Little Genius
Grammar for Primary A

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HAMILTON HOUSE
English Language Teaching

Zandra Daniels
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Zandra Daniels
The alphabet

Read.

Aa Bb  Cc Dd  Ee Ff  Hh Gg
Ll Kk  Jj Ii
Mm Nn  Oo Pp  Qq Rr  Tt Ss
Xx Ww  Vv Uu  Zz Yy
1. Look and write.

1. blue
2.
3.
4.
5.
6.
7.
8.
9.
10.

2. Match.

1. one
2. two
3. three
4. four
5. five
6. six
7. seven
8. eight
9. nine
10. ten
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. 
3. 
4. 
5. 
6. 
7. 
8. 

4. Write the words in the correct box.

octopus  jeep  robot  fairy  elephant  insect  cat  dog  doll  orange

a  an

a jeep
an octopus
### Regular plurals

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a robot</td>
<td>robots</td>
</tr>
<tr>
<td>an apple</td>
<td>apples</td>
</tr>
<tr>
<td>a box</td>
<td>boxes</td>
</tr>
<tr>
<td>a glass</td>
<td>glasses</td>
</tr>
<tr>
<td>a brush</td>
<td>brushes</td>
</tr>
<tr>
<td>a cat</td>
<td>three cats</td>
</tr>
<tr>
<td>a desk</td>
<td>two desks</td>
</tr>
<tr>
<td>a giraffe</td>
<td>five giraffes</td>
</tr>
<tr>
<td>a potato</td>
<td>four potatoes</td>
</tr>
<tr>
<td>a glass</td>
<td>three glasses</td>
</tr>
<tr>
<td>a box</td>
<td>two boxes</td>
</tr>
</tbody>
</table>

### Irregular plurals

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a man</td>
<td>men</td>
</tr>
<tr>
<td>a woman</td>
<td>women</td>
</tr>
<tr>
<td>a child</td>
<td>children</td>
</tr>
<tr>
<td>a mouse</td>
<td>mice</td>
</tr>
<tr>
<td>a foot</td>
<td>feet</td>
</tr>
<tr>
<td>a tooth</td>
<td>teeth</td>
</tr>
<tr>
<td>a sheep</td>
<td>sheep</td>
</tr>
<tr>
<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 ........................................
3 giraffe ........................................
4 doll ...........................................
5 baby ...........................................
6 toy .............................................
7 box .............................................
8 glass .......................................... 

6 Complete.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>pencil</td>
<td>pencils</td>
<td>potato</td>
<td></td>
</tr>
<tr>
<td>1 boy</td>
<td></td>
<td>7 table</td>
<td></td>
</tr>
<tr>
<td>2 box</td>
<td></td>
<td>8 .............</td>
<td>buses</td>
</tr>
<tr>
<td>3 .............</td>
<td>rubbers</td>
<td>9 picture</td>
<td></td>
</tr>
<tr>
<td>4 .............</td>
<td></td>
<td>10 ...........</td>
<td>chairs</td>
</tr>
<tr>
<td>5 .............</td>
<td>babies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7 Look, choose and write.
zebra apple brush robot notebook banana mouse fox

1 apples        
2 ....................
3 ....................
4 ....................
5 ....................
6 ....................
7 ....................
8 ....................
8 Write the plural in the correct group.

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

<table>
<thead>
<tr>
<th>Regular</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>boys</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Irregular</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>women</td>
<td></td>
</tr>
</tbody>
</table>

9 Find, count and write.

1 elephant  two elephants
2 zebra
3 fox
4 giraffe
5 lion
6 fish
7 mouse
8 sheep
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.  They are funny.
- She is happy.  They are happy.
- It is a dog.  They are dogs.

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

- He’s thirsty.  They’re fast.
1. **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.  

   They are friends.  
   .............. is hungry.  
   .............. are happy.  
   .............. is a teacher.  
   .............. is small.  
   .............. are dirty!  
   .............. is a girl.  
   .............. are thirsty.

2. **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 **are / am** ten years old.  
8. They **is / are** children.

