# Contents

<table>
<thead>
<tr>
<th>Unit</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The alphabet</td>
<td>2</td>
</tr>
<tr>
<td>Numbers, colours</td>
<td>3</td>
</tr>
<tr>
<td>1 A / an, plurals</td>
<td>4</td>
</tr>
<tr>
<td>2 Personal pronouns, to be</td>
<td>10</td>
</tr>
<tr>
<td>3 This / that, these / those</td>
<td>16</td>
</tr>
<tr>
<td>4 Possessive adjectives</td>
<td>20</td>
</tr>
<tr>
<td>Revision 1</td>
<td>24</td>
</tr>
<tr>
<td>5 Possessive ‘s, whose</td>
<td>26</td>
</tr>
<tr>
<td>6 There is / are, prepositions, where?</td>
<td>30</td>
</tr>
<tr>
<td>Revision 2</td>
<td>46</td>
</tr>
<tr>
<td>7 Some, any</td>
<td>36</td>
</tr>
<tr>
<td>8 Have got</td>
<td>40</td>
</tr>
<tr>
<td>9 Imperatives</td>
<td>48</td>
</tr>
<tr>
<td>10 Can</td>
<td>52</td>
</tr>
<tr>
<td>11 Present continuous</td>
<td>56</td>
</tr>
<tr>
<td>12 Present simple</td>
<td>62</td>
</tr>
<tr>
<td>Revision 3</td>
<td>68</td>
</tr>
<tr>
<td>Wordlist</td>
<td>70</td>
</tr>
</tbody>
</table>

_HAMILTON HOUSE_  
**English Language Teaching**  
_Zandra Daniels_
Numbers, colours

1. Look and write.

1. blue
2. red
3. yellow
4. brown
5. pink
6. purple
7. orange
8. black
9. white
10. green

2. Match.

1. three
2. one
3. two
4. five
5. four
6. eight
7. ten
8. six
9. seven
10. nine
• We use a before a noun that begins with a consonant (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).
  - a box  a fairy  a robot  a car

• We use an before a noun that begins with a vowel (a, e, i, o, u).
  - an elephant  an apple  an orange
1. Read and join.
   - orange
   - fairy
   - robot
   - jeep
   - octopus
   - pirate
   - apple
   - giraffe
   - elephant

2. Write a or an.
   1. a ....... brush
   2. a ....... woman
   3. a ....... glass
   4. an ....... octopus
   5. a ....... tomato
   6. an ....... umbrella
   7. a ....... mouse
   8. an ....... insect
3. Look and write.

1. a mouse
2. an umbrella
3. a pirate
4. a car
5. a robot
6. an elephant
7. an insect
8. an octopus

4. Write the words in the correct box.

octopus  jeep  robot  fairy  elephant  insect  cat  dog  doll  orange
### Plurals

#### Regular plurals

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a robot</td>
<td>robots</td>
<td>a tomato</td>
<td>tomatoes</td>
</tr>
<tr>
<td>an apple</td>
<td>apples</td>
<td>a boy</td>
<td>boys</td>
</tr>
<tr>
<td>a box</td>
<td>boxes</td>
<td>a fairy</td>
<td>fairies</td>
</tr>
<tr>
<td>a glass</td>
<td>glasses</td>
<td>a brush</td>
<td>brushes</td>
</tr>
</tbody>
</table>

#### Irregular plurals

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a man</td>
<td>men</td>
<td>a woman</td>
<td>women</td>
</tr>
<tr>
<td>a child</td>
<td>children</td>
<td>a mouse</td>
<td>mice</td>
</tr>
<tr>
<td>a foot</td>
<td>feet</td>
<td>a tooth</td>
<td>teeth</td>
</tr>
<tr>
<td>a sheep</td>
<td>sheep</td>
<td>a fish</td>
<td>fish</td>
</tr>
</tbody>
</table>

- If we want to talk about more than one person, animal or thing, we usually add the ending -s.
  
a cat → three cats  
a desk → two desks  
a giraffe → five giraffes

- We add -es to words that end in -s, -ss, -sh, -ch, -x or -o.
  
a potato → four potatoes  
a glass → three glasses  
a box → two boxes

- If a word ends in -y and has a consonant before the -y, then we delete the -y and add -ies.
  
a baby → two babies  
a fairy → two fairies

- If a word ends in -y and has a vowel before the -y, then we add -s.
  
a boy → two boys  
a toy → three toys

- Some words do not form the plural with the ending -s, -es or -ies. They form the plural in a different way.
  
a man → two men  
a child → three children

- Some words stay the same in the singular and the plural.
  
a fish → four fish  
a sheep → five sheep
5. Write the plural.
   1 jeep .................. jeeps
   2 brush .................. brushes
   3 giraffe .................. giraffes
   4 doll .................. dolls
   5 baby .................. babies
   6 toy .................. toys
   7 box .................. boxes
   8 glass .................. glasses

6. Complete.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ...... pencil</td>
<td>pencils</td>
</tr>
<tr>
<td>2 boy</td>
<td>boys</td>
</tr>
<tr>
<td>3 box</td>
<td>boxes</td>
</tr>
<tr>
<td>4 rubber</td>
<td>rubbers</td>
</tr>
<tr>
<td>5 baby</td>
<td>babies</td>
</tr>
<tr>
<td>6 potato</td>
<td>potatoes</td>
</tr>
<tr>
<td>7 table</td>
<td>tables</td>
</tr>
<tr>
<td>8 bus</td>
<td>buses</td>
</tr>
<tr>
<td>9 picture</td>
<td>pictures</td>
</tr>
<tr>
<td>10 chair</td>
<td>chairs</td>
</tr>
</tbody>
</table>

7. Look, choose and write.

   zebra  apple  brush  robot  notebook  banana  mouse  fox

   1 ................. apples
   2 ................. foxes
   3 ................. robots
   4 ................. mice
   5 ................. brushes
   6 ................. notebooks
   7 ................. bananas
   8 ................. zebras
Write the plural in the correct group.

boy  woman  desk  classroom  fish  apple  child  tooth
fairy  mouse  pen  sheep  bag  man  foot  box

Regular

<table>
<thead>
<tr>
<th>boys</th>
<th>fairies</th>
</tr>
</thead>
<tbody>
<tr>
<td>desks</td>
<td>pens</td>
</tr>
<tr>
<td>classrooms</td>
<td>bags</td>
</tr>
<tr>
<td>apples</td>
<td>boxes</td>
</tr>
</tbody>
</table>

Irregular

<table>
<thead>
<tr>
<th>women</th>
<th>mice</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>sheep</td>
</tr>
<tr>
<td>children</td>
<td>men</td>
</tr>
<tr>
<td>teeth</td>
<td>feet</td>
</tr>
</tbody>
</table>

Find, count and write.

1 elephant  two elephants
2 zebra      two zebras
3 fox        three foxes
4 giraffe    two giraffes
5 lion       two lions
6 fish       three fish
7 mouse      four mice
8 sheep      two sheep
### Affirmative

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

- In the third person, we use **he** for a man or a boy, **she** for a woman or a girl and **it** for an animal or thing. In the third person plural, we use **they**.
  
  *He is funny.*  
  *She is happy.*  
  *It is a dog.*  
  *They are funny.*  
  *They are happy.*  
  *They are dogs.*

- When we are speaking, we usually use the short form of the verb.
  
  *He’s thirsty.*  
  *They’re fast.*
Read and write.
1. Ken and Sam are friends.
2. The cat is hungry.
3. Ron and I are happy.
4. Jack is a teacher.
5. The mouse is small.
6. You and Peter are dirty!
7. Jane is a girl.
8. Lisa and Susan are thirsty.

Read and circle.
1. We is /are/ fast.
2. It is /are/ a turtle.
3. He is /am/ my brother.
4. You is /are/ dirty!
5. We am /are/ sisters.
6. She am /is/ happy.
7. I am /are/ ten years old.
8. They is /are/ children.

