<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>At Recess</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>In the Classroom</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Jump Up 1</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>Sea Animals</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>Sports</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>Jump Up 2</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>At Places</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>Going Places</td>
<td>19</td>
</tr>
<tr>
<td>9</td>
<td>Jump Up 3</td>
<td>21</td>
</tr>
<tr>
<td>10</td>
<td>Show Your Progress 1</td>
<td>23</td>
</tr>
<tr>
<td>11</td>
<td>Clothes</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>More Clothes</td>
<td>27</td>
</tr>
<tr>
<td>13</td>
<td>Jump Up 4</td>
<td>29</td>
</tr>
<tr>
<td>14</td>
<td>At Lunch</td>
<td>31</td>
</tr>
<tr>
<td>15</td>
<td>At the School Picnic</td>
<td>33</td>
</tr>
<tr>
<td>16</td>
<td>Jump Up 5</td>
<td>35</td>
</tr>
<tr>
<td>17</td>
<td>Around the Neighborhood</td>
<td>37</td>
</tr>
<tr>
<td>18</td>
<td>Finding Places</td>
<td>39</td>
</tr>
<tr>
<td>19</td>
<td>Jump Up 6</td>
<td>41</td>
</tr>
<tr>
<td>20</td>
<td>Show Your Progress 2</td>
<td>43</td>
</tr>
</tbody>
</table>
These are supplemental grammar worksheets to use with the Smart English course book. The worksheets align with the units from Smart English. The worksheets have been designed to give students a more explicit grammar explanation, sample problems, and more writing practice.

The Smart English course books focus on the four skills – listening, reading, writing, and speaking. Some students, however, might need to focus more on the grammar structures they are learning in the course books. These grammar worksheets are meant to appease that need.

Teaching grammar can be challenging. However, there is a basic format you can follow to help both yourself and your students.

1. Give explicit directions with examples (i.e. use grammar charts).
2. Check to see if students understand.
3. Allow students time for guided practice with structure.
4. Check to see if students understand.
5. Allow time for more practice focusing on writing.
6. Check to see if students understand.

Each worksheet starts with a grammar chart. These are meant to provide students with the target structure, an explanation of the target structure, and a few examples. Ideally, these grammar charts should be looked at together with your students. It is likely they’ll have some questions and it would be good if the teacher is there to help.
For more grammar practice, you can use e-future’s *My First Grammar* and *My Next Grammar*. e-future’s grammar series provide students with more explicit instruction, examples, grammar charts, and activities focused on both grammar and writing. For more information, please feel free to visit e-future’s website (www.efuture-elt.com).
Grammar Focus

Present Continuous describes actions that are happening at the time of speaking.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What + to be + pronoun + doing?</td>
<td>Pronoun + to be + action verb.</td>
</tr>
<tr>
<td>he/she</td>
<td></td>
</tr>
<tr>
<td>What is he doing?</td>
<td>He’s jumping.</td>
</tr>
<tr>
<td>What is she doing?</td>
<td>She’s jumping.</td>
</tr>
<tr>
<td>they</td>
<td></td>
</tr>
<tr>
<td>What are they doing?</td>
<td>They’re jumping.</td>
</tr>
<tr>
<td>you</td>
<td></td>
</tr>
<tr>
<td>What are you doing?</td>
<td>I’m jumping.</td>
</tr>
</tbody>
</table>

1. Look and match.

jumping  running  walking  singing  sitting  standing

2. Look and write.

1 She's ______________________
2 They're _____________________
3 They're _____________________
4 He's ________________________
### Lesson 1: At Recess

<table>
<thead>
<tr>
<th>Structures</th>
<th>Grammar Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is she doing?</td>
<td>What + to be...?</td>
</tr>
<tr>
<td>She's jumping.</td>
<td>Present continuous</td>
</tr>
<tr>
<td>What are they doing?</td>
<td></td>
</tr>
<tr>
<td>They’re jumping.</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Look and write.

1. **Q:** What is she doing?  
   **A:** ______________________

2. **Q:** ______________________  
   **A:** He's jumping.

