tr>
<td>6</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; sixth</td>
</tr>
<tr>
<td>7</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; seventh</td>
</tr>
<tr>
<td>8</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; eighth</td>
</tr>
<tr>
<td>9</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; ninth</td>
</tr>
<tr>
<td>10</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; tenth</td>
</tr>
</tbody>
</table>

5 Write the ordinal numbers.
I was at the school open day yesterday. The winner of the (1) first prize for English was Tony. The winner of the (2) second prize for English was Emma. The winner of the (3) third prize for English was Jamie.

6 Write the ordinal numbers.
Alice is first.
Karen is .
Kate is .
Helen is .
Amy is .
Megan is .

Megan Amy Helen Kate Karen Alice
Plural nouns

We use the plural form when we are talking about more than one thing or person. We add s.

one boy  two boys

Some plural nouns are different. They are irregular plurals.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>one lolly</td>
<td>two lollies</td>
</tr>
<tr>
<td>one family</td>
<td>two families</td>
</tr>
<tr>
<td>one tomato</td>
<td>three tomatoes</td>
</tr>
<tr>
<td>one sandwich</td>
<td>three sandwiches</td>
</tr>
<tr>
<td>one shelf</td>
<td>four shelves</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>one child</th>
<th>two children</th>
</tr>
</thead>
<tbody>
<tr>
<td>one woman</td>
<td>two women</td>
<td></td>
</tr>
<tr>
<td>one man</td>
<td>two men</td>
<td></td>
</tr>
</tbody>
</table>

7 Circle the regular plurals. Underline the irregular plurals.

1 There’s a monkey! I like monkeys.
2 Jamie’s got a big family. Tony and Martin have got small families.
3 Alison is eating a pastry. She likes pastries.
4 Angie’s playing with a toy. On Saturdays she plays with toys.
5 There’s a sandwich in my lunchbox. I like sandwiches.
6 Is there a shelf? In the room there are four shelves.

8 Complete the table.

<table>
<thead>
<tr>
<th>singular</th>
<th>shelf</th>
<th>pastry</th>
<th>sandwich</th>
<th>lolly</th>
</tr>
</thead>
<tbody>
<tr>
<td>plural</td>
<td>shelves</td>
<td></td>
<td>parties</td>
<td>families</td>
</tr>
</tbody>
</table>

Unit 15
1 Write. Use **than** and a comparative adjective.

- **small** loud big fast slow quiet

1. The horse *is bigger than the sheep*.
   - The sheep
2. The donkey
   - The goat
3. The horse
   - The donkey

2 Where were they yesterday?

1. Dad at 9 o'clock (work)  
   - He was at work at 9 o'clock.
2. Jamie at 9 o'clock (school)
3. Jamie and Dave at 5 o'clock (park)
4. Mum and Dad at 8 o'clock (home)
5. Alison at 8 o'clock (bed)

4 Write negative sentences about yesterday.

1. Jamie at 6 o'clock (school)  
   - He wasn’t at school at 6 o’clock.
2. Dad at 9 o’clock (home)
3. Jamie and Dave at 9 o’clock (park)
4. Alison at 5 o’clock (bed)
5. Mum and Dad at 8 o’clock (work)
5 Write sentences.
1 teachers (√)  There are some teachers.
2 pupils (x)  There aren’t any pupils.
3 tables (x)  
4 chairs (√)  
5 prizes (√)  
6 boards (x)  

5 Write.
Cardinal  Ordinal
1 one  first
2 two  
3 three  
4 four  
5 five  
6 six  
7 seven  
8 eight  

6 Write.
Singular  Plural
1 family  families
2 lolly  
3 party  
4 pastry  
5 child  
6 man  
7 woman  
8 sandwich  

Review 5
### Grammar reference

#### Affirmative

| Short form | Long form | Negative
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I've got</td>
<td>I have got</td>
<td>I haven't got</td>
</tr>
<tr>
<td>you've got</td>
<td>you have got</td>
<td>you haven't got</td>
</tr>
<tr>
<td>he's got</td>
<td>he has got</td>
<td>he hasn't got</td>
</tr>
<tr>
<td>she's got</td>
<td>she has got</td>
<td>she hasn't got</td>
</tr>
<tr>
<td>it's got</td>
<td>it has got</td>
<td>it hasn't got</td>
</tr>
<tr>
<td>we've got</td>
<td>we have got</td>
<td>we haven't got</td>
</tr>
<tr>
<td>they've got</td>
<td>they have got</td>
<td>they haven't got</td>
</tr>
</tbody>
</table>

