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What are they?

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.

Why grammar worksheets?

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.

Basic Grammar Tips

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.

Grammar Charts

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).
Lesson 1: At the Zoo

Grammar Focus

Adjectives

• An adjective is a word that describes a noun.
• Adjectives give extra information about nouns, such as size, color, shape, etc.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it?</td>
<td>It's a <strong>brown</strong> bear.</td>
</tr>
<tr>
<td>What are they?</td>
<td>They’re <strong>brown</strong> bears.</td>
</tr>
<tr>
<td>What is it?</td>
<td>It's an <strong>old</strong> bear.</td>
</tr>
<tr>
<td>What are they?</td>
<td>They’re <strong>old</strong> bears.</td>
</tr>
<tr>
<td>What is it?</td>
<td>It's a <strong>small</strong> bear.</td>
</tr>
<tr>
<td>What are they?</td>
<td>They’re <strong>small</strong> bears.</td>
</tr>
</tbody>
</table>

1. Look and circle.

1. It's a **big** / **small** panda.

2. It's a **white** **long** / **short** pen.

3. It's an **orange** **big** / **small** bag.

4. They’re **old** / **young**.

5. It's a **blue and green** / **yellow and red** long snake.

6. It's a **green** / **purple** small clock.

2. Choose and write the number.

1. grey  2. red  3. blue  4. long  5. small  6. big

1. What is it? It’s a ______ circle.

2. What is it? It’s a ______ square.

3. What is it? It’s a ______ rectangle.
3. Look and write.

1. What is it?
   It's a lion.

2. They're

3. It's a bear.

4. 

5. It's a snake.

6. 

Lesson 1: At the Zoo

Structures

What is it?
It's a big bear.

Grammar Focus

What + be…?
Adjectives
Lesson 2: At the Picnic

**Structures**
- How is he?
  - He's happy.

**Grammar Focus**
- How + be…?
- Adjectives

---

**Grammar Focus**

<table>
<thead>
<tr>
<th>How + be…?</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
<td><strong>He’s happy.</strong></td>
</tr>
<tr>
<td>How is he?</td>
<td>He’s happy.</td>
</tr>
<tr>
<td>How is she?</td>
<td>She’s happy.</td>
</tr>
<tr>
<td>How are you?</td>
<td>I’m happy.</td>
</tr>
<tr>
<td>How are they?</td>
<td>They’re happy.</td>
</tr>
</tbody>
</table>

---

1. **How are they? Look and write.**

1. **He’s cold.**
2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________
6. ___________________________

---

2. **Read, draw, and answer.**

1. **How are you?**
   - ___________________________

2. **How is your friend?**
   - ___________________________
Lesson 2: At the Picnic

**Structures**

How is he?  
He's happy.

**Grammar Focus**

How + be...?  
Adjectives

### 3. Look and write.

1. **How is he?**

2. **He's**

3. **They're hot.**

4. **She isn't sad.**

5. **She**

6. **The lion isn't hungry.**
Lesson 3: Jump Up 1

Review Lessons 1-2

1. Look and write.

   1 What is it?
   - __________________________  clock.
   
   2 What are they?
   - They’re ___________________ pens.
   
   3 What are they?
   - ___________________________ clocks.
   
   4 What is it?
   - ___________________________ pencil.

2. Choose and write.

   aren’t  he is  How  she is

   1 Q: __________________ is he?  A: He's tired.


   3 Q: Are they long snakes?  A: No, they __________________ . They're short.

3. Look and write.

1. How young?

2. Is she young?
   Yes;

3. How

4. How young?
   No,

5. What is it?
   It's a

6. Is the snake young?
   Yes;
Lesson 4: On the Playground

Grammar Focus

<table>
<thead>
<tr>
<th>There + be + noun.</th>
<th>Singular noun</th>
<th>There is …</th>
<th>There is a slide.</th>
<th>There is a swing.</th>
<th>There is a boy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural nouns</td>
<td>There are …</td>
<td>There are slides.</td>
<td>There are swings.</td>
<td>There are boys.</td>
<td></td>
</tr>
</tbody>
</table>

1. Look, choose, and write.

long slide  young lions  happy cats
short slide  old lions    sad cats

1. There

2. There

3. There

4. There

5. There

6. There
Lesson 4: On the Playground

2. Look and write.

There is a clock.