3. **Write am, is or are.**

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

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

5. Write the short form.

1. They are teachers.
2. Anna is thirsty.
3. You are a boy.
4. I am sad.
5. They are hungry.
6. He is a funny clown.
7. Tom is from England.
8. They are slow.
### Negative

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

- 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.  

7 Write *am, is* or *are*.

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

8 Ask and answer.

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

2 you / sad?  
   A: .........................  
   B: No, ........................

3 the elephants / small?  
   A: ...............  
   B: No, ........................

4 Pete / a king?  
   A: .........................  
   B: No, ........................

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

6 we / tall?  
   A: .........................  
   B: Yes, ........................
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: ................................
   B: ................................

3. Jonathan / hungry?
   A: ................................
   B: ................................

4. Beth / thirsty?
   A: ................................
   B: ................................

5. the girls / happy?
   A: ................................
   B: ................................

6. the men / happy?
   A: ................................
   B: ................................

Answer the questions.

1. Are you a boy?

2. Are you sad?

3. Is your teacher happy?

4. Is your classroom big?

5. Are your friends hungry?

6. Is your school bag blue?
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.
Write **This, That, These or Those.**

1. This desk is big.
   That desk is small.

2. These boxes are brown.
   Those boxes are red.

3. This notebook is blue.
   That notebook is yellow.

4. This bag is new.
   That bag is old.

5. These brushes are clean.
   Those brushes are dirty.

6. These flowers are red.
   Those flowers are pink.

Answer the questions.

1. A: What’s that?
   B: It’s a jeep.

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

3. A: What’s this?
   B: (rubber)

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

5. A: What’s that?
   B: (elephant)

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

7. A: What’s this?
   B: (parrot)

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

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

2 A: ........................................
   B: ........................................

3 A: ........................................
   B: ........................................

4 A: ........................................
   B: ........................................

Read, choose and write.

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

Maddie: Brad, what's 1 that?
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. What are 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.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>our</td>
</tr>
<tr>
<td>your</td>
<td>your</td>
</tr>
<tr>
<td>his</td>
<td>their</td>
</tr>
<tr>
<td>her</td>
<td>their</td>
</tr>
<tr>
<td>its</td>
<td>their</td>
</tr>
</tbody>
</table>
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.

Look and write [his] or [her].

1. [Her] 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. ..............................................................
3 You’re William and Chris. ........................................
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. ..............................................................

4 Read, choose and write.

their  his  her  our  my  your

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. ..........................................
5 Find and write.

1 Her skateboard is red.
2 .................................................................
3 .................................................................
4 .................................................................
5 .................................................................
6 .................................................................

6 Read and complete.

This is 1 ............... friend George. 2 ............... eyes are brown. This is 3 ............... pet rabbit. It’s grey and white. 4 ............... ears are very long. This is 5 ............... sister Martha. 6 ............... eyes are green. And that’s 7 ............... baby brother. 8 ............... name’s Nicky.
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.

Write.

1. apple  six  apples
2. potato  three
3. car  ten
4. umbrella  eight
5. bus  four
6. baby  two
7. child  two
8. sheep  seven
9. box  six
10. man  five

Write.

1. I / sad  
   I am not sad
2. they / happy
3. you / teachers
4. my desk / big
5. Lulu / a fairy
6. you / thirsty
7. Tom / tall
8. we / hungry
4 Write **this, that, these or those.**

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

5 Read and complete.

1 This is my sister. Her 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 \textit{s} (‘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 \textit{-s}, we only add an apostrophe after the \textit{s}.

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

When more than one person owns something, and the word does not end in \textit{-s}, we add an apostrophe and \textit{s} (‘s).

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

We use the word \textit{whose} and \textit{is} or \textit{are} to ask who owns one or more things.

\begin{align*}
\text{A: Whose pen is this?} & \quad \text{B: It’s Bob’s.} \\
\text{A: Whose bags are these?} & \quad \text{B: They’re the girls’}. 
\end{align*}
1 Find and write.

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

2 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.
5 Possessive ‘s, whose?

3 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.