Write am, is or are.
1. We are sad.
2. You are big.
3. She is a queen.
4. They are slow.
5. They are fast.
6. He is short.
7. I am dirty!
8. We are thirsty.
4. Look and write.

1. They are robots.
2. He is a king.
3. She is a fairy.
4. He is a pirate.
5. She is a queen.
6. They are clowns.

5. Write the short form.

1. They are teachers.
   \[\text{They're teachers.}\]
2. Anna is thirsty.
   \[\text{Anna's thirsty.}\]
3. You are a boy.
   \[\text{You're a boy.}\]
4. I am sad.
   \[\text{I'm sad.}\]
5. They are hungry.
   \[\text{They're hungry.}\]
6. He is a funny clown.
   \[\text{He's a funny clown.}\]
7. Tom is from England.
   \[\text{Tom's from England.}\]
8. They are slow.
   \[\text{They're slow.}\]
2b To be (negative, question)

In negative sentences, we add not after am, is, are.

- It is a ball. → It is not a ball.
- They are sad. → They are not sad.

When we are speaking, we usually use the short form of the verb.

- It isn’t a bike. → We aren’t thirsty.

When we ask a question, we usually put am, are, is first and then the personal pronoun (I, you, he, she, it, we, you, they).

- You’re hungry. → Are you hungry?

When we answer a question with ‘yes’, we don’t use the short form.

A: Are you a teacher?  B: Yes, I’m. ✗
A: Are you a teacher?  B: Yes, I am. ✓
6 Write the negative. Use the short form.

1 Harry is happy.  
2 She is a teacher.  
3 Your car is fast.  
4 I am dirty.  
5 Katie is hungry.  
6 He is a pirate.  
7 Pete and Jimmy are sad.  
8 We are rabbits.

Harry isn’t happy.  
She isn’t a teacher.  
Your car isn’t fast.  
I’m not dirty.  
Katie isn’t hungry.  
He isn’t a pirate.  
Pete and Jimmy aren’t sad.  
We aren’t rabbits.

7 Write am, is or are.

1 Is .................................. it a bike?
2 Are .................................. you thirsty?
3 Are .................................. they lions?
4 Are .................................. we fast?
5 Am .................................. I slow?
6 Is .................................. she a queen?
7 Is .................................. he a boy?
8 Are .................................. they rabbits?

8 Ask and answer.

1 Vanessa / a teacher?
   A: Is Vanessa a teacher?  
   B: Yes, she is.  

2 you / sad?
   A: Are you sad?  
   B: Yes, you are.

3 the elephants / small?
   A: Are the elephants small?  
   B: No, they aren’t.  

4 Pete / a king?
   A: Is Pete a king?  
   B: No, he isn’t.

5 the lion / hungry?
   A: Is the lion hungry?  
   B: Yes, it is.  

6 we / tall?
   A: Are we tall?  
   B: Yes, we are.
Look, ask and answer.

1. the rabbit / fast?
   A: Is the rabbit fast?
   B: No, it isn’t. It’s slow.

2. the turtles / slow?
   A: Are the turtles slow?
   B: No, they aren’t. They’re fast.

3. Jonathan / hungry?
   A: Is Jonathan hungry?
   B: Yes, he is.

4. Beth / thirsty?
   A: Is Beth thirsty?
   B: Yes, she is.

5. the girls / happy?
   A: Are the girls happy?
   B: Yes, they are.

6. the men / happy?
   A: Are the men happy?
   B: No, they aren’t. They’re sad.

Answer the questions.

1. Are you a boy?
   Students’ own answers

2. Are you sad?
   Students’ own answers

3. Is your teacher happy?
   Students’ own answers

4. Is your classroom big?
   Students’ own answers

5. Are your friends hungry?
   Students’ own answers

6. Is your school bag blue?
   Students’ own answers
We use *this* when something or someone is close to us. We use *that* when something or someone is far away from us. The plural of *this* is *these*. The plural of *that* is *those*.

This is a pen. These are notebooks.
That is a tree. Those are kites.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's this?</td>
<td>It's a desk.</td>
</tr>
<tr>
<td>What's that?</td>
<td>It's a picture.</td>
</tr>
<tr>
<td>What are these?</td>
<td>They're desks.</td>
</tr>
<tr>
<td>What are those?</td>
<td>They're pictures.</td>
</tr>
</tbody>
</table>

We ask *What is this?* if something is close to us, or *What is that?* if something is far away.

When someone asks *What's ...?*, we answer *It's ... .*
A: What's this? B: It's a skateboard.
A: What's that? B: It's a helmet.

If we want to ask about many things, we ask *What are these?* or *What are those?*

When someone asks *What are ...?*, we answer *They're ... .*
A: What are these? B: They're chairs.
A: What are those? B: They're hippos.
1. Read and circle.
   1. This / These boys are happy.
   2. This / These bags are brown.
   3. That / Those chairs are green.
   4. That / Those children are sad.
   5. That / Those girl is Mary.
   6. This / These cats are white.
   7. This / These book is good.
   8. That / Those pictures are nice.

2. Read and circle.
   1. This / That is a school.
   2. This / That is a castle.
   3. These / Those are boys.
   4. These / Those are girls.
   5. This / That is a kangaroo.
   6. These / Those are hippos.
3 Write This, That, These or Those.

1 This desk is big.
    That desk is small.

2 Those boxes are brown.
    These boxes are red.

3 That notebook is blue.
    This notebook is yellow.

4 This bag is new.
    That bag is old.

5 These brushes are clean.
    Those brushes are dirty.

6 Those flowers are red.
    These flowers are pink.

Answer the questions.

1 A: What’s that?
   B: It’s a jeep. (jeep)

2 A: What are these?
   B: They’re pencils. (pencils)

3 A: What’s this?
   B: It’s a rubber. (rubber)

4 A: What are those?
   B: They’re school bags. (school bags)

5 A: What’s that?
   B: It’s an elephant. (elephant)

6 A: What are these?
   B: They’re umbrellas. (umbrellas)

7 A: What’s this?
   B: It’s a parrot. (parrot)

8 A: What are those?
   B: They’re rabbits. (rabbits)
Look, ask and answer.

1 A: What's this?
   B: It's a chair.

2 A: What are those?
   B: They're desks.

3 A: What's this?
   B: It's a pencil case.

4 A: What are these?
   B: They're notebooks.

Read, choose and write.

these  It's  those  They're  that  They're  It's  this

Maddie: Brad, what's 1 ..........?  
Brad: 2 ..........a robot!  
What are 3 ..........?  
Maddie: 4 ..........toy mice.  
           They're for Missy.  
Brad:  What's 5 ..........?  
Maddie: 6 ..........a bone for Buster.  
           It's 7 ..........?  
Brad: 8 ..........electric kites!  
Maddie: Brad! You're very clever!
Possessive adjectives show who owns something. We always use a noun after a possessive adjective.

My book is green. This is their car.

We use his when something belongs to a man or a boy. We use her when something belongs to a woman or a girl. We use its for animals or things.

He is ten years old. His name is John.
This is Patty. Her sister is my friend.
This bird is pretty. Its tail is long.

The plural of his / her / its is their.

The girls are here. These are their bags.
The boys are tall. Their names are John and Peter.
These are his dogs. Their ears are short.
1. Read and circle.
   1. I'm Tom. This is my / your friend Oliver.
   2. The clowns are funny. Our / Their noses are red.
   3. Evelyn is my sister. Her / Their eyes are blue.
   4. This dog is funny. Its / Your legs are very short.
   5. This is my brother. His / Her name is Steven.
   6. We are happy. My / Our grandma is here.
   7. Mark is happy. Its / His bike is new.
   8. You aren't dirty. Your / Their T-shirt is clean.

2. Look and write his or her.

   ![Image of children and a dog]

   1. ................. dog is big.
   2. ................. cat is black.
   3. ................. hat is yellow.
   4. ................. hat is black.
   5. ................. T-shirt is dirty.
   6. ................. T-shirt is clean.
3. Read and write.