There is / are monkey bars.

There is / are a bench.

There is / There are seesaws.

There is / There are trees.

3. Read and circle.

1. There is / are monkey bars.

2. There is a slide / slides.

3. There is / are a bench.

4. There is / There are seesaws.

5. There is / There are a young woman.

6. There is / are trees.
Lesson 5: At the Park

Structures

<table>
<thead>
<tr>
<th>Is there a pond?</th>
<th>Are there trees?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, there is.</td>
<td>Yes, there are.</td>
</tr>
<tr>
<td>No, there isn’t.</td>
<td>No, there aren’t.</td>
</tr>
</tbody>
</table>

Grammar Focus

Is/Are + there...?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a pond?</td>
<td>Yes, there is. / No, there isn’t.</td>
</tr>
<tr>
<td>Are there trees?</td>
<td>Yes, there are. / No, there aren’t.</td>
</tr>
</tbody>
</table>

1. Look, read, and circle.

1 Is there a pond?
   a Yes, there is.
   b No, there isn’t.

2 Are there benches?
   a Yes, there are.
   b No, there aren’t.

3 Is there a soccer field?
   a Yes, there is.
   b No, there isn’t.

4 Are there cats?
   a Yes, there are.
   b No, there aren’t.

5 Is there a swing?
   a Yes, there is.
   b No, there isn’t.

6 Are there trees?
   a Yes, there are.
   b No, there aren’t.
Lesson 5: At the Park

2. Look, read, and write.

1. Is there a ball? [ ]
2. [ ] benches? Yes, there are.
3. [ ] a slide?
4. [ ] a picnic table?
5. [ ] soccer fields?
6. [ ] ducks?
Lesson 6: Jump Up 2

1. Read and circle.
   1. There is a sandbox.
   2. Are there swings?
      No, there aren't. There are seesaws.
   3. Is there a pond?
      Yes, there is.
   4. There aren't benches.
      There are picnic tables.

2. Draw and write. What's on the playground at your school?
   This is the playground at my school.
   There is
   There are
3. Look, circle, and write.

1. (Is / Are) there trees?  
   [Circle is or are]  

2. (Is / Are) there a pond?  
   [Circle is or are]  

3. (Is / Are) there picnic tables?  
   [Circle is or are]  

4. There (is / are) a soccer field.  
   [Circle is or are]  

5. There (isn’t / aren’t) long slides.  
   [Circle isn’t or aren’t]  

6. There (are / aren’t) monkey bars.  
   [Circle are or aren’t]
Lesson 7: In My Room

Grammar Focus 1

Where + to be…?

• Use where to ask about the location of someone or something.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where + to be + noun?</td>
<td>Pronoun + to be + preposition + noun.</td>
</tr>
<tr>
<td>Singular</td>
<td></td>
</tr>
<tr>
<td>Where is the book?</td>
<td>It’s in the bag.</td>
</tr>
<tr>
<td>Plural</td>
<td></td>
</tr>
<tr>
<td>Where are the books?</td>
<td>They’re in the bag.</td>
</tr>
</tbody>
</table>

1. Look and write.

1. Where

   The crayons are the box.

   The pencil is the book.

   The pillow is the bed.

2. Where

   They’re in the bag.

   They’re under the box.

   They’re on the box.

Grammar Focus 2

Prepositions

• Prepositions help describe where an object is.