3. **Q:** What are you doing?  
   **A:** ______________________

4. **Q:** ______________________  
   **A:** ______________________

5. **Q:** ______________________  
   **A:** ______________________

6. **Q:** What are you doing?  
   **A:** ______________________
Grammar Focus

**Present Continuous: Yes/No questions**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be + pronoun + action verb?</td>
<td>Yes + pronoun + to be.</td>
</tr>
<tr>
<td>No + pronoun + (negative) to be.</td>
<td></td>
</tr>
<tr>
<td>he/she</td>
<td>Is he jumping?</td>
</tr>
<tr>
<td></td>
<td>Is she jumping?</td>
</tr>
<tr>
<td></td>
<td>No, he isn’t.</td>
</tr>
<tr>
<td>they</td>
<td>Are they jumping?</td>
</tr>
<tr>
<td></td>
<td>No, they aren’t.</td>
</tr>
<tr>
<td>you</td>
<td>Are you jumping?</td>
</tr>
<tr>
<td></td>
<td>No, I’m not.</td>
</tr>
</tbody>
</table>

1. Look and match.

1. Are they drinking?
2. Are they eating?
3. Is she talking?
4. Is he writing?

2. Look and write.

1. Are they drinking?
2. Are they eating?
3. Is she talking?
4. Is he writing?
### Lesson 2: In the Classroom

#### 3. Look and write.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is he eating?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Yes, we are.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Is she eating?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Yes, she is.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>drinking?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Yes, they are.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Are you writing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Yes, he is. Yes, she is.</td>
<td></td>
</tr>
</tbody>
</table>

**Structures**

- Is she reading?
  - Yes, she is. / No, she isn’t.
- Are they reading?
  - Yes, they are. / No, they aren’t.

**Grammar Focus**

- Yes / No questions
- Present continuous
Lesson 3: Jump Up 1

Review Lessons 1-2

1. Look, read, and circle.

1. Are they singing?  
   a. Yes, they are.   
   b. No, they aren't.

2. Is he standing?  
   a. Yes, he is.   
   b. No, he isn't.

3. Is she drinking?  
   a. Yes, she is.   
   b. No, she isn't.

4. Are you drawing?  
   a. Yes, I am.   
   b. No, I'm not.

2. Choose and write.

<table>
<thead>
<tr>
<th></th>
<th>Is</th>
<th>are</th>
<th>What</th>
<th>is</th>
<th>aren't</th>
<th>doing</th>
</tr>
</thead>
</table>

1. Q: ______ are you doing?  
   A: I'm reading.

2. Q: Is she singing?  
   A: Yes, she ______ .

3. Q: Are they talking?  
   A: No, they ______ .  
   They're drawing.

4. Q: What are they ______ ?  
   A: They're walking.

5. Q: Are you sitting?  
   A: Yes, we ______ .

6. Q: ______ he jumping?  
   A: No, he isn't. He's running.
3. Look, read, and answer.

1. Is she standing?

2. What's she doing?

3. Is he sitting?

4. What are they doing?

4. Look and write.

1. What are they doing?

2. What are they doing?

3. What are they doing?
Lesson 4: Sea Animals

Grammar Focus

To like / don’t like ...

• To like asks about people’s interests.

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Like</th>
<th>Don’t like</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I like whales.</td>
<td>I don’t like whales.</td>
</tr>
<tr>
<td>he/she</td>
<td>He likes whales.</td>
<td>He doesn’t like whales.</td>
</tr>
<tr>
<td></td>
<td>She likes whales.</td>
<td>She doesn’t like whales.</td>
</tr>
<tr>
<td>they</td>
<td>They like whales.</td>
<td>They don’t like whales.</td>
</tr>
<tr>
<td>you</td>
<td>You like whales.</td>
<td>You don’t like whales.</td>
</tr>
</tbody>
</table>

1. Look, read, and match.

1. He doesn’t like sharks.
2. They like turtles.
3. She likes dolphins.

2. Look and write.

1. I like __________________________

2. __________________________

3. __________________________
Lesson 4: Sea Animals

3. Look and write.

1. She likes ____________

2. ____________

3. ____________

4. ____________

5. ____________

6. ____________

7. What sea animals do you like?

8. What sea animals does your friend like?

Structures
She likes whales. / She doesn’t like whales.
They like whales. / They don’t like whales.