1. I’m Ian.
2. She’s Kate.
4. He’s Paul.
5. You’re Jack.
6. We’re Vicky and Sam.
7. It’s Buster.
8. They’re Alan and Celia.

My name is Ian.
Her name is Kate.
Your names are William and Chris.
His name is Paul.
Your name is Jack.
Our names are Vicky and Sam.
Its name is Buster.
Their names are Alan and Celia.

4. Read, choose and write.

<table>
<thead>
<tr>
<th>their</th>
<th>his</th>
<th>her</th>
<th>our</th>
<th>my</th>
<th>your</th>
</tr>
</thead>
</table>

1. That’s ............ bag.
2. This is ............ T-shirt.
3. This is ............ book.
4. These are ............ bones.
5. This is ............ pencil.
6. Those are ............ pets.
Find and write.

1. Her skateboard is red.
2. Their helmets are blue.
3. His T-shirt is yellow.
4. Their bikes are black.
5. Her pencil case is green.
6. His boots are brown.

Read and complete.

This is ¹ my friend George. ² His eyes are brown. This is ³ his pet rabbit. It’s grey and white. ⁴ Its ears are very long. This is ⁵ his sister Martha. ⁶ Her eyes are green. And that’s ⁷ their baby brother. ⁸ His name’s Nicky.
1. **Read and circle.**
   1. This is a / an mouse.
   2. He’s a / an teacher.
   3. Is it a / an brush?
   4. Is it a / an elephant?
   5. It’s a / an insect.
   6. It isn’t a / an umbrella.
   7. This is a / an orange.
   8. She’s a / an woman.

2. **Write.**
   1. apple six …………………… apples
   2. potato three ……………… potatoes
   3. car ten ………………… cars
   4. umbrella eight ………… umbrellas
   5. bus four ………………… buses
   6. baby two ……………… babies
   7. child two ………………… children
   8. sheep seven …………… sheep
   9. box six ………………… boxes
   10. man five ……………… men

3. **Write.**
   1. I / sad  
   2. they / happy  
   3. you / teachers  
   4. my desk / big  
   5. Lulu / a fairy  
   6. you / thirsty  
   7. Tom / tall  
   8. we / hungry

   I am not sad.  
   Are they happy?  
   You are teachers.  
   My desk is not big.  
   Lulu is a fairy.  
   Are you thirsty?  
   Tom is tall.  
   We are not hungry.
4 Write this, that, these or those.

1 ...................... robots are blue.
2 ...................... robots are red.
3 ...................... elephant is big.
4 ...................... elephant is small.
5 ...................... cars are green.
6 ...................... cars are yellow.

5 Read and complete.

1 This is my sister. .................. name is Mary.
2 I’m happy! .................... friends are here!
3 Look at the giraffe. .................. tail is long!
4 Tom and Harry are tall. .................. legs are long.
5 A: Is this .................. bag? B: No, it isn’t. My bag is yellow.
6 We’re brothers. These are ................. pets.
7 This is Nick and this is ................. dog, Rocky.
8 Tina is eight years old and ................. brother is six.
We use an apostrophe and *s* (’) at the end of a name or a noun to show who owns something.

- Buster’s bowl
- Mary’s pencil case
- the man’s hat

When more than one person owns something, and the word already ends in *-s*, we only add an apostrophe after the *s*.

- the girls’ room
- the pirates’ ship
- the pupils’ desks

When more than one person owns something, and the word does not end in *-s*, we add an apostrophe and *s* (’s).

- the children’s books
- the women’s hats

We use the word *whose* and *is* or *are* to ask who owns one or more things.

- A: Whose pen is this? B: It’s Bob’s.
- A: Whose bags are these? B: They’re the girls’. 
**Find and write.**

1. This is Brad’s T-shirt.
2. This is Maddie’s pencil case.
3. This is Buster’s bowl.
4. This is Missy’s mouse.
5. This is Gina’s doll.
6. This is William’s car.

**Read and circle.**

1. The boy’s / boys’ T-shirts are blue.
2. The boy’s / boys’ T-shirt is yellow.
3. The girl’s / girls’ hat is red.
4. The girl’s / girls’ hats are green.
Complete the questions and answers.

1. A: ................... car ........... this?  
   B: ................... Tony’s.

2. A: ................... brushes ........... these?  
   B: ................... Jane’s.

3. A: ................... toys ........... those?  
   B: ................... the children’s.

4. A: ................... umbrella ........... this?  
   B: ................... grandma’s.

5. A: ................... desks ........... these?  
   B: ................... the boys’.

6. A: ................... pen ........... that?  
   B: ................... the teacher’s.

Look, ask and answer.

1. A: ................... plane ........... this?  
   B: ................... Brad’s.

2. A: ................... rabbits ........... these?  
   B: ................... Buster’s.

3. A: ................... bed ........... this?  
   B: ................... Missy’s.

4. A: ................... glasses ........... these?  
   B: ................... Maddie’s.

5. A: ................... shoes ........... these?  
   B: ................... Maddie’s.

6. A: ................... T-shirt ........... this?  
   B: ................... Brad’s.
### Write.

1. the pirate / hat / black  
   The pirate's hat is black.

2. Brad / eyes / blue  
   Brad's eyes are blue.

3. the girl / hat / red  
   The girl's hat is red.

4. the men / car / fast  
   The men's car is fast.

5. the boys / pencil cases / yellow  
   The boys' pencil cases are yellow.

6. Jenny / dress / pretty  
   Jenny's dress is pretty.

### Look and answer.

1. A: Whose nose is this?  
   B: It's the elephant's.

2. A: Whose necks are these?  
   B: They're the giraffes'.

3. A: Whose tails are these?  
   B: They're the tigers'.

4. A: Whose eyes are these?  
   B: They're the monkey's.

5. A: Whose camera is this?  
   B: It's the boy's.

6. A: Whose hat is this?  
   B: It's the girl's.
6a There is / are

A picnic! Great!

Look! There’s a small lake!

There are trees and butterflies!

Oh, no! There are bees, too!

Help!

- We use there is / there are to describe what exists in a place.
- We use a singular noun after there is. We use a noun in its plural form after there are.
  
  There’s a red pen.  
  There are two girls.

- In negative sentences, we put not after there is / there are. The short form is there isn’t / there aren’t.
  
  There isn’t an apple in the basket.  
  There aren’t four pens on the desk.

- When we ask a question, we put is / are at the beginning of the sentence, before there.
  
  Is there an elephant?  
  Are there three butterflies?
1. Read and circle.
   1. **There's** / **There are** a pencil.
   2. **There's** / **There are** two bikes.
   3. **There's** / **There are** a garden.
   4. **There's** / **There are** a window.
   5. Look! **There is** / **There are** four bees!
   6. **There is** / **There are** three chairs.

2. Write **There's** or **There are**.
   1. **There are** four pictures.
   2. **There are** five desks.
   3. **There's** a bed.
   4. **There's** a red door.
   5. **There are** two green lamps.
   6. **There are** three windows.
   7. **There's** a tree.
   8. **There's** a table.

3. Look and write.
   1. a big dog ✓, a small dog ✗
   2. a skateboard ✓, a bike ✗
   3. two cars ✓, three cars ✗
   4. two girls ✓, two boys ✗
   5. a white cat ✓, a black cat ✓
   6. four butterflies ✓, four bees ✗

   There's a big dog. There isn't a small dog.
   There's a skateboard. There isn't a bike.
   There are two cars. There aren't three cars.
   There are two girls. There aren't two boys.
   There's a white cat. There isn't a black cat.
   There are four butterflies. There aren't four bees.
**4 Put the words in the correct order.**

1. a glass? / Is / there
   - Is there a glass?

2. there / two birds? / Are
   - Are there two birds?