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Pronoun + to be + preposition + noun.</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the box</td>
<td>It’s in the box. They’re in the box.</td>
</tr>
<tr>
<td>on the box</td>
<td>It’s on the box. They’re on the box.</td>
</tr>
<tr>
<td>under the box</td>
<td>It’s under the box. They’re under the box.</td>
</tr>
</tbody>
</table>

2. Look and write.

1. Where

   The pencils are in the box.

2. Where

   The pillow is on the box.

3. Where

   The book is under the box.
Lesson 7: In My Room

3. Look, choose, and write.

Where + to be…?

Prepositions (location)
on      in      under

tree     bench    soccer field    pond   table (x2)

1. Where is the snake?

2. Where are the glasses?

3. Where is the melon?

4. Where are the bananas?

5. Where are the boys?

6. Where is the brush?
Lesson 8: At the Toy Store

Structures

How many trucks are there?
There are five trucks.

Grammar Focus

How many ... ? (quantity)
Numbers

Grammar Focus

How many... ?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many + noun + to be + there?</td>
<td>There + to be + number (amount) + noun.</td>
</tr>
<tr>
<td>How many trucks are there?</td>
<td>There are five trucks.</td>
</tr>
</tbody>
</table>

1. Look and write.

1. There is

2. There are

3. There are

4. There are

2. Read and write.

1. How many balloons are there?

2. How many robots are there?

3. How many trucks are there?
Lesson 8: At the Toy Store

Structures
How many trucks are there? There are five trucks.

Grammar Focus
How many … ? (quantity)
Numbers

3. Look, choose, and write.

<table>
<thead>
<tr>
<th></th>
<th>four</th>
<th>five</th>
<th>seven</th>
<th>eight</th>
<th>eleven</th>
<th>thirteen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image1.png" alt="Trucks" /></td>
<td>How many __________ are there?</td>
<td>There are __________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><img src="image2.png" alt="Pencils" /></td>
<td>How many __________ are there?</td>
<td>There are __________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><img src="image3.png" alt="Crayons" /></td>
<td>How many __________ are there?</td>
<td>There are __________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><img src="image4.png" alt="Robots" /></td>
<td>How many __________ are there?</td>
<td>There are __________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><img src="image5.png" alt="Yoyos" /></td>
<td>How many __________ are there?</td>
<td>There are __________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><img src="image6.png" alt="Dolls" /></td>
<td>How many __________ are there?</td>
<td>There are __________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 9: Jump Up 3

Review Lessons 7-8

1. Look, read, and answer.

Where is the notebooks? They're on the desk.

Where are the doll? It's in the box.

Where are the glasses are there? There are three glasses.

How many yo-yos are there? There are two yo-yos.

2. Choose and write.
3. Look and write.

1. Where

2. How many books are there?

3. They’re

4. Yo-yos?

5. How many brushes are there?

6. How
Lesson 10: Show Your Progress 1

1. Look, read, and write.

1. They're ____________________________  
2. It's ____________________________  
3. There are ____________________________  
4. Are there benches? ____________________________  
5. Where are the ducks? ____________________________  
6. How many crayons are there? ____________________________

2. Write the sentences in the correct order.

1. books are bag the The under .  
2. many there trucks How ? are  
3. young It's lion . a
3. Look, read, and write.

1. Where are they?

2. How many balloons are there?

3. Where is the cat?

4. How is he?
Grammar Focus

To have

• To have is to show ownership of an object or to show that an object belongs to someone.

<table>
<thead>
<tr>
<th>have</th>
<th>don't have</th>
</tr>
</thead>
<tbody>
<tr>
<td>I + have + object.</td>
<td>I + don't have + object.</td>
</tr>
<tr>
<td>I have a watch.</td>
<td>I don't have a watch.</td>
</tr>
<tr>
<td>I have a key chain.</td>
<td>I don’t have a key chain.</td>
</tr>
<tr>
<td>I have coins.</td>
<td>I don’t have coins.</td>
</tr>
</tbody>
</table>

1. Look and circle.

1 I have / don't have coins.
2 I have / don't have a key chain.
3 I have / don't have an umbrella.
4 I have / don't have a wallet.
5 I have / don't have a watch.