Grammar Focus
To like / don’t like
Lesson 5: Sports

Grammar Focus

To Like: Do you like…?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>he/she</td>
<td></td>
</tr>
<tr>
<td>Does he like baseball?</td>
<td>Yes, he does.</td>
</tr>
<tr>
<td>Does she like baseball?</td>
<td>Yes, she does.</td>
</tr>
<tr>
<td>they</td>
<td></td>
</tr>
<tr>
<td>Do they like baseball?</td>
<td>Yes, they do.</td>
</tr>
<tr>
<td>you</td>
<td></td>
</tr>
<tr>
<td>Do you like baseball?</td>
<td>Yes, I do.</td>
</tr>
</tbody>
</table>

1. Look and circle.

1. Do / Does she like ice skating? Yes, she do / does .
2. Do / Does she like swimming? No, she don’t / doesn’t .
3. Do / Does he like baseball? Yes, he do / does .
4. Do / Does he like soccer? No, he don’t / doesn’t .
5. Do / Does they like basketball? Yes, they do / does .
6. Do / Does they like skiing? No, they don’t / doesn’t .

2. Write the sentences in the correct order.

1. they baseball Do ? like

2. like She . doesn’t soccer

3. he Does ? swimming like
Lesson 5: **Sports**

### Structures

Does she like baseball?
Yes, she does. / No, she doesn’t.

Do they like baseball?
Yes, they do. / No, they don’t.

### Grammar Focus

To like / don’t like
Do you like…?

---

### 3. Look and write.

1. Does she like baseball?
   
2. ________________________
   No, he doesn’t.

3. ________________________

4. ________________________

5. ________________________

6. ________________________

7. Do you like ice skating?
   
8. ________________________

9. ________________________

10. ________________________
Lesson 6: Jump Up 2

1. Look, read, and circle.

1 He likes basketball.

2 Does she like swimming?
   No, she doesn't. She likes skiing.

3 Does he like baseball?
   Yes, he does.

4 They don't like dolphins.
   They like crabs.

5 Do they like sharks?
   No, they don't. They like whales.

2. What animals do you like? What animals don't you like?
   Draw and answer.

1 I like _____________

2 I don't like _____________
3. Look and write.

<table>
<thead>
<tr>
<th>Sea Animals</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>🐬</td>
<td>🐬</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>🐠</td>
<td>🐢</td>
</tr>
</tbody>
</table>

1. Does she like dolphins?

2. ________________

   No, she doesn't.

3. ________________

   Yes, she does.

4. ________________

5. They like ________________

6. ________________ turtles.

7. Do they like talking?

8. ________________
Lesson 7: At Places

Structures
Where is she?
She’s at home.
Where are you?
I’m at home.

Grammar Focus
Where + to be…?

Grammar Focus
Where + to be…

• Where asks about locations.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where + to be + noun?</td>
<td>Pronoun + to be + preposition + noun.</td>
</tr>
<tr>
<td>you</td>
<td>Where are you?</td>
</tr>
<tr>
<td>he/she</td>
<td>Where is he?</td>
</tr>
<tr>
<td></td>
<td>Where is she?</td>
</tr>
<tr>
<td>they</td>
<td>Where are they?</td>
</tr>
</tbody>
</table>

1. Read and circle True or False.

1. They’re at work.  
2. She is at the supermarket.  
3. He’s not at school. He’s at home.

2. Look and write.

1. Where are they?

2. Where is she?
Lesson 7: At Places

3. Look and write.

1. They're at school.
2. Where is she? __________
3. __________
4. Where __________
5. __________
6. __________
7. Where are you? __________

Grammar Focus Where + to be…?

Where is she?
She’s at home.

Where are you?
I’m at home.
Lesson 8: Going Places

Grammar Focus

Where: Future tense

• *Where* and future tense asks about location in the future.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where + to be + pronoun + going?</td>
<td>Pronoun + to be + going to + place.</td>
</tr>
<tr>
<td>you</td>
<td>I'm going to the park.</td>
</tr>
<tr>
<td>he/she</td>
<td>He's going to the park.</td>
</tr>
<tr>
<td>they</td>
<td>She's going to the park.</td>
</tr>
</tbody>
</table>

1. Look, read, and match.

1. Where are they going?  
   = She's going to the supermarket.

2. Where is she going?  
   = They're going to the movies.

3. Where is he going?  
   = He's going home.

2. Look, read, and circle.

1. Where is he going?  
   a) He's going to the bank.  
   b) He's going to work.

2. Where are they going?  
   a) They're going home.  
   b) They're going to school.

3. Where is she going?  
   a) She's going to the bank.  
   b) She's going to the library.
Lesson 8: Going Places

3. Look and write.

1. Where is he going?

2. __________________________
   They're going to the library.