3. Is / a garden? / there
   - Is there a garden?

4. three puppies? / there / Are
   - Are there three puppies?

5. Are / four chairs? / there
   - Are there four chairs?

6. Is / a jeep? / there
   - Is there a jeep?

**5 Look, ask and answer.**

1. a table?
   - **A:** Is there a table?
   - **B:** Yes, there is.

2. a TV?
   - **A:** Is there a TV?
   - **B:** No, there isn’t.

3. five chairs?
   - **A:** Are there five chairs?
   - **B:** No, there aren’t. There are four chairs.

4. three pictures?
   - **A:** Are there three pictures?
   - **B:** No, there aren’t. There’s one picture.

5. two doors?
   - **A:** Are there two doors?
   - **B:** Yes, there are.

6. a window?
   - **A:** Is there a window?
   - **B:** Yes, there is.
6b Prepositions, where?

Where’s Buster?
He’s behind you.
He’s next to the lake.

Zzz!
He’s in the lake now!

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>Where is ...?</td>
</tr>
<tr>
<td>on</td>
<td>It’s ...</td>
</tr>
<tr>
<td>under</td>
<td>Where are ...?</td>
</tr>
<tr>
<td>in front of</td>
<td>They’re ...</td>
</tr>
<tr>
<td>behind</td>
<td>next to</td>
</tr>
</tbody>
</table>

- **Prepositions** like *in*, *on*, *behind*, *under*, *in front of* and *next to* show us where someone or something is.
- Your bike is in the garden. The ball is under the bed.
- The book is on the desk. The robot is in front of the doll.
- Jane is next to Kevin. The boy is behind the tree.

- **We use Where is (Where’s)** when we are looking for a person, animal or thing.
  We use Where are when we are looking for many people, animals or things.
- Where’s the bathroom? Where are the boys?

- **When someone asks Where is ...?**, we answer *He’s / She’s / It’s ... .*
- When someone asks *Where are ...?*, we answer *They’re ... .*
- A: Where’s Peter? B: He’s in the garden.
- A: Where are the boys? B: They’re in the living room.
6b Prepositions, where?

6 Read and circle.

1. Buster is **on/under** the table.
2. Missy is **on/next to** the table.
3. The lamp is **behind/next to** the table.
4. Brad’s **in front of/behind** Maddie.
5. Maddie’s **in front of/behind** Brad.
6. Buster and Missy are **on/in** the box.

7 Read, choose and write.

```
in   on   under   behind   in front of   next to
```

1. The tomatoes are **next to** the onions.
2. The pen is **on** the notebook.
3. The peppers are **in** the bowl.
4. The blue box is **under** the orange box.
5. The bananas are **in front of** the tomatoes.
6. The orange is **behind** the bowl.
8. Write questions.

1. Where's my hat? (my hat?)
2. Where are the children? (the children?)
3. Where are the pencils? (the pencils?)
4. Where's your brother? (your brother?)
5. Where's the blue plane? (the blue plane?)
6. Where are the desks? (the desks?)
7. Where's our bike? (our bike?)

9. Complete the questions and answers.

   Where's
   Where are
   Where's
   Where's
   Where's
7 Some, any

Are there any apples?

Yes, there are some apples in the basket, next to the fridge.

There aren’t any oranges!

I’m very hungry!

Yes, you are!

No, there aren’t. There are some bananas and there are some strawberries.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Question</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are some ...</td>
<td>Are there any ...?</td>
<td>There are not (aren’t) any ...</td>
</tr>
</tbody>
</table>

- We use **some** when we want to talk about more than one person, animal or thing, without saying exactly how many.
  - There are some books on the desk.
  - There are some pupils in the classroom.

- We use **any** in questions and answers.
  - Are there any lions in the zoo?
  - There aren’t any apples in the basket.
  - Are there any pictures on the wall?
  - There aren’t any children in the park.
**Write some or a / an.**

1. There are ............... apples on the table.
2. There’s ............... parrot in the kitchen.
3. There are ............... birds in the garden.
4. There are ............... oranges in the basket.
5. There’s ............... elephant behind the tree.
6. There are ............... pictures on the wall.
7. There’s ............... bookcase next to the window.

**Look and write.**

1. rabbit  
2. dinosaur  
3. bee  
4. tree house  
5. elephant  
6. clown  
7. butterfly  
8. banana

---

There are some rabbits.
There’s a dinosaur.
There are some bees.
There’s a tree house.
There’s an elephant.
There’s a clown.
There are some butterflies.
There are some bananas.
3 Complete the questions and answers.

1 A: Are there any sandwiches? B: No, there aren’t.
2 A: Are there any eggs? B: Yes, there are.
3 A: Are there any tomatoes? B: No, there aren’t.
4 A: Are there any peppers? B: No, there aren’t.
5 A: Are there any strawberries? B: Yes, there are.
6 A: Are there any oranges? B: Yes, there are.

4 Write questions.

1 Are there any chairs? 2 Are there any umbrellas? 3 Are there any glasses?
4 Are there any pencils? 5 Are there any trees? 6 Are there any notebooks?

5 Read and circle.

1 Are there some / any pictures on the wall? 2 There are some / any boxes under the chair.
3 There aren’t some / any bees in the garden. 4 Are there some / any pens in your pencil case?
5 There are some / any oranges on that table. 6 There aren’t some / any books on the desk.
6 Write.

1 bees / in the garden ✓
2 children / in the classroom ❌
3 books / on the desk ❓
4 birds / in the photo ❌
5 chairs / in the kitchen ✓
6 dinosaurs / in the zoo ❌
7 oranges / in the fridge ❓

There are some bees in the garden.
There aren’t any children in the classroom.
Are there any books on the desk?
There aren’t any birds in the photo.
There are some chairs in the kitchen.
There aren’t any dinosaurs in the zoo.
Are there any oranges in the fridge?

7 Look and write.

1 sheep
2 cars
3 children
4 houses
5 skateboards
6 trees
7 bikes
8 frogs

There are some sheep.
There aren’t any cars.
There are some children.
There aren’t any houses.
There aren’t any skateboards.
There are some trees.
There aren’t any bikes.
There are some frogs.
8a Have got (affirmative)

My pets
We've got two pets at home.
Missy's a grey cat.
She's got green eyes.
Buster's a white dog.
He's got ...

What colour are Buster's eyes, Missy?

Buster!!!

He's got brown eyes.

Affirmative

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have got</td>
<td>I've got</td>
</tr>
<tr>
<td>you have got</td>
<td>you've got</td>
</tr>
<tr>
<td>he has got</td>
<td>he's got</td>
</tr>
<tr>
<td>she has got</td>
<td>she's got</td>
</tr>
<tr>
<td>it has got</td>
<td>it's got</td>
</tr>
<tr>
<td>we have got</td>
<td>we've got</td>
</tr>
<tr>
<td>you have got</td>
<td>you've got</td>
</tr>
<tr>
<td>they have got</td>
<td>they've got</td>
</tr>
</tbody>
</table>

We use have got to show that something belongs to us or to talk about what we look like. We use have got with I, you, we and they. We use has got with he, she and it.

I have got long hair. He has got a blue bike.
1. Write sentences with *have got*.
   1. I / brown eyes
   2. we / short hair
   3. they / long legs
   4. you / red hair
   5. Ann and Mary / green eyes
   6. Sam and I / big feet

   I have got brown eyes.
   We have got short hair.
   They have got long legs.
   You have got red hair.
   Ann and Mary have got green eyes.
   Sam and I have got big feet.

2. Write sentences with *has got*.
   1. he / a brother
   2. she / a new friend
   3. it / a long tail
   4. Martha / a red T-shirt
   5. the house / big windows
   6. Nick / some CDs
   7. my sister / a blue bike

   He has got a brother.
   She has got a new friend.
   It has got a long tail.
   Martha has got a red T-shirt.
   The house has got big windows.
   Nick has got some CDs.
   My sister has got a blue bike.