2. What do you have? Look, match, and write.

1

Yes

2

No

3
Lesson 11: Things in My Bag

3. Check and write. (O: have / X: don't have)

1. I have a book.

2. I don't have a bag.

3. 

4. 

5. 

6. 

7. 

8. 

Structures I have a wallet. I don't have a wallet.

Grammar Focus To have / not to have
Lesson 12: Things for School

Grammar Focus

Do you have...?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do + you + have + object?</td>
<td></td>
</tr>
<tr>
<td>Do you have a watch?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>Do you have coins?</td>
<td>No, I don’t.</td>
</tr>
</tbody>
</table>

1. Look, read, and answer.

1. Do you have a glue stick?    
2. Do you have a ruler?         
3. Do you have paper clips?     
4. Do you have scissors?        
5. Do you have a paint brush?   
6. Do you have a glue stick?
Lesson 12: Things for School

2. What do you have? Look, write, and answer.

1. Do you have an umbrella?

2. Do you have a ruler?

3. Do you have a pencil?

4. Do you have a pen?

5. Do you have a paint brush?

6. Do you have a ruler?
Lesson 13: Jump Up 4

1. Look, read, and match.

1. I have scissors.  
   - a. I don't have a watch.

2. I have a ruler.  
   - b. I don't have a paint brush.

3. I have a paper clip.  
   - c. I don't have a coin.

4. I have a key chain.  
   - d. I don't have a glue stick.

2. Choose and write.

<table>
<thead>
<tr>
<th>in</th>
<th>under</th>
<th>have</th>
<th>don't have</th>
<th>a watch</th>
</tr>
</thead>
</table>

1. I ______ a wallet. It's ______ my bag.

2. I ______ an umbrella. I have ______ .
   It's ______ the desk.
Lesson 13: Jump Up 4

Review
Lessons 11-12

3. Look and write.

1. a glue stick.

2. scissors.

3. coins.

4. Do you have a wallet?

5. Yes, I do.

6. No, I don’t.
Lesson 14: Indoor Fun

**Structures**

She has a camera.
She doesn't have a camera.
They have a camera.
They don't have a camera.

**Grammar Focus**

Have / has

---

**Grammar Focus**

**To have vs. Has**

<table>
<thead>
<tr>
<th>Have</th>
<th>Has</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/We</td>
<td>She</td>
</tr>
<tr>
<td>You</td>
<td>He</td>
</tr>
<tr>
<td>have a ruler.</td>
<td>has a ruler.</td>
</tr>
<tr>
<td>They</td>
<td>It</td>
</tr>
<tr>
<td>The kids</td>
<td>The kid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Don't have</th>
<th>Doesn't have</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/We</td>
<td>She</td>
</tr>
<tr>
<td>You</td>
<td>He</td>
</tr>
<tr>
<td>don't have a ruler.</td>
<td>doesn't have a ruler.</td>
</tr>
<tr>
<td>They</td>
<td>It</td>
</tr>
<tr>
<td>The kids</td>
<td>The kid</td>
</tr>
</tbody>
</table>

1. **Look and write.**

1. He  __________________ a camera.
   He  __________________ a game player.

2. She  __________________ a camera.
   She  __________________ a game player.

3. They  __________________ comic books.
   They  __________________ a board game

2. **Circle the mistakes. Then rewrite the sentences.**

1. She don't have comic books. She has a camera.
   She doesn't have comic books. She has a camera.

2. They have a game player. They don't has a board game.
   They have a game player. They don't have a board game.

3. He doesn't have a game player. He have a comic book.
   He doesn't have a game player. He has a comic book.

4. They doesn't have a camera. They have a board game.
   They don't have a camera. They have a board game.
3. Look and write.