3. __________________________

4. __________________________

5. __________________________

6. __________________________
Lesson 9: Jump Up 3

Review Lessons 7-8

1. Look, read, and answer.

1. Q: Where is he?
   A: ____________________________

2. Q: Where are they?
   A: ____________________________

3. Q: Where is he going?
   A: ____________________________

4. Q: Where are they going?
   A: ____________________________

5. Q: Where is she?
   A: ____________________________

6. Q: Where is she going?
   A: ____________________________

2. Read, choose, and write.

<table>
<thead>
<tr>
<th>Where is</th>
<th>Where is</th>
<th>Where are</th>
<th>Where are</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Q: _______ she?</td>
<td>A: She's at the supermarket.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Q: _______ they going?</td>
<td>A: They're going to the toy store.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Q: _______ they?</td>
<td>A: They're at the movies.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Q: _______ he going?</td>
<td>A: He's going to the pet shop.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 9: Jump Up 3

Review Lessons 7-8

3. Look, read, and answer.

1. Q: Where is he going?
   A: 

2. Q: Where is he going?
   A: 

3. Q: Where are they?
   A: 

4. Q: Where are they?
   A: 

5. Q: Where are they going?
   A: 

6. Q: Where is he?
   A: 
Lesson 10: Show Your Progress 1

1. Look and write.

1 Q: Where is he going?
   A: ______________________

2 Q: Does she like whales?
   A: ______________________

3 Q: Where are they?
   A: ______________________

4 Q: What are they doing?
   A: ______________________

5 Q: Is he drinking?
   A: ______________________
   He is ____________________

6 Q: ______________________
   A: Yes, he does.

2. Write the sentences in the correct order. Cross out the extra word.

1 talking Are ? they

2 she Does swimming Do ? like

3 is are park the to . going He
Lesson 10: Show Your Progress 1

Review Lessons 1-10

3. Look, read, and write.

1 Q: Where are they?
   A: __________

2 Q: Where are they going?
   A: __________

3 Q: Does he like baseball?
   A: __________

4 Q: Is she eating?
   A: __________

5 Q: _______________________
   A: He likes seals.

6 Q: _______________________
   A: No, she doesn't.

7 Q: _______________________
   A: They're at school.

8 Q: _______________________
   A: They're reading.
Lesson 11: Clothes

Grammar Focus

What + to be...?

- To ask What are you wearing asks about clothes and accessories.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What + to be + pronoun + wearing?</td>
<td>Pronoun + to be + wearing + clothing/item.</td>
</tr>
<tr>
<td>you</td>
<td></td>
</tr>
<tr>
<td>What are you wearing?</td>
<td></td>
</tr>
<tr>
<td>I’m wearing a shirt.</td>
<td></td>
</tr>
<tr>
<td>he/she</td>
<td></td>
</tr>
<tr>
<td>What is he wearing?</td>
<td></td>
</tr>
<tr>
<td>He’s wearing a shirt.</td>
<td></td>
</tr>
<tr>
<td>What is she wearing?</td>
<td></td>
</tr>
<tr>
<td>She’s wearing a shirt.</td>
<td></td>
</tr>
<tr>
<td>They’re wearing shirts.</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
</tr>
<tr>
<td>What are they wearing?</td>
<td></td>
</tr>
<tr>
<td>They’re wearing shirts.</td>
<td></td>
</tr>
</tbody>
</table>

1. Look and write.

What is Sarah wearing?