4 Look, ask and answer.

1 A: ___________ plane ___________ this?  
   B: ___________ Brad’s.
2 A: ___________ rabbits ___________ these?  
   B: ___________  
3 A: ___________ bed ___________ this?  
   B: ___________  
4 A: ___________ glasses ___________ these?  
   B: ___________  
5 A: ___________ shoes ___________ these?  
   B: ___________  
6 A: ___________ T-shirt ___________ this?  
   B: ___________ 
5 Write.

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

2 Brad / eyes / blue

3 the girl / hat / red

4 the men / car / fast

5 the boys / pencil cases / yellow

6 Jenny / dress / pretty

6 Look and answer.

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

2 A: Whose necks are these? B: ..............................................

3 A: Whose tails are these? B: ..............................................

4 A: Whose eyes are these? B: ..............................................

5 A: Whose camera is this? B: ..............................................

6 A: Whose hat is this? B: ..............................................
There are trees and butterflies!

Look! There’s a small lake!

A picnic! Great!

Help!

Oh no! There are bees, too!

---

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full form</td>
<td>Short form</td>
<td>Full form</td>
</tr>
<tr>
<td>there is</td>
<td>there’s</td>
<td>there is not</td>
</tr>
<tr>
<td>there are</td>
<td>–</td>
<td>there are not</td>
</tr>
</tbody>
</table>

- 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?
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.

Write There’s or There are.

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

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.

4 Put the words in the correct order.

1 a glass? / Is / there

2 there / two birds? / Are

3 Is / a garden? / there

4 three puppies? / there / Are

5 Are / four chairs? / there

6 Is / a jeep? / there

5 Look, ask and answer.

1 a table?
   A: \textit{Is there a table?}
   B: \textit{Yes, there is.}

2 a TV?
   A: .................................................................
   B: .................................................................

3 five chairs?
   A: .................................................................
   B: .................................................................

4 three pictures?
   A: .................................................................
   B: .................................................................

5 two doors?
   A: .................................................................
   B: .................................................................

6 a window?
   A: .................................................................
   B: .................................................................
6b Prepositions, where?

Where’s Buster?

He’s behind you. He’s next to the lake.

He’s in the lake now!

Zzz!

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>in, on, behind, under</td>
<td>Where is …? It’s …</td>
</tr>
<tr>
<td>in front of</td>
<td>Where are …? They’re …</td>
</tr>
<tr>
<td>behind, next to</td>
<td></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.
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 .................. the onions.
2. The pen is .................... the notebook.
3. The peppers are .................. the bowl.
4. The blue box is ................... the orange box.
5. The bananas are .................. the tomatoes.
6. The orange is ..................... the bowl.
8 Write questions.

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

9 Complete the questions and answers.

1 A: ........................................... the TV?
   B: ........................................... It's in front of the bookcase.

2 A: ........................................... the robots?
   B: ........................................... the desk.

3 A: ........................................... the chair?
   B: ........................................... the desk.

4 A: ........................................... Missy?
   B: ........................................... the blue robot.

5 A: ........................................... Buster?
   B: ........................................... the chair.

6 A: ........................................... the skateboards?
   B: ........................................... the chair.
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?
  Are there any pictures on the wall?
  There aren’t any apples in the basket.
  There aren’t any children in the park.
1. Write *some* or *a / an*.

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

2. Look and write.

1. rabbit
   
   There are *some* rabbits.
2. dinosaur
3. bee
4. tree house
5. elephant
6. clown
7. butterfly
8. banana
3. Complete the questions and answers.

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

4. Write questions.

1. Are there any chairs?  

2. ……………………………

3. ……………………………

4. ……………………………

5. ……………………………

6. ……………………………

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.
### Write.

1. bees / in the garden ✓  
   There are some 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 ?

### Look and write.

1. sheep  
   There are some sheep.

2. cars

3. children

4. houses

5. skateboards

6. trees

7. bikes

8. frogs
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>
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<tr>
<td>she has got</td>
<td>she's got</td>
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<tr>
<td>it has got</td>
<td>it's got</td>
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<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.
Write sentences with **have got**.

1. I / brown eyes  
   \[\textit{I have got brown eyes.}\]
2. we / short hair
3. they / long legs
4. you / red hair
5. Ann and Mary / green eyes
6. Sam and I / big feet

Write sentences with **has got**.