3. Write *have got* or *has got*.
   1. The rabbit *has got* long ears.
   2. I *have got* two sisters.
   3. We *have got* a TV in our bedroom.
   4. Our teacher *has got* a brown bag.
   5. You *have got* beautiful hair!
   6. They *have got* a new car.
   7. Maria *has got* blue eyes.
   8. He *has got* a parrot.
4 Write the short form.

1 He has got short hair.
2 They have got a new bike.
3 I have got two brothers.
4 She has got an umbrella in her bag.
5 You have got a clock in your room.
6 We have got a new friend!
7 It has got a green door.
8 He has got long legs.

He’s got short hair.
They’ve got a new bike.
I’ve got two brothers.
She’s got an umbrella in her bag.
You’ve got a clock in your room.
We’ve got a new friend!
It’s got a green door.
He’s got long legs.

5 Look and write.

1 The cats have got long tails.
2 The dogs have got short legs.
3 The mice have got big ears.
4 Brad has got a black hat.
5 Maddie has got a red nose.
6 The boy has got brown boots.
7 The girls have got a pizza.
8 The pizza has got olives and tomatoes.
**Have got (negative, question)**

Have you got a bike?

I’ve got a new bike! It’s fast! Look!

We haven’t got a bike but we’ve got a flying machine! Bye!

---

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Question</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have not got</td>
<td>Have I got?</td>
<td>Yes, you have. / No, you haven’t.</td>
</tr>
<tr>
<td>you have not got</td>
<td>Have you got?</td>
<td>Yes, I have. / No, I haven’t.</td>
</tr>
<tr>
<td>he has not got</td>
<td>Has he got?</td>
<td>Yes, he has. / No, he hasn’t.</td>
</tr>
<tr>
<td>she has not got</td>
<td>Has she got?</td>
<td>Yes, she has. / No, she hasn’t.</td>
</tr>
<tr>
<td>it has not got</td>
<td>Has it got?</td>
<td>Yes, it has. / No, it hasn’t.</td>
</tr>
<tr>
<td>we have not got</td>
<td>Have we got?</td>
<td>Yes, you have. / No, you haven’t.</td>
</tr>
<tr>
<td>you have not got</td>
<td>Have you got?</td>
<td>Yes, we have. / No, we haven’t.</td>
</tr>
<tr>
<td>they have not got</td>
<td>Have they got?</td>
<td>Yes, they have. / No, they haven’t.</td>
</tr>
</tbody>
</table>

- We put **not** between **have / has** and **got** to form the negative (**have not got / has not got**). The short form is **haven’t got** or **hasn’t got**.
  
  I have got the book. → I have not got the book.
  
  She has got an umbrella. → She has not got an umbrella.
  
  I haven’t got a brother. → It hasn’t got big feet.

- When we ask a question, we put **have / has** at the beginning of the sentence.
  
  Then we put a personal pronoun (**I, you, he, she, it, we, they**) or a noun or a name and then **got**.
  
  Have they got a garden? → Has the dog got a long tail?

- We don’t use **got** in short answers.
  
  A: Have you got a red pen? B: Yes, I have.
  
  A: Has she got a cat? B: No, she hasn’t.
6 Write haven’t got or hasn’t got.

1 We ....................... your book.
2 She ....................... a car.
3 He ....................... any pencils.
4 We ....................... the photos.
5 I ....................... a camera.
6 You ....................... a skateboard.
7 This room ....................... windows.
8 They ....................... any tomatoes.

7 Look and write.

1 a sister X, a brother ✓
   Nick hasn’t got a sister.
   He’s got a brother.

2 a short neck X, a long neck ✓
   The giraffe hasn’t got a short neck. It’s got a long neck.

3 legs X, a tail ✓
   She hasn’t got legs.
   She’s got a tail.

4 bikes X, skateboards ✓
   The boys haven’t got bikes.
   They’ve got skateboards.

5 long legs X, short legs ✓
   We haven’t got long legs.
   We’ve got short legs.

6 brown hair X, red hair ✓
   Diana hasn’t got brown hair.
   She’s got red hair.
**Write questions.**

1. you / an umbrella?
   - Have you got an umbrella?

2. we / olives?
   - Have we got olives?

3. he / brown eyes?
   - Has he got brown eyes?

4. they / a computer?
   - Have they got a computer?

5. she / a new school bag?
   - Has she got a new school bag?

6. the dog / a long tail?
   - Has the dog got a long tail?

**Look, ask and answer.**

1. Tina / a watch?
   - A: Has Tina got a watch?
   - B: Yes, she has.

2. the boys / black shorts?
   - A: Have the boys got black shorts?
   - B: No, they haven’t. They’ve got white shorts.

3. Bob / a red bag?
   - A: Has Bob got a red bag?
   - B: No, he hasn’t. He’s got a blue bag.

4. Oliver / a banana?
   - A: Has Oliver got a banana?
   - B: No, he hasn’t. He’s got an apple.

5. the girls / green T-shirts?
   - A: Have the girls got green T-shirts?
   - B: Yes, they have.

6. the boys / red hats?
   - A: Have the boys got red hats?
   - B: Yes, they have.
1. Complete the questions and answers.

1. A: Whose bike is this? B: It's Paul's. (Paul)
2. A: Whose notebooks are these? B: They're the children's. (the children)
3. A: Whose hats are those? B: They're the pirates'. (the pirates)
5. A: Whose book is this? B: It's grandma's. (grandma)
6. A: Whose desk is this? B: It's the boy's. (the boy)

2. Look, ask and answer.

1. a car? Is there a car? No, there isn’t a car.
2. trees? Are there any trees? Yes, there are some trees.
3. tigers? Are there any tigers? No, there aren’t any tigers.
4. a giraffe? Is there a giraffe? No, there isn’t a giraffe.
5. hippos? Are there any hippos? Yes, there are some hippos.
6. a parrot? Is there a parrot? Yes, there is a parrot.
7. elephants? Are there any elephants? Yes, there are some elephants.
8. lions? Are there any lions? No, there aren’t any lions.

46 forty-six
3. Complete the questions and answers.

1. A: Where’s Missy?
   B: She’s in the box.
2. A: Where’s Buster?
   B: He’s in front of the TV.
3. A: Where are the books?
   B: They’re on the table.
4. A: Where’s Brad?
   B: He’s behind the TV.
5. A: Where are the school bags?
   B: They’re under the table.
6. A: Where are the pencil cases?
   B: They’re next to Maddie.

4. Write.

1. Adrian / a new watch ✓
   Adrian’s got a new watch.
2. Vicky / a TV in her room ?
   Has Vicky got a TV in her room?
3. we / green eyes x
   We haven’t got green eyes.
4. they / a pet parrot ✓
   They’ve got a pet parrot.
5. this pizza / olives x
   This pizza hasn’t got olives.
6. you / an umbrella ?
   Have you got an umbrella?
7. I / a sister x
   I haven’t got a sister.
8. my house / a big garden ✓
   My house has got a big garden.
Affirmative  | Negative
--- | ---
Look!  | Don’t look!  
Stop!  | Don’t stop!

- We use the imperative when we want to tell someone to do something.
- We put the verb at the beginning of the sentence to form the imperative.
  
  *Come here, James!  
  Stand up!*

- When we want to tell someone that they must not do something, we put Don’t at the beginning of the sentence.
  
  *Don’t close the door!  
  Don’t sit on that chair!*

- When we want to be polite, we put the word please at the beginning or the end of the sentence.
  
  *Please help me!  
  Open the window, please.*
1. Close the door! / Open the door!
2. Walk! / Stop!
3. Stand up, please. / Sit down, please.
4. Open the window! / Close the window!
5. Eat your food! / Drink your milk!
6. Run! / Stand up!
Read, choose and write.

1. Sit on that chair, please.
2. Help your grandma, please.
3. Open the box. It’s for you!
4. Eat your banana!
5. Go to school! It’s 8 o’clock!
6. Drink your orange juice!
7. Close the window! It’s cold!
8. Run! The bus is here!