1. **She has**

2. **They don't have**

3. **She doesn't have**

4. **They don't have**

5. **They have**

6. **She has**
Lesson 15: Outdoor Fun

**Structures**
Do they have a bike?
Yes, they do. / No, they don’t.
Does she have a bike?
Yes, she does. / No, she doesn’t.

**Grammar Focus**
Do / Does + pronoun + have ...?
Have / has

---

**Grammar Focus**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I have...?</td>
<td>Yes, I do. / No, I don’t.</td>
</tr>
<tr>
<td>Do you have...?</td>
<td>Yes, you do. / No, you don’t.</td>
</tr>
<tr>
<td>Do we have...?</td>
<td>Yes, we do. / No, we don’t.</td>
</tr>
<tr>
<td>Do they have...?</td>
<td>Yes, they do. / No, they don’t.</td>
</tr>
<tr>
<td>Does he have...?</td>
<td>Yes, he does. / No, he doesn’t.</td>
</tr>
<tr>
<td>Does she have...?</td>
<td>Yes, she does. / No, she doesn’t.</td>
</tr>
<tr>
<td>Does it have...?</td>
<td>Yes, it does. / No, it doesn’t.</td>
</tr>
</tbody>
</table>

---

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

1. Does he have a kite?  
   - a Yes, he does.  
   - b No, he doesn’t.

2. Does she have a soccer ball?  
   - a Yes, she does.  
   - b No, she doesn’t.

3. Do they have inline skates?  
   - a Yes, they do.  
   - b No, they don’t.

4. Do they have skateboards?  
   - a Yes, they do.  
   - b No, they don’t.

2. **Look, read, and write.**

1. Q: ____________________________  
   A: Yes, he does.

2. Q: Does she have a skateboard?  
   A: No, ____________________ . She has ____________________

3. Q: Do they have soccer balls?  
   A: No, ____________________ . They have ____________________
3. Look, write, and match.

1. Does he have a skateboard?
   - Yes, she does.
   - No, she doesn’t.

2. __________________________
   - Yes, he does.
   - No, he doesn’t.

3. __________________________
   - Yes, they do.
   - No, they don’t.

4. __________________________
   - Yes, she does.
   - No, she doesn’t.

5. __________________________
   - Yes, he does.
   - No, he doesn’t.

6. __________________________
   - Yes, they do.
   - No, they don’t.

7. __________________________
   - Yes, she does.
   - No, she doesn’t.

8. __________________________
   - Yes, he does.
   - No, he doesn’t.

9. __________________________
   - Yes, they do.
   - No, they don’t.

10. __________________________
    - Yes, she does.
    - No, she doesn’t.

11. __________________________
    - Yes, he does.
    - No, he doesn’t.

12. __________________________
    - Yes, they do.
    - No, they don’t.
Lesson 16: Jump Up 5

Review Lessons 14-15

1. What do they have? Look and write.

1. 

She has

2. 

3. 

4.

2. Choose and write.

<table>
<thead>
<tr>
<th>has</th>
<th>have</th>
<th>don’t have</th>
<th>doesn’t have</th>
</tr>
</thead>
</table>

1. She ____________________ a comic book.
She ____________________ a bike.

2. He ____________________ board games.
He ____________________ game players.

3. They ____________________ inline skates.
They ____________________ a kite.
Lesson 16: Jump Up 5

Review Lessons 14-15

3. Look, read, and write

1. Yes, they do.

2. Yes, he does.

3. Does he have a game player? He has

4. Do they have comic books? They have

5. Yes, she does.

6. Does she have a soccer ball? She has
Lesson 17: On the Beach

Structures

Whose snake is it?
It's his snake.

Grammar Focus

Possessive pronouns

Grammar Focus 1

Possessive Pronouns

- Possessive Pronouns show possession of something.