1. he / a brother  
   \[\textit{He has got a brother.}\]
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

Write **have got** or **has got**.

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

5 Look and write.

1 The cats have got long tails.
2 ....................... short legs.
3 ....................... big ears.
4 ....................... a black hat.
5 ....................... a red nose.
6 ....................... brown boots.
7 ....................... a pizza.
8 ....................... olives and tomatoes.
### Affirmative

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have not got</td>
<td>I haven’t got</td>
</tr>
<tr>
<td>you have not got</td>
<td>you haven’t got</td>
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<tr>
<td>he has not got</td>
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<td>she has not got</td>
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<td>it has not got</td>
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<td>we have not got</td>
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<tr>
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<tr>
<td>they have not got</td>
<td>they haven’t got</td>
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</tbody>
</table>

### Question

<table>
<thead>
<tr>
<th>Have I got?</th>
<th>Have you got?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have he got?</td>
<td>Have he got?</td>
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<tr>
<td>Has she got?</td>
<td>Has she got?</td>
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<tr>
<td>Has it got?</td>
<td>Has it got?</td>
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<td>Have we got?</td>
<td>Have we got?</td>
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<tr>
<td>Have you got?</td>
<td>Have you got?</td>
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<tr>
<td>Have they got?</td>
<td>Have they got?</td>
</tr>
</tbody>
</table>

### Short answers

<table>
<thead>
<tr>
<th>Yes, you have. / No, you haven’t.</th>
<th>Yes, I have. / No, I haven’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, he has. / No, he hasn’t.</td>
<td>Yes, she has. / No, she hasn’t.</td>
</tr>
<tr>
<td>Yes, it has. / No, it hasn’t.</td>
<td>Yes, you have. / No, you haven’t.</td>
</tr>
<tr>
<td>Yes, we have. / No, we haven’t.</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 haven’t got your book.
2 She haven’t got a car.
3 He hasn’t got any pencils.
4 We haven’t got the photos.
5 I haven’t got a camera.
6 You haven’t got a skateboard.
7 They haven’t got 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.
The giraffe has got a long neck.

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

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

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

6 brown hair X, red hair ✓
Diana haven’t got red hair.
Diana has got brown hair.
Write questions.

1 you / an umbrella?
2 we / olives?
3 he / brown eyes?
4 they / a computer?
5 she / a new school bag?
6 the dog / a long tail?

Have you got an umbrella?

Look, ask and answer.

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

2 the boys / black shorts?
   A: ..................................................
   B: ..................................................

3 Bob / a red bag?
   A: ..................................................
   B: ..................................................

4 Oliver / a banana?
   A: ..................................................
   B: ..................................................

5 the girls / green T-shirts?
   A: ..................................................
   B: ..................................................

6 the boys / red hats?
   A: ..................................................
   B: ..................................................
1 Complete the questions and answers.

1 A: Whose bike is this? B: It’s Paul’s (Paul)
2 A: notebooks these? B: They’re the children (the children)
3 A: hats those? B: They’re the pirates (the pirates)
4 A: pencil case that? B: It’s Ann (Ann)
5 A: book this? B: It’s grandma (grandma)
6 A: desk this? B: It’s the the boy (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? ............................................................
4 a giraffe? ............................................................
5 hippos? .............................................................
6 a parrot? ............................................................
7 elephants? ..........................................................
8 lions? ...............................................................
Complete the questions and answers.

1 A: .................... Missy?  B: .................... She’s in the box.
2 A: .................... Buster?  B: .................... the TV.
3 A: .................... the books?  B: .................... the table.
4 A: .................... Brad?  B: .................... the TV.
5 A: .................... the school bags?  B: .................... the table.
6 A: .................... the pencil cases?  B: .................... Maddie.

Write.

1 Adrian / a new watch ✓ Adrian’s got a new watch.
2 Vicky / a TV in her room ?
3 we / green eyes X
4 they / a pet parrot ✓
5 this pizza / olives X
6 you / an umbrella ?
7 I / a sister X
8 my house / a big garden ✓
9 Imperatives

Maddie! Come here, please. Help me!