Match.

1. Don’t close  
   - d  that juice! It’s Peter’s.
2. Don’t drink  
   - a  that box! It’s for Susan.
3. Don’t sit  
   - e  your shoes! They’re dirty!
4. Don’t open  
   - b  the window! It’s hot!
5. Don’t eat  
   - f  on the floor! There’s a chair next to the table.
6. Don’t touch  
   - c  that sandwich. It’s Maddie’s!

Write the negative.

1. Open the window!  
   - Don’t open the window!
2. Run!  
   - Don’t run!
3. Stop!  
   - Don’t stop!
4. Sit there!  
   - Don’t sit there!
5. Eat this apple!  
   - Don’t eat this apple!
6. Jump on the bed!  
   - Don’t jump on the bed!
7. Touch the paint!  
   - Don’t touch the paint!
8. Close your books!  
   - Don’t close your books!
5 Write.

1 eat: the sandwich ✗, the pizza ✓
   Don’t eat the sandwich. Eat the pizza.

2 open: the window ✓, the door ✗
   Open the window. Don’t open the door.

3 go: to the kitchen ✓, to the living room ✗
   Go to the kitchen. Don’t go to the living room.

4 sit: on the floor ✗, on the chair ✓
   Don’t sit on the floor. Sit on the chair.

6 Look, choose and write.

go to the garden  run  swim  help me
10 Can

Help! I can’t climb down!

Missy is in that tree. Can you see her?

No, I can’t.

I can see her now!

You’re my hero!

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Question</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can run</td>
<td>I cannot run</td>
<td>Can I run?</td>
<td>Yes, you can. / No, you can’t.</td>
</tr>
<tr>
<td>you can run</td>
<td>you cannot run</td>
<td>Can you run?</td>
<td>Yes, I can. / No, I can’t.</td>
</tr>
<tr>
<td>he can run</td>
<td>he cannot run</td>
<td>Can he run?</td>
<td>Yes, he can. / No, he can’t.</td>
</tr>
<tr>
<td>she can run</td>
<td>she cannot run</td>
<td>Can she run?</td>
<td>Yes, she can. / No, she can’t.</td>
</tr>
<tr>
<td>it can run</td>
<td>it cannot run</td>
<td>Can it run?</td>
<td>Yes, it can. / No, it can’t.</td>
</tr>
<tr>
<td>we can run</td>
<td>we cannot run</td>
<td>Can we run?</td>
<td>Yes, we can. / No, we can’t.</td>
</tr>
<tr>
<td>you can run</td>
<td>you cannot run</td>
<td>Can you run?</td>
<td>Yes, they can. / No, they can’t.</td>
</tr>
<tr>
<td>they can run</td>
<td>they cannot run</td>
<td>Can they run?</td>
<td>Yes, they can. / No, they can’t.</td>
</tr>
</tbody>
</table>

- We use can to express ability. Can always stays the same.
  I can play football. He can read a book. They can swim.

- We put not after can to form a negative sentence. Can and not become one word: cannot. The short form is can’t.
  I cannot fly. I can’t fly.

- When we want to ask a question, we put can at the beginning of the sentence, then the personal pronoun, noun or name (e.g. I, you, he, she, it, we, you, they, the bird, John) and then the main verb (e.g. walk, play, swim).
  A: Can you play the piano? B: Yes, I can.
  A: Can they ride a bike? B: No, they can’t.
1 Find and write.

1 Brad can dance.
2 Maddie can sing.
3 We can jump.
4 They can climb.
5 You can swim.
6 I can run.

2 Look, choose and write.

jump dance run paint read sing

1 Missie can sing.
2 Maddie can read.
3 Buster can dance.
4 The kangaroos can jump.
5 Brad can paint.
6 The boys can run.
3 Write questions.

1 John / drive a car?
2 I / help you?
3 Betty / swim?
4 they / dance?
5 we / play football?
6 you / run?

Can John drive a car?
Can I help you?
Can Betty swim?
Can they dance?
Can we play football?
Can you run?

4 Complete the questions and answers.

1 A: .................. play tennis?
   B: No, ......................

   Can he

   he can't

2 A: .................. dance?
   B: Yes, .....................

   Can they

   they can

3 A: .................. sing?
   B: No, ......................

   Can she

   she can't

4 A: .................. ski?
   B: No, ......................

   Can they

   they can't

5 A: .................. climb?
   B: Yes, .....................

   Can it

   it can

6 A: .................. ride his bike?
   B: Yes, ......................

   Can he

   he can
Answer.

1 Can Missy climb a tree?
   Yes, she can.

2 Can a kangaroo jump?
   Yes, it can.

3 Can elephants fly?
   No, they can’t.

4 Can you ride a bike?
   Yes, I can. / No, I can’t.

5 Can penguins swim?
   Yes, they can.

Write. Use can, can’t and but.

1 parrots / fly ✓ / swim ✗
   Parrots can fly but they can’t swim.

2 I / run ✓ / drive a car ✗
   I can run but I can’t drive a car.

3 my dad / sing ✓ / dance ✗
   My dad can sing but he can’t dance.

4 monkeys / climb trees ✓ / fly ✗
   Monkeys can climb trees but they can’t fly.

5 Peter / ride a bike ✓ / ride a horse ✗
   Peter can ride a bike but he can’t ride a horse.

6 my sister / play tennis ✓ / play football ✗
   My sister can play tennis but she can’t play football.
Affirmative

<table>
<thead>
<tr>
<th>I am (I’m) looking</th>
<th>we are (we’re) looking</th>
</tr>
</thead>
<tbody>
<tr>
<td>you are (you’re) looking</td>
<td>you are (you’re) looking</td>
</tr>
<tr>
<td>he is (he’s) looking</td>
<td>they are (they’re) looking</td>
</tr>
<tr>
<td>she is (she’s) looking</td>
<td></td>
</tr>
<tr>
<td>it is (it’s) looking</td>
<td></td>
</tr>
</tbody>
</table>

- We use the present continuous to describe something that is happening now.
- We form the present continuous with the verb to be (I am, you are, he is, she is, it is, we are, you are, they are) and the main verb with an -ing ending.
  
  We are watching TV. He is reading a book.
- When we add -ing to a verb, the spelling can change:
  - When the verb ends in -e, we delete the -e and add -ing.
    close → closing  ride → riding
  - When the verb ends in a consonant and before that there is a vowel (a, e, i, o, u), then we double the final consonant and add -ing. The word open is different and we don’t double the final consonant.
    sit → sitting  run → running  open → opening
1. Write the verbs in the correct group.

- dance, run, sit, drive, go, jump, wear, ride
- walk, walking
- jump, jumping
- wear, wearing
- go, going
- write, writing
- ride, riding
- drive, driving
- dance, dancing
- swim, swimming
- sit, sitting
- run, running

2. Read and circle.

1. Paul is wearing a red T-shirt.
2. She is reading a book.
3. I am watching TV.
4. He is wearing a black hat.
5. You are running.
6. The dog is sleeping.
7. The children are playing football.
8. We are doing our homework.

3. Write.

1. They are looking at the photos. (look)
2. Nick is taking a video with his camera. (take)
3. We are watching TV. (watch)
4. I am making a sandwich. (make)
5. The boys are going to the zoo. (go)
6. You are reading a book. (read)
7. Tina is sitting in the garden. (sit)
8. Pete and Sandra are running. (run)
Write the short form.

1. He is driving his new car.
2. We are drinking juice.
3. You are swimming in the sea.
4. They are eating a cake.
5. I am wearing new shoes.
6. He is taking a photo.
7. She is riding her bike.

Look, choose and write.

- play
- sit
- wear
- fly
- read
- take
- sleep
- eat

1. Maddie is eating an ice cream.
2. Missy is playing with a ball.
3. Brad is taking a video.
4. The birds are flying.
5. Brad’s mum is reading a book.
6. Buster is sleeping.
7. Maddie is sitting under a tree.
8. Brad and Maddie are wearing hats.
**11b Present continuous (negative, question)**

Here’s dad. Dad, are you watching football?