1. She’s wearing __________________________

2. She’s wearing __________________________

3. She’s wearing __________________________

4. She’s wearing __________________________

5. She’s wearing __________________________

6. She’s wearing __________________________

2. Look, read, and circle.

1. What is he wearing?
   He’s wearing a T-shirt, a cap, and shorts.  Yes  No

2. What is she wearing?
   She is wearing a T-shirt and jeans.        Yes  No
Lesson 11: Clothes

3. Look, read, and answer.

1. Q: What is he wearing?
   A: He's ____________________________

2. Q: What ____________________________
   A: They're ____________________________

3. Q: What ____________________________ wearing?
   A: ____________________________

4. Q: ____________________________
   A: She's ____________________________

5. Q: ____________________________
   A: ____________________________

6. Q: ____________________________
   A: ____________________________

7. Q: What are you wearing?
   A: ____________________________
Lesson 12: More Clothes

Grammar Focus

Present continuous

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be + pronoun + wearing + object/clothing?</td>
<td>Yes + pronoun + to be.</td>
</tr>
<tr>
<td></td>
<td>No + pronoun + negative to be.</td>
</tr>
<tr>
<td>you Are you wearing boots?</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>he/she Is he wearing boots?</td>
<td>Yes, he is.</td>
</tr>
<tr>
<td>Is she wearing boots?</td>
<td>Yes, she is.</td>
</tr>
<tr>
<td>they Are they wearing boots?</td>
<td>Yes, they are.</td>
</tr>
</tbody>
</table>

1. Look, write, and circle.

1. _________ she wearing a coat?  
   a) Yes, she is.  b) No, she isn’t.

2. _________ they wearing scarves?  
   a) Yes, they are.  b) No, they aren’t.

3. _________ he wearing a wool hat?  
   a) Yes, he is.  b) No, he isn’t.

2. Write, think, and answer.

1. _________ boots?  Are you wearing boots?  

2. _________ shorts?  

3. _________ jeans?  

4. _________ a scarf?  

5. _________ a sweater?  

3. Look and write.

1 Q: Is he wearing a wool hat and a coat?  A: __________________________

2 Q: __________________________  A: Yes, they are.

3 Q: Is she wearing a cap and boots?  A: __________________________

4 Q: __________________________  A: Yes, she is.

5 Q: Is he wearing a coat and boots?  A: __________________________

6 Q: __________________________  A: Yes, they are.

7 Q: Are you wearing a T-shirt?  A: __________________________
Lesson 13: Jump Up 4

Review Lessons 11-12

1. Look, read, and match.

1. What is he wearing?
   a. He's wearing a T-shirt, shorts, and boots.

2. What is she wearing?
   b. She's wearing a sweater and a scarf.

3. Is he wearing sandals?
   c. Yes, he is.

4. Is she wearing a cap?
   d. No, she isn't. She's wearing a wool hat.

2. Look, read, and write.

1. Are they wearing wool hats? Yes, __________ __________.

2. Is she __________ a T-shirt and shorts?
   No, she __________. She's wearing a T-shirt and __________.

3. What is he wearing? He's wearing a __________ and __________.

4. Are they wearing __________ and __________? Yes, they are.
Lesson 13: Jump Up 4

Review Lessons 11-12

3. Look and write.

1. Q: What are they wearing?
   A: They're wearing ____________________

2. Q: Are they wearing _________ and _________?
   A: Yes, they are.

3. Q: What are they wearing?
   A: ____________________

4. Q: Is she wearing a T-shirt and jeans?
   A: ____________________

5. Q: What is he wearing?
   A: ____________________

6. Q: Are they wearing coats?
   A: ____________________
Lesson 14: At Lunch

**Structures**
- What does she want for lunch?
  - She wants a sandwich.
- What do they want for lunch?
  - They want a sandwich.

**Grammar Focus**
- What does/do…?
- To want

### To Want

- *To want* asks about what a person wishes or desires for.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What + does/do + pronoun + want + lunch?</td>
<td>Pronouns + want + object/item.</td>
</tr>
<tr>
<td>you</td>
<td>What do you want for lunch?</td>
</tr>
<tr>
<td>he/she</td>
<td>What does he want for lunch?</td>
</tr>
<tr>
<td></td>
<td>What does she want for lunch?</td>
</tr>
<tr>
<td>they</td>
<td>What do they want for lunch?</td>
</tr>
</tbody>
</table>

1. **Look, read, and circle.**

1. Q: What *do / does* she want for lunch?
   A: She *want / wants* pizza.

2. Q: What *do / does* they want for lunch?
   A: They *want / wants* noodles.

3. Q: What *do / does* he want for lunch?
   A: He *want / wants* a sandwich.

4. Q: What *do / does* she want for lunch?
   A: She *want / wants* fried chicken.

2. **Look and write.**

1. He wants ____________________________

2. She wants ____________________________

3. They want ____________________________
Lesson 14: At Lunch

3. Look and write.

<table>
<thead>
<tr>
<th>Structures</th>
<th>Grammar Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does she want for lunch? She wants a sandwich. What do they want for lunch? They want a sandwich.</td>
<td>What does/do…? To want</td>
</tr>
</tbody>
</table>