Missy! Don’t touch the paint!

Missy! Stop!

Nice painting!

<table>
<thead>
<tr>
<th>Affirmative</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Look!</td>
<td>Don’t look!</td>
</tr>
<tr>
<td>Stop!</td>
<td>Don’t stop!</td>
</tr>
</tbody>
</table>

- 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.
Look, read and circle.

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!
2. Read, choose and write.

<table>
<thead>
<tr>
<th></th>
<th>go</th>
<th>run</th>
<th>eat</th>
<th>drink</th>
<th>sit</th>
<th>open</th>
<th>help</th>
<th>close</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sit</td>
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</table>

3. Match.

1. Don’t close
2. Don’t drink
3. Don’t sit
4. Don’t open
5. Don’t eat
6. Don’t touch

1. d
2. a
3. c
4. b
5. c
6. c
7. a
8. b
9. d
10. e
11. f
12. g

4. Write the negative.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1 Open the window!</td>
<td>Don’t open the window!</td>
<td></td>
</tr>
<tr>
<td>2 Run!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Stop!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Sit there!</td>
<td></td>
<td></td>
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<tr>
<td>5 Eat this apple!</td>
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<tr>
<td>6 Jump on the bed!</td>
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<td>7 Touch the paint!</td>
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<tr>
<td>8 Close your books!</td>
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</tbody>
</table>
5 Write.

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

2 open: the window ✓, the door ✗

3 go: to the kitchen ✓, to the living room ✗

4 sit: on the floor ✗, on the chair ✓

6 Look, choose and write.

go to the garden  run  swim  help me

Don’t run!
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!

**Affirmative** | **Negative** | **Question** | **Short answers**
---|---|---|---
I can run | I cannot run | Can I run? | Yes, you can. / No, you can’t.
you can run | you cannot run | Can you run? | Yes, I can. / No, I can’t.
he can run | he cannot run | Can he run? | Yes, he can. / No, he can’t.
she can run | she cannot run | Can she run? | Yes, she can. / No, she can’t.
it can run | it cannot run | Can it run? | Yes, it can. / No, it can’t.
we can run | we cannot run | Can we run? | Yes, we can. / No, we can’t.
you can run | you cannot run | Can you run? | Yes, you can. / No, you can’t.
they can run | they cannot run | Can they run? | Yes, they can. / No, they can’t.

- 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 ................. sing
2 Maddie ............... run
dlance
3 We .................. dance
4 They ................ swim
5 You ................ jump
6 I ........................ climb

1 Brad can dance.
2
3
4
5
6

2 Look, choose and write.

jump dance run paint read sing

can sing

1 Missie ......................... .
2 Maddie .......................... .
3 Buster ............................ .
4 The kangaroos ................ .
5 Brad .............................. .
6 The boys ....................... .
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?

4 Complete the questions and answers.

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

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

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

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

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

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

Can John drive a car?
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
Answer.

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

2 Can a kangaroo jump?

3 Can elephants fly?

4 Can you ride a bike?

5 Can penguins swim?

---

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 ✗

3 my dad / sing ✓ / dance ✗

4 monkeys / climb trees ✓ / fly ✗

5 Peter / ride a bike ✓ / ride a horse ✗

6 my sister / play tennis ✓ / play football ✗
Present continuous (affirmative)

I’ve got a new video camera and I’m taking a video.

Mum is reading a book.

Buster and Missy are sleeping.

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
- write, writing
- swim, swimming

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 **are** 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 **is 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)
4 Write the short form.
1 He is driving his new car. — He’s 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.

5 Look, choose and write.

play sit wear fly read take sleep eat

1 Maddie .................. an ice cream.
2 Missy .................. with a ball.
3 Brad .................. a video.
4 The birds .................
5 Brad’s mum is ............... a book.
6 Buster ..................
7 Maddie .................. under a tree.
8 Brad and Maddie .................. 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.

- 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.