Yes, I am.

Is Maddie doing her homework? No, she isn’t.

---

<table>
<thead>
<tr>
<th>Negative</th>
<th>Question</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not (I’m not) looking you are not (you aren’t) looking he is not (he isn’t) looking she is not (she isn’t) looking it is not (it isn’t) looking we are not (we aren’t) looking you are not (you aren’t) looking they are not (they aren’t) looking</td>
<td>Am I looking? Are you looking? Is he looking? Is she looking? Is it looking? Are we looking? Are you looking? Are they looking?</td>
<td>Yes, you are. / No, you aren’t. Yes, I am. / No, I’m not. Yes, he is. / No, he isn’t. Yes, she is. / No, she isn’t. Yes, it is. / No, it isn’t. Yes, you are. / No, you aren’t. Yes, we are. / No, we aren’t. Yes, they are. / No, they aren’t.</td>
</tr>
</tbody>
</table>

- We form the negative by adding **not** after the verb **to be**.
  I am not sleeping. He is not wearing a hat.

- There are two short forms in the negative:
  He isn’t swimming. He’s not swimming.
  They aren’t dancing. They’re not dancing.

  But there is only one short form in the first person singular.

  I’m not singing.

- When we ask a question, we put **am, is, are** at the beginning of the sentence. Then we put a personal pronoun (**I, you, he, she, it, we, they**) and then the main verb ending in **-ing**.

  Are they singing? Is she dancing?

- In short answers, we don’t use the main verb with the **-ing** ending.

  A: Are you drinking juice?  B: Yes, I am.
  A: Is she taking a photo?  B: No, she isn’t.
6 Look and write.

1 Ben / run / walk
   Ben isn’t running. He’s walking.

2 I / read / write
   I’m reading. I’m not writing.

3 Pamela / watch TV / sleep
   Pamela isn’t watching TV. She’s sleeping.

4 the boys / sit on the sofa / play football
   The boys are sitting on the sofa. They aren’t playing football.

5 we / eat / do our homework
   We aren’t eating. We’re doing our homework.

6 Tom / dance / sing
   Tom isn’t dancing. He’s singing.

7 Write questions.

1 you / watch TV?
   Are you watching TV?

2 the boy / play tennis?
   Is the boy playing tennis?

3 I / wear a nice dress?
   Am I wearing a nice dress?

4 they / sleep?
   Are they sleeping?

5 you / do your homework?
   Are you doing your homework?

6 she / ride her bike?
   Is she riding her bike?
Look, ask and answer.

1. Tony / dive? (swim)
   A: Is Tony diving?
   B: No, he isn’t. He is swimming.

2. Jo and Fay / run? (eat)
   A: Are Jo and Fay running?
   B: No, they aren’t. They’re eating.

3. Samantha / sitting under a tree? (run)
   A: Is Samantha sitting under a tree?
   B: No, she isn’t. She’s running.

4. Brad and Maddie / swim? (play tennis)
   A: Are Brad and Maddie swimming?
   B: No, they aren’t. They’re playing tennis.

5. Alison / play tennis? (swim)
   A: Is Alison playing tennis?
   B: No, she isn’t. She’s swimming.

6. Sue and Ian / ride their bikes? (skate)
   A: Are Sue and Ian riding their bikes?
   B: No, they aren’t. They are skating.
We love Sundays!

Every Sunday we go out on our flying machine.

Missy loves the flying machine but Buster hates it!

**Affirmative**

<table>
<thead>
<tr>
<th>I play</th>
<th>you play</th>
<th>he plays</th>
<th>she plays</th>
<th>it plays</th>
<th>we play</th>
<th>you play</th>
<th>they play</th>
</tr>
</thead>
</table>

- We use the present simple to describe something that we do every day or very often.
  
  *I get up at eight o’clock every day.*  
  *We live in Athens.*

- In the third person singular (*he, she, it, James, my mum*) we add *-s* to the main verb. When the main verb ends in *-o, -sh or -ch*, we add the ending *-es.*

*Tom plays football every Sunday.*  
*Nadia walks to school.*  
*Jo watches TV every Saturday.*  
*Vicky brushes her teeth every morning.*
1 Read and circle.

1 We [watch] watches TV every day.
2 She [like] likes strawberries.
3 He [eat] eats cereal for breakfast.
4 You [play] plays computer games.
5 I [wear] wears jeans and T-shirts.
6 He [drive] drives a small red car.
7 They [brush] brushes their teeth every morning.
8 Buster [sleep] sleeps in his basket.

2 Write.

1 John / play football
2 Ann / brush her hair every morning
3 Nick / like History
4 Martha / drink milk every day
5 Paul / ride his bike to school
6 Cathy / hate pizza
7 Ian / go to the park every Saturday
8 Brian / watch TV every Sunday

John plays football.
Ann brushes her hair every morning.
Nick likes History.
Martha drinks milk every day.
Paul rides his bike to school.
Cathy hates pizza.
Ian goes to the park every Saturday.
Brian watches TV every Sunday.

3 Write.

1 I ................ at 7 o’clock. (get up)
2 They ................ chicken. (like)
3 Danny ............... next to Nick. (sit)
4 You ................ a lot of fruit. (eat)
5 Jenny ................ her hair every day. (wash)
6 We ................ our grandparents every Sunday. (see)
7 The queen ............... in a castle. (live)
8 Mark ................ in the pool every Monday. (swim)
4. Read, choose and write.

Every morning, Oliver \(^1\) **gets up** at 7 o’clock. He \(^2\) **brushes** his teeth, he \(^3\) **washes** his face and then he has breakfast with his family. Oliver \(^4\) **drinks** milk and \(^5\) **eats** cereal. His mum and dad \(^6\) **drink** coffee and \(^7\) **eat** bread and cheese. After breakfast, Oliver goes to school. His mum and dad \(^8\) **go** to school, too. They are teachers.

5. Look, choose and write.

- play football
- drive a green car
- make cakes
- fly in the sky
- love ice cream
- wear glasses

1. They love ice cream!
2. She makes cakes.
3. They fly in the sky.
4. They play football.
5. He wears glasses.
6. He drives a green car.
# Present simple (negative, question)

**Does Buster like sausages?**

*Yes, he does.*

**Do you like sausages, Missy?**

*No, I don’t but I like chicken!*

**I’m full!**

*Me too!*

---

## Negative

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
<th>Question</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not play</td>
<td>I don’t play</td>
<td>Do I play?</td>
<td>Yes, you do. / No, you don’t.</td>
</tr>
<tr>
<td>you do not play</td>
<td>you don’t play</td>
<td>Do you play?</td>
<td>Yes, I do. / No, I don’t.</td>
</tr>
<tr>
<td>he does not play</td>
<td>he doesn’t play</td>
<td>Does he play?</td>
<td>Yes, he does. / No, he doesn’t.</td>
</tr>
<tr>
<td>she does not play</td>
<td>she doesn’t play</td>
<td>Does she play?</td>
<td>Yes, she does. / No, she doesn’t.</td>
</tr>
<tr>
<td>it does not play</td>
<td>it doesn’t play</td>
<td>Does it play?</td>
<td>Yes, it does. / No, it doesn’t.</td>
</tr>
<tr>
<td>we do not play</td>
<td>we don’t play</td>
<td>Do we play?</td>
<td>Yes, we do. / No, we don’t.</td>
</tr>
<tr>
<td>you do not play</td>
<td>you don’t play</td>
<td>Do you play?</td>
<td>Yes, you do. / No, you don’t.</td>
</tr>
<tr>
<td>they do not play</td>
<td>they don’t play</td>
<td>Do they like?</td>
<td>Yes, they do. / No, they don’t.</td>
</tr>
</tbody>
</table>

- To form the negative, we put **do not** in front of the main verb. The short form is **don’t**. In the third person singular (he, she, it, the girl, Ann), we put **does not** in front of the main verb. The short form is **doesn’t**. In the negative, the main verb does not have the -s / -es ending.