#### Interrogative

| have | Yes, I have. | No, I haven't. |
| have you | Yes, you have. | No, you haven't. |
| has he | Yes, he has. | No, he hasn't. |
| has she | Yes, she has. | No, she hasn't. |
| has it | Yes, it has. | No, it hasn't. |
| have we | Yes, we have. | No, we haven't. |
| have you | Yes, you have. | No, you haven't. |
| have they | Yes, they have. | No, they haven't. |

#### Unit 2 Be (present simple)

<table>
<thead>
<tr>
<th>Affirmative Short form</th>
<th>Long form</th>
<th>Negative Short form</th>
<th>Long form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm</td>
<td>I am</td>
<td>I'm not</td>
<td>I am not</td>
</tr>
<tr>
<td>you're</td>
<td>you are</td>
<td>you aren't</td>
<td>you are not</td>
</tr>
<tr>
<td>he's</td>
<td>he is</td>
<td>he isn't</td>
<td>he is not</td>
</tr>
<tr>
<td>she's</td>
<td>she is</td>
<td>she isn't</td>
<td>she is not</td>
</tr>
<tr>
<td>it's</td>
<td>it is</td>
<td>it isn't</td>
<td>it is not</td>
</tr>
<tr>
<td>we're</td>
<td>we are</td>
<td>we aren't</td>
<td>we are not</td>
</tr>
<tr>
<td>you're</td>
<td>you are</td>
<td>you aren't</td>
<td>you are not</td>
</tr>
<tr>
<td>they're</td>
<td>they are</td>
<td>they aren't</td>
<td>they are not</td>
</tr>
</tbody>
</table>

#### Interrogative

| am I? | Yes, I am. | No, I'm not. |
| are you? | Yes, you are. | No, you aren't. |
| is he? | Yes, he is. | No, he isn't. |
| is she? | Yes, she is. | No, she isn't. |
| is it? | Yes, it is. | No, it isn't. |
| are we? | Yes, we are. | No, we aren't. |
| are you? | Yes, you are. | No, you aren't. |
| are they? | Yes, they are. | No, they aren't. |
### The present simple: like

<table>
<thead>
<tr>
<th>Affirmative Short form</th>
<th>Negative Short form</th>
<th>Long form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like</td>
<td>I don’t like</td>
<td>I do not like</td>
</tr>
<tr>
<td>you like</td>
<td>you don’t like</td>
<td>you do not like</td>
</tr>
<tr>
<td>he likes</td>
<td>he doesn’t like</td>
<td>he does not like</td>
</tr>
<tr>
<td>she likes</td>
<td>she doesn’t like</td>
<td>she does not like</td>
</tr>
<tr>
<td>it likes</td>
<td>it doesn’t like</td>
<td>it does not like</td>
</tr>
<tr>
<td>we like</td>
<td>we don’t like</td>
<td>we do not like</td>
</tr>
<tr>
<td>you like</td>
<td>you don’t like</td>
<td>you do not like</td>
</tr>
<tr>
<td>they like</td>
<td>they don’t like</td>
<td>they do not like</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interrogative</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I?</td>
<td>Yes, I can.</td>
</tr>
<tr>
<td>Can you?</td>
<td>Yes, you can.</td>
</tr>
<tr>
<td>Can he?</td>
<td>Yes, he can.</td>
</tr>
<tr>
<td>Can she?</td>
<td>Yes, she can.</td>
</tr>
<tr>
<td>Can it?</td>
<td>Yes, it can.</td>
</tr>
<tr>
<td>Can we?</td>
<td>Yes, we can.</td>
</tr>
<tr>
<td>Can you?</td>
<td>Yes, you can.</td>
</tr>
<tr>
<td>Can they?</td>
<td>Yes, they can.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interrogative</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>do I like?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>do you like?</td>
<td>Yes, you do.</td>
</tr>
<tr>
<td>does he like?</td>
<td>Yes, he does.</td>
</tr>
<tr>
<td>does she like?</td>
<td>Yes, she does.</td>
</tr>
<tr>
<td>does it like?</td>
<td>Yes, it does.</td>
</tr>
<tr>
<td>do we like?</td>
<td>Yes, we do.</td>
</tr>
<tr>
<td>do you like?</td>
<td>Yes, you do.</td>
</tr>
<tr>
<td>do they like?</td>
<td>Yes, they do.</td>
</tr>
</tbody>
</table>

| No, I don’t.           |
| No, you don’t.         |
| No, he doesn’t.        |
| No, she doesn’t.       |
| No, it doesn’t.        |
| No, we don’t.          |
| No, you don’t.         |
| No, they don’t.        |
### Units 11-12  The present continuous: wear