<table>
<thead>
<tr>
<th>One Person</th>
<th>Two or More People</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my comic book</td>
</tr>
<tr>
<td>you</td>
<td>your comic book</td>
</tr>
<tr>
<td>she</td>
<td>her comic book</td>
</tr>
<tr>
<td>he</td>
<td>his comic book</td>
</tr>
<tr>
<td>it</td>
<td>its comic book</td>
</tr>
<tr>
<td>we</td>
<td>our comic book</td>
</tr>
<tr>
<td>you</td>
<td>your comic book</td>
</tr>
<tr>
<td>they</td>
<td>their comic book</td>
</tr>
</tbody>
</table>

1. Look, read, and circle.

1 It's my / your / her / his doll.
2 It's my / your / her / his comic book.
3 It's our / your / their board game.
4 It's our / your / their soccer ball.

Grammar Focus 2

<table>
<thead>
<tr>
<th>Whose</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Whose + object + is + it?</td>
<td>It + is + possessive pronoun + object.</td>
</tr>
<tr>
<td></td>
<td>Whose snake is it?</td>
<td>It's his snake.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It's her snake.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It's their snake.</td>
</tr>
</tbody>
</table>

2. Look and write.

1 Whose snake is this?

2 It's her cat.

3
Lesson 17: *On the Beach*

**Structures**
Whose snake is it?  
It's his snake.

**Grammar Focus**
Possessive pronouns  
Whose

### 3. Look and write.

1 Whose dog is this?

2 Whose game player is this?

3 Whose umbrella is this?

4 Whose watch is this?
Lesson 18: Lost Pets

Grammar Focus

What does it look like?

- What does it look like asks about the description of something.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What + does + it + look like?</td>
<td>It + has + adjective + noun.</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What does it look like?</td>
<td>It has big ears.</td>
<td>It has short legs.</td>
<td>It has a big mouth.</td>
</tr>
</tbody>
</table>

1. Look, read and match.

1. It has long ears. 2. It has big eyes. 3. It has long hair. 4. It has a big mouth.

2. Look, read, and answer.

1. What does it look like? It has a ___________ nose.
2. What do they look like? They have ___________ arms.
3. What does it look like? It has ___________ eyes.
Lesson 18: Lost Pets

**Structures**
What does it look like?
It has a big nose.

**Grammar Focus**
What + descriptions
Adjectives

3. Choose and write.

1. **What does it look like?**
   It has

2. 

3. 

4. 

5. 

6. 

<table>
<thead>
<tr>
<th>long hair</th>
<th>big nose</th>
<th>big eyes</th>
<th>long legs</th>
<th>small nose</th>
<th>short legs</th>
</tr>
</thead>
</table>

1. 

2. 

3. 

4. 

5. 

6.
Lesson 19: Jump Up 6

1. Read, match, and write

1. Whose truck is this?

   They're ______________ yo-yos.

2. Whose robot is this?

   It's ______________ robot.

3. Whose yo-yo are these?

   It's ______________ truck.

4. Whose doll is this?

   It's ______________ doll.

2. Choose and write.

<table>
<thead>
<tr>
<th>big</th>
<th>brown</th>
<th>Its</th>
<th>long</th>
</tr>
</thead>
</table>

1. It has ______________ hair. ______________ hair is white.

2. It has ______________ nose. It has ______________ hair.
Lesson 19: *Jump Up 6*

Review  Lessons 17-18

3. Look, read, and write.

1. Whose skateboard is this?

2. It's her paint brush.

3. 

4. How does she look like?

5. He has black curly hair.

6. How does it look like?
### Lesson 20: Show Your Progress 2

#### 1. Look, read, and write.

1. **He has** ____________
2. **She has a** ____________
3. **It's** ____________ umbrella.
4. ____________ a camera.
5. **Does she have a skateboard?**
6. **Does he have a dog?**

#### 2. Write the sentences in the correct order.

1. **this** Whose is ? snake
2. are skates These inline . their
3. books they Do comic have ?
3. Look and write.

1. Whose game player is this?

2. What does he have?

3. I have

4. What do they look like?

5. What do they have?

6. What does it look like?