<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</td>
<td>Am I looking?</td>
<td>Yes, you are. / No, you aren’t.</td>
</tr>
<tr>
<td>you are not (you aren’t) looking</td>
<td>Are you looking?</td>
<td>Yes, I am. / No, I’m not.</td>
</tr>
<tr>
<td>he is not (he isn’t) looking</td>
<td>Is he looking?</td>
<td>Yes, he is. / No, he isn’t.</td>
</tr>
<tr>
<td>she is not (she isn’t) looking</td>
<td>Is she looking?</td>
<td>Yes, she is. / No, she isn’t.</td>
</tr>
<tr>
<td>it is not (it isn’t) looking</td>
<td>Is it looking?</td>
<td>Yes, it is. / No, it isn’t.</td>
</tr>
<tr>
<td>we are not (we aren’t) looking</td>
<td>Are we looking?</td>
<td>Yes, you are. / No, you aren’t.</td>
</tr>
<tr>
<td>you are not (you aren’t) looking</td>
<td>Are you looking?</td>
<td>Yes, we are. / No, we aren’t.</td>
</tr>
<tr>
<td>they are not (they aren’t) looking</td>
<td>Are they looking?</td>
<td>Yes, they are. / No, they aren’t.</td>
</tr>
</tbody>
</table>
**6 Look and write.**

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

2. I / read / write

3. Pamela / watch TV / sleep

4. The boys / sit on the sofa / play football

5. We / eat / do our homework

6. Tom / dance / sing

**7 Write questions.**

1. You / watch TV?

2. The boy / play tennis?

3. I / wear a nice dress?

4. They / sleep?

5. You / do your homework?

6. She / ride 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: .................................................................
   B: .................................................................

3. Samantha / sitting under a tree? (run)
   A: .................................................................
   B: .................................................................

4. Brad and Maddie / swim? (play tennis)
   A: .................................................................
   B: .................................................................

5. Alison / play tennis? (swim)
   A: .................................................................
   B: .................................................................

6. Sue and Ian / ride their bikes? (skate)
   A: .................................................................
   B: .................................................................
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>Subject</th>
<th>Affirmative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I play</td>
<td>we play</td>
</tr>
<tr>
<td>you play</td>
<td>you play</td>
</tr>
<tr>
<td>he plays</td>
<td>they play</td>
</tr>
<tr>
<td>she plays</td>
<td></td>
</tr>
<tr>
<td>it plays</td>
<td></td>
</tr>
</tbody>
</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.
Present simple (affirmative)

1 Read and circle.
1 We **watch** / watches TV every day.
3 He **eat** / eats cereal for breakfast.
5 I **wear** / wears jeans and T-shirts.
7 They **brush** / brushes their teeth every morning.
2 She **like** / likes strawberries.
4 You **play** / plays computer games.
6 He **drive** / drives a small red car.
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.

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

Every morning, Oliver gets up at 7 o’clock. He brushes his teeth, he washes his face and then he has breakfast with his family. Oliver drinks milk and eats cereal. His mum and dad drink coffee and bread and cheese. After breakfast, Oliver goes to school. His mum and dad go to school, too. They are teachers.

Look, choose and write.

They love ice cream!
### 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
   She doesn’t 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? ×
   A: ....................................................
   B: ....................................................

3. they / like animals? √
   A: ....................................................
   B: ....................................................

4. she / drive a blue car? ×
   A: ....................................................
   B: ....................................................

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: ....................................................
   B: ....................................................

3. sleep in the playroom?
   A: ....................................................
   B: ....................................................

4. eat cereal for breakfast?
   A: ....................................................
   B: ....................................................
1 Read, choose and write.

<table>
<thead>
<tr>
<th>not go</th>
<th>run</th>
<th>not close</th>
<th>take</th>
<th>sit</th>
<th>not sing</th>
<th>not wear</th>
<th>drink</th>
</tr>
</thead>
</table>

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

2 Read and write.

<table>
<thead>
<tr>
<th>✓</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missy</td>
<td>jump</td>
</tr>
<tr>
<td>Brad and Maddie</td>
<td>ride a bike</td>
</tr>
<tr>
<td>Buster</td>
<td>run</td>
</tr>
<tr>
<td>Mr and Mrs Jones</td>
<td>dance</td>
</tr>
<tr>
<td>Gina and Lucy</td>
<td>drive a car</td>
</tr>
<tr>
<td>Jenny</td>
<td>play tennis</td>
</tr>
</tbody>
</table>

1. Missy can jump but she can’t swim.
2. ...........................................................
3. ...........................................................
4. ...........................................................
5. ...........................................................
6. ...........................................................
3. Look, ask and answer.