  I live here. → I don’t live here.  
  She likes fish. → She doesn’t like fish.

- When we ask a question, we put **do** at the beginning of the sentence. In the third person singular (he, she, it, dad, my sister), we put **does** at the beginning of the sentence.

  Do you like fish?  
  Does he play football after school?

- In short answers, we don’t use the main verb.

  A: Do you play football?  
  B: Yes, I do.  
  A: Does he live in Athens?  
  B: No, he doesn’t.
6. Write don’t or doesn’t.
   1. They ............... like chicken.
   2. We ............... get up at 8 o’clock every day.
   3. She ............... wear glasses.
   4. You ............... play tennis.
   5. The dog ............... sleep in a basket.
   6. I ............... drink apple juice.

7. Write the negative.
   1. she / live in London
   2. I / ride my bike every day
   3. Ian / like cheese
   4. Jenny / sit next to Paul
   5. they / ride their bikes to school
   6. the bus / stop here

8. Read and circle.
   1. Do / Does you like cartoons?
   2. Do / Does your cat eat fish?
   3. Do / Does he play tennis every Saturday?
   4. Do / Does you brush your teeth?
   5. Do / Does they watch TV every day?
   6. Do / Does she walk to school?
   7. Do / Does you come here every morning?
   8. Do / Does your friends like pizza?
Ask and answer.

1. you / drink milk every morning? ✓
   A: Do you drink milk every morning?
   B: Yes, I do.

2. he / swim every day? X
   A: Does he swim every day?
   B: No, he doesn’t.

3. they / like animals? ✓
   A: Do they like animals?
   B: Yes, they do.

4. she / drive a blue car? X
   A: Does she drive a blue car?
   B: No, she doesn’t.

Look, ask and answer.

1. like ice cream?
   A: Does Brad like ice cream?
   B: No, he doesn’t.

2. get up at seven o’clock every day?
   A: Does Maddie get up at seven o’clock every day?
   B: Yes, she does.

3. sleep in the playroom?
   A: Do Missy and Buster sleep in the playroom?
   B: Yes, they do.

4. eat cereal for breakfast?
   A: Do Brad and Maddie eat cereal for breakfast?
   B: No, they don’t.
1. **Read, choose and write.**

- not go  run  not close  take  sit  not sing  not wear  drink

1. **Don’t wear** this T-shirt. It’s dirty!
2. **Sit** next to me. There’s a chair for you.
3. **Take** a photo! The park is beautiful!
4. **Don’t sing**! The baby is sleeping!
5. **Drink** the orange juice. It’s for you.
6. **Run**! The bus is coming!
7. **Don’t go** now! I’m making pizza.
8. **Don’t close** the door! It’s very hot.

2. **Read and write.**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Missy</td>
<td>jump</td>
<td>swim</td>
</tr>
<tr>
<td>Brad and Maddie</td>
<td>ride a bike</td>
<td>ski</td>
</tr>
<tr>
<td>Buster</td>
<td>run</td>
<td>climb a tree</td>
</tr>
<tr>
<td>Mr and Mrs Jones</td>
<td>dance</td>
<td>sing</td>
</tr>
<tr>
<td>Gina and Lucy</td>
<td>drive a car</td>
<td>fly a plane</td>
</tr>
<tr>
<td>Jenny</td>
<td>play tennis</td>
<td>skate</td>
</tr>
</tbody>
</table>

1. Missy can jump but she can’t swim.
2. Brad and Maddie can ride a bike but they can’t ski.
3. Buster can run but he can’t climb a tree.
4. Mr and Mrs Jones can dance but they can’t sing.
5. Gina and Lucy can drive a car but they can’t fly a plane.
6. Jenny can play tennis but she can’t skate.
Look, ask and answer.

1  she / wear a T-shirt?  
   Is she wearing a T-shirt?  
   Yes, she is.  

2  he / walk?  
   Is he walking?  
   No, he isn’t.  

3  they / fly a kite?  
   Are they flying a kite?  
   No, they aren’t.  

4  she / drink orange juice?  
   Is she drinking orange juice?  
   Yes, she is.  

5  they / play football?  
   Are they playing football?  
   No, they aren’t.  

6  they / eat a sandwich?  
   Are they eating sandwiches?  
   Yes, they are.  

Write.

1  Nick / play football every day ?

2  David / live in London ?

3  Maria / like ice cream ✓

4  you / walk to school ?

5  I / wear this T-shirt every day ✗

6  we / get up at 7 o’clock every morning ✗

Does Nick play football every day?  

Does David live in London?  

Maria likes ice cream.  

Do you walk to school?  

I don’t wear this T-shirt every day.  

We don’t get up at 7 o’clock every morning.
The alphabet

The) alphabet

Numbers, colours

number
colour

A / an, plurals

Hi!
Hello!
girl
boy
cat
dog
apple
orange
box
fairy
robot
car
elephant
jeep
octopus
pirate
giraffe
brush
woman
glass
tomato
umbrella
mouse
insect
doll
man
child

foot
tooth
sheep
fish
desk
potato
baby
toy
pencil
rubber
table
bus
picture
chair
fox
notebook
banana
zebra
classroom
pen
bag
lion
turtle
brother
sister
(ten) years old
sad
big
queen
slow
short
king
clown
from
England
bird
ball
bike
hungry
rabbit
tall
school bag

2 Personal pronouns, to be

Thanks!
thirsty
look
flying machine
ready
happy
funny
fast
friend
teacher
small
dirty

electric
skateboard
boots
helmet
Let’s go!
tree
kite
hippo
good
nice
castle
kangaroo
flower
parrot
bone
clever

4 Possessive adjectives
T-shirt
clean	now
too
name
pretty
tail
here
ear
nose
eye
leg
grandma
new
hat
book
pet
pencil case
grey

5 Possessive ‘s, whose?
bowl
food	
tasty
empty
room
ship
pupil
plane
bed

6 There is / are
picnic
Great!
small
lake
butterfly
bee
Help!
basket
garden
window
door
lamp
puppy
TV
bathroom
living room
onion
pepper
bookcase

7 Some, any
fridge
strawberry
kitchen
wall
dinosaur
tree house
sandwich

8 Have got
home
hair
CD
bedroom
beautiful
clock
pizza
olive
but
Bye!
computer
watch
shorts

9 Imperatives
come
help
touch
paint
painting
stand up
close
sit
open
walk
eat
drink
milk
run
go
juice
hot
floor
there
jump
swim

11 Present continuous
video camera
take a video
mum
sleep
watch
wear
do
homework
make
sea
cake
ice cream
sofa
dress
dive
skate

10 Can
climb
down
see
hero
play
football
read
fly
piano
ride a bike
dance
sing
paint
drive
tennis
ski
penguin
dad
ride
horse

12 Present simple
love
Sunday
every
go out
hate
get up
eight o’clock
day
live

Athens
morning
cereal
breakfast
game
jeans
History
park
Saturday
grandparents
pool
Monday
fruit
chicken
wash
face
family
coffee
bread
cheese
sky
sausage
I’m full!
Me too!
after
London
cartoons
animal
playroom
Little Genius is a new two-level series of illustrated grammar books for very young learners. Children follow the humorous adventures of Brad and Maddie, the ingenious twins, while taking their first steps in English grammar and structure.

Little Genius includes:

- simple and amusing cartoon stories presenting key grammar areas in context
- carefully controlled language so that it’s always familiar to students
- grammar presented in small manageable chunks
- a wide variety of illustrated exercises carefully graded to build young learners’ confidence step by step
- regular revision units which help students consolidate what they’ve learned
- a wordlist at the back of the book

Components:
Student’s Book
Teacher’s Book with overprinted answers