1. Q: What does she want for lunch? A: _____________________________
2. Q: _____________________________ A: He wants a hamburger.
3. Q: _____________________________ A: _____________________________
4. Q: _____________________________ A: _____________________________
5. Q: _____________________________ A: _____________________________
6. Q: _____________________________ A: _____________________________
Grammar Focus

Does / Do + pronoun + want ...?

• To want asks about what a person wishes or desires for.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does/Do + pronoun + want + object?</td>
<td>Yes + pronoun + does/do.</td>
</tr>
<tr>
<td>you</td>
<td>Do you want milk?</td>
</tr>
<tr>
<td>he/she</td>
<td>Does he want milk?</td>
</tr>
<tr>
<td></td>
<td>Does she want milk?</td>
</tr>
<tr>
<td>they</td>
<td>Do they want milk?</td>
</tr>
</tbody>
</table>

1. Look, write, and circle.

1. _______ she want tea?
   a) Yes, she does.  b) No, she doesn't.

2. _______ he want lemonade?
   a) Yes, he does.  b) No, he doesn't.

3. _______ they want juice?
   a) Yes, they do.  b) No, they don't.

4. _______ she want milk?
   a) Yes, she does.  b) No, she doesn't.

2. Number the words in the correct order.

1. she  to  What  want  ?  does  drink
   _______  _______  _______  _______  _______  _______  _______

2. they  Do  juice  ?  want
   _______  _______  _______  _______  _______

3. want  ?  Does  lemonade  he
   _______  _______  _______  _______  _______
Lesson 15: At the School Picnic

Structures
Does she want milk?
Yes, she does. / No, she doesn’t.
Do they want milk?
Yes, they do. / No, they don’t.

Grammar Focus
Does / Do…?
To want

3. Look, write, and match.

1. _______ _________
   want juice?
   - Yes, she does.
   - No, she doesn’t.

2. _______ _________
   want soda?
   - Yes, he does.
   - No, he doesn’t.

3. _______ _________
   want milk?
   - Yes, they do.
   - No, they don’t.

4. _______ _________
   want tea?

5. _______ _________
   want lemonade?

6. _______ _________
   want water?
Lesson 16: Jump Up 5

Review Lessons 14-15

1. Look, read, and match.

1. What does she want for lunch?
   She wants a hamburger.

2. Does he want tea?
   No, he doesn't. He wants juice.

3. Does she want spaghetti for lunch?
   No, she doesn't. She wants noodles.

4. What do they want to drink?
   They want lemonade.

2. Look, read, and write.

1. Q: What does he have for lunch?
   A: __________________________

2. Q: What does she have for lunch?
   A: __________________________

3. Q: What do you want for lunch?
   A: __________________________

Draw
3. Look, read, and write.

1. Q: ________________________
   A: Yes, they do.

2. Q: What does he want for lunch?
   A: ________________________

3. Q: ________________________
   A: Yes, she does.

4. Q: What does she want for lunch?
   A: ________________________

5. Q: ________________________pizza?
   A: ________________________
   He ________________________

6. Q: What do they want for lunch?
   A: ________________________
Lesson 17: Around the Neighborhood

Grammar Focus 1

What’s in...?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What + to be + in + person’s name + location/place?</td>
<td>There + to be + object.</td>
</tr>
</tbody>
</table>

| Sam | What’s in Sam’s neighborhood? | There’s a post office. |
| Isabella | What’s in Isabella’s house? | There’s a kitchen. |
| Katie | What’s in Katie’s classroom? | There’s a chalkboard and a desk. |

1. Look, read, and answer.

1. Q: What’s in Sam’s neighborhood?
   A: ____________________________

2. Q: What’s in Sam’s neighborhood?
   A: ____________________________

Grammar Focus 2

Is there...?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be + there + object?</td>
<td>Yes + there + to be. / No + there + negative to be.</td>
</tr>
<tr>
<td>Is there a playground?</td>
<td>Yes, there is. / No, there isn’t.</td>
</tr>
<tr>
<td>Are there restaurants?</td>
<td>Yes, there are. / No, there aren’t.</td>
</tr>
</tbody>
</table>