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

2. he / walk?  
   ____________________________

3. they / fly a kite?  
   ____________________________

4. she / drink orange juice?  
   ____________________________

5. they / play football?  
   ____________________________

6. they / eat a sandwich?  
   ____________________________

4. Write.

1. Nick / play football every day?  
   Does 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 ×  
   ____________________________
**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
<table>
<thead>
<tr>
<th><strong>4 Possessive adjectives</strong></th>
<th><strong>5 Possessive ’s, whose?</strong></th>
<th><strong>6 There is / are</strong></th>
<th><strong>8 Have got</strong></th>
<th><strong>9 Imperatives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>bone</td>
<td>glasses</td>
<td>picnic</td>
<td>home</td>
<td>come</td>
</tr>
<tr>
<td>clever</td>
<td>shoes</td>
<td>Great!</td>
<td>hair</td>
<td>help</td>
</tr>
<tr>
<td>T-shirt</td>
<td>neck</td>
<td>small</td>
<td>CD</td>
<td>touch</td>
</tr>
<tr>
<td>clean</td>
<td>tiger</td>
<td>lake</td>
<td>bedroom</td>
<td>paint</td>
</tr>
<tr>
<td>now</td>
<td>monkey</td>
<td>butterfly</td>
<td>beautiful</td>
<td>painting</td>
</tr>
<tr>
<td>too</td>
<td>camera</td>
<td>bee</td>
<td>clock</td>
<td>stand up</td>
</tr>
<tr>
<td>name</td>
<td></td>
<td>Help!</td>
<td>pizza</td>
<td>close</td>
</tr>
<tr>
<td>pretty</td>
<td></td>
<td>basket</td>
<td>olive</td>
<td>sit</td>
</tr>
<tr>
<td>tail</td>
<td></td>
<td>garden</td>
<td>but</td>
<td>open</td>
</tr>
<tr>
<td>here</td>
<td></td>
<td>window</td>
<td>Bye!</td>
<td>walk</td>
</tr>
<tr>
<td>ear</td>
<td></td>
<td>door</td>
<td></td>
<td>eat</td>
</tr>
<tr>
<td>nose</td>
<td></td>
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<td></td>
<td>drink</td>
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<td>puppy</td>
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<td>milk</td>
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<tr>
<td>leg</td>
<td></td>
<td>TV</td>
<td></td>
<td>run</td>
</tr>
<tr>
<td>grandma</td>
<td></td>
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</tr>
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<td></td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bowl</td>
<td>food</td>
<td>fridge</td>
<td>come</td>
<td></td>
</tr>
<tr>
<td>food</td>
<td>tasty</td>
<td>strawberry</td>
<td>help</td>
<td></td>
</tr>
<tr>
<td>empty</td>
<td>empty</td>
<td>kitchen</td>
<td>touch</td>
<td></td>
</tr>
<tr>
<td>room</td>
<td>room</td>
<td>wall</td>
<td>paint</td>
<td></td>
</tr>
<tr>
<td>ship</td>
<td>ship</td>
<td>dinosaur</td>
<td>painting</td>
<td></td>
</tr>
<tr>
<td>pupil</td>
<td>pupil</td>
<td>tree house</td>
<td>stand up</td>
<td></td>
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<tr>
<td>plane</td>
<td>plane</td>
<td>sandwich</td>
<td>close</td>
<td></td>
</tr>
<tr>
<td>bed</td>
<td>bed</td>
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<td>sit</td>
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<td>open</td>
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<td>walk</td>
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<td>eat</td>
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<td></td>
<td>drink</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>milk</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>run</td>
<td></td>
</tr>
</tbody>
</table>
Wordlist

goto
juice
hot
floor
there
jump
swim

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

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

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