<table>
<thead>
<tr>
<th>Affirmative Short form</th>
<th>Long form</th>
<th>Negative Short form</th>
<th>Long form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm wearing</td>
<td>I am wearing</td>
<td>I'm not wearing</td>
<td>I am not not wearing</td>
</tr>
<tr>
<td>you're wearing</td>
<td>you are wearing</td>
<td>you aren't wearing</td>
<td>you are not wearing</td>
</tr>
<tr>
<td>he's wearing</td>
<td>he is wearing</td>
<td>he isn't wearing</td>
<td>he is not wearing</td>
</tr>
<tr>
<td>she's wearing</td>
<td>she is wearing</td>
<td>she isn't wearing</td>
<td>she is not wearing</td>
</tr>
<tr>
<td>it's wearing</td>
<td>it is wearing</td>
<td>it isn't wearing</td>
<td>it is not wearing</td>
</tr>
<tr>
<td>we're wearing</td>
<td>we are wearing</td>
<td>we aren't wearing</td>
<td>we are not wearing</td>
</tr>
<tr>
<td>you're wearing</td>
<td>you are wearing</td>
<td>you aren't wearing</td>
<td>you are not wearing</td>
</tr>
<tr>
<td>they're wearing</td>
<td>they are wearing</td>
<td>they aren't wearing</td>
<td>they are not wearing</td>
</tr>
</tbody>
</table>

### Interrogative Short answers

<table>
<thead>
<tr>
<th>Interrogative</th>
<th>Short answers</th>
<th>Interrogative</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am wearing?</td>
<td>Yes, I am.</td>
<td>are you wearing?</td>
<td>Yes, you are.</td>
</tr>
<tr>
<td>are you wearing?</td>
<td>Yes, you are.</td>
<td>is he wearing?</td>
<td>Yes, he is.</td>
</tr>
<tr>
<td>is he wearing?</td>
<td>Yes, he is.</td>
<td>is she wearing?</td>
<td>Yes, she is.</td>
</tr>
<tr>
<td>is she wearing?</td>
<td>Yes, she is.</td>
<td>is it wearing?</td>
<td>Yes, it is.</td>
</tr>
<tr>
<td>are we wearing?</td>
<td>Yes, we are.</td>
<td>are you wearing?</td>
<td>Yes, you are.</td>
</tr>
<tr>
<td>are you wearing?</td>
<td>Yes, you are.</td>
<td>are they wearing?</td>
<td>Yes, they are.</td>
</tr>
</tbody>
</table>

### Unit 14  Be (past simple)

<table>
<thead>
<tr>
<th>Affirmative Short form</th>
<th>Long form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was</td>
<td>I was not</td>
</tr>
<tr>
<td>you were</td>
<td>you were not</td>
</tr>
<tr>
<td>he was</td>
<td>he was not</td>
</tr>
<tr>
<td>she was</td>
<td>she was not</td>
</tr>
<tr>
<td>it was</td>
<td>it was not</td>
</tr>
<tr>
<td>we were</td>
<td>we were not</td>
</tr>
<tr>
<td>you were</td>
<td>you were not</td>
</tr>
<tr>
<td>they were</td>
<td>they were not</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interrogative Short answers</th>
<th>Interrogative Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>was I?</td>
<td>was I?</td>
</tr>
<tr>
<td>were you?</td>
<td>were you?</td>
</tr>
<tr>
<td>was he?</td>
<td>was he?</td>
</tr>
<tr>
<td>was she?</td>
<td>was she?</td>
</tr>
<tr>
<td>was it?</td>
<td>was it?</td>
</tr>
<tr>
<td>were we?</td>
<td>were we?</td>
</tr>
<tr>
<td>were you?</td>
<td>were you?</td>
</tr>
<tr>
<td>were they?</td>
<td>were they?</td>
</tr>
</tbody>
</table>

### Unit 15  Irregular plurals

| one lolly               | two lollies         |
| one family             | two families        |
| one pastry             | two pastries        |
| one party              | two parties         |
| one tomato             | two tomatoes        |
| one sandwich           | two sandwiches      |
| one shelf              | two shelves         |
| one child              | two children        |
| one woman              | two women           |
| one man                | two men             |

### grammar reference
The step by step grammar presentations in Grammar Friends introduce form, use and meaning in a way that even young beginner learners can understand and remember. The series is an ideal supplement to any elementary course book series.

- **Builds accuracy and confidence**: graded written exercises provide practice and reinforcement.
- **Puts the focus on grammar**: familiar contexts and situations, using basic vocabulary, enable pupils to concentrate on learning grammar.
- **Revises and consolidates**: regular revision units provide extra practice.
- **Interactive practice**: the student CD-ROM features additional exercises and tests for even more practice at home or independently at school.
- **Photocopiable tests**: included in the Teacher’s Book, plus answer key.

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- **Starters**: Grammar Friends 1 and 2
- **Movers**: Grammar Friends 3 and 4
- **Flyers**: Grammar Friends 5 and 6