2. Look, think, and answer.

1. Q: Is there a parking lot in your neighborhood?
   A: ____________________________

2. Q: Is there a post office in your neighborhood?
   A: ____________________________
3. Look and write.

1 Q: What's in Sam's neighborhood? A: ______________________

2 Q: _______________________ A: Yes, there is.

3 Q: What's in Sam's neighborhood? A: ______________________

4 Q: What's in Sam's neighborhood? A: ______________________

5 Q: _______________________ A: Yes, there is.

6 Q: _______________________ A: Yes, there is.

7 Q: What's in your neighborhood? A: ______________________

Structures

What's in Sam's neighborhood? There's a post office. Is there a playground? Yes, there is. / No, there isn't.

Grammar Focus

What is...? Is there a(n)...?
Grammar Focus

Prepositions

- Prepositions give extra information about the location of someone or something.

<table>
<thead>
<tr>
<th>in front of</th>
<th>behind</th>
<th>next to</th>
<th>across from</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is the bus stop?</td>
<td>It’s in front of the restaurant.</td>
</tr>
<tr>
<td>Where is the bus stop?</td>
<td>It’s next to the restaurant.</td>
</tr>
</tbody>
</table>

1. Look, read and circle.

1. Where is the restaurant?
   - a) It’s in front of the library.
   - b) It’s next to the library.

2. Where is the hospital?
   - a) It’s behind the library.
   - b) It’s across from the library.

3. Where is the sports center?
   - a) It’s across from the park.
   - b) It’s behind the park.

4. Where is the sports center?
   - a) It’s next to the parking lot.
   - b) It’s in front of the parking lot.
2. Look and write.

1 Q: Where is the parking lot?
A: _____________ the hospital.

2 Q: Where is the playground?
A: _____________ the library.

3 Q: Where is the sports center?
A: _____________ the playground.

4 Q: Where is the hospital?
A: _____________ the parking lot.

5 Q: Where is the school?
A: _____________ the park.

6 Q: Where is the post office?
A: _____________ the hospital.

7 Q: Where is the restaurant?
A: _____________ the book store.

8 Q: Where is the library?
A: _____________ the school.
Lesson 19: Jump Up 6

1. Look, read, and circle.

1. The bus stop is across from / next to the restaurant.
2. The bus stop is behind / next to the restaurant.
3. The bus stop is across from / in front of the restaurant.
4. The bus stop is behind / in front of the restaurant.

2. Look, read, and write.

1. Where is the bank?
   It's __________ the hospital.
2. Where is the bank?
   It's __________ the hospital.
3. Where is the bank?
   It's __________ the hospital.
4. Where is the bank?
   It's __________ the hospital.
3. Look, read, and write.

1. Q: Is there a bus stop?
   A: 
   Q: Where is the bus stop?
   A: 

2. Q: What's in Sam's neighborhood?
   A: 
   Q: Where is the toy store?
   A: 

3. Q: Is there a library?
   A: 
   Q: Where is the restaurant?
   A: 

4. Q: Is there a park?
   A: 
   Q: Is there a playground?
   A: 
Lesson 20: Show Your Progress 2

Review Lessons 11-20

1. Look, read, and write.

1 Q: Where is the post office?
   A: ____________________

2 Q: What are they wearing?
   A: ____________________

3 Q: What do they want for lunch?
   A: ____________________

4 Q: Is she wearing a skirt and boots?
   A: ____________________

5 Q: Does he want fried chicken?
   A: ____________________
   He wants ____________________

2. Write the sentences in the correct order. Cross out the extra word.

1 hospital it's to across from the .

2 wants he juice apple . want

3 is ? there restaurants are
3. Look and write.

1 Q: What is he wearing?
   A: ____________________________

2 Q: Is she wearing a T-shirt, jeans, and boots?
   A: _____________________________ She's wearing _____________________________

3 Q: What's in Sam's neighborhood?
   A: _____________________________

4 Q: Where is the mailbox?
   A: _____________________________

5 Q: What does she want for lunch?
   A: _____________________________

6 Q: Does he want a sandwich and milk?
   A: _____________________________ He wants _____________________________

7 Q: What do they want to drink?
   A: _____________________________