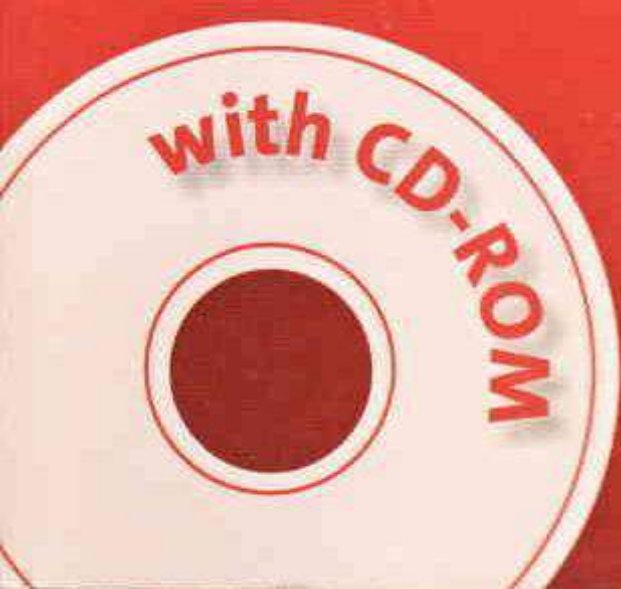


Tim Ward

# Grammar Friends 2

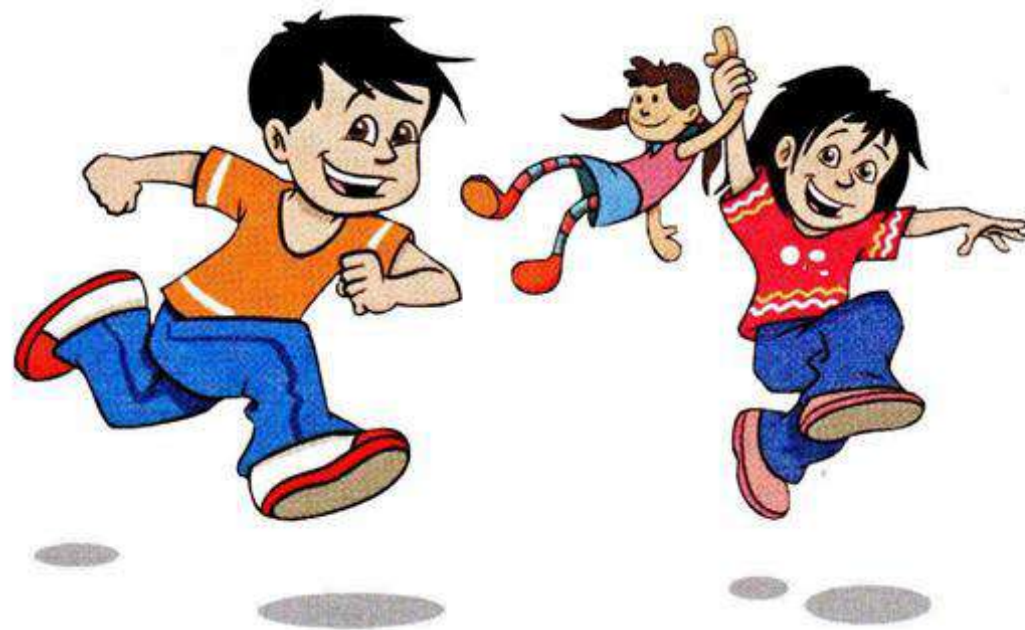


OXFORD



Tim Ward

# Grammar Friends 2



OXFORD  
UNIVERSITY PRESS

**OXFORD**

UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi

Kuala Lumpur Madrid Melbourne Mexico City Nairobi

New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece

Guatemala Hungary Italy Japan Poland Portugal Singapore

South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of  
Oxford University Press in the UK and in certain other countries

© Oxford University Press 2009

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2009

2013 2012 2011 2010 2009

10 9 8 7 6 5 4 3 2 1

**No unauthorized photocopying**

All rights reserved. No part of this publication may be reproduced,  
stored in a retrieval system, or transmitted, in any form or by any means,  
without the prior permission in writing of Oxford University Press,  
or as expressly permitted by law, or under terms agreed with the appropriate  
reprographics rights organization. Enquiries concerning reproduction  
outside the scope of the above should be sent to the ELT Rights Department,  
Oxford University Press, at the address above

You must not circulate this book in any other binding or cover  
and you must impose this same condition on any acquirer

Any websites referred to in this publication are in the public domain and  
their addresses are provided by Oxford University Press for information only.  
Oxford University Press disclaims any responsibility for the content

ISBN: 978 0 19 478013 1

Printed in China

**ACKNOWLEDGEMENTS**

*Illustrations by:* Andy Keylock/Beehive Illustration (characters) and Simon Smith



# Contents

<b>Starter</b> About us	Revision	<b>Have got (1)</b> <b>There is and there are</b> Prepositions of place	4
<b>1</b> At school	Demonstratives	<b>This and these; That and those</b> <b>What's this? What are these?</b> <b>What's that? What are those?</b>	8
<b>2</b> My feelings	The present simple of <b>be</b>	The verb <b>be</b> ; Questions with <b>be</b>	12
<b>3</b> Outdoor toys	<b>Can</b> for ability	<b>Can</b> and <b>can't</b> ; <b>Can ...?</b>	16
<b>Review 1</b>			20
<b>4</b> Lunch at the park	<b>Have got (2)</b> Prepositions of place ( <b>behind</b> , <b>in front of</b> , <b>next to</b> , <b>between</b> )	<b>Have got</b> Prepositions of place	22
<b>5</b> Lessons	Subject pronouns and possessive adjectives <b>Have got (3)</b>	<b>We and our; they and their</b>  <b>When/What have we got ...?</b>	26
<b>6</b> After school	The present simple (1)	The present simple ( <b>I do</b> ) The present simple negative ( <b>I don't do</b> )	30
<b>Review 2</b>			34
<b>7</b> Presents	The present simple of <b>like</b>	<b>He likes, he doesn't like</b> ; Questions with <b>like</b>	36
<b>8</b> Every day	The present simple (2)	The present simple ( <b>he goes</b> ) The present simple negative ( <b>he doesn't go</b> )	40
<b>9</b> Places	The present simple (3)  Prepositions of time ( <b>in, on, at</b> )	<b>Where does he work?</b> <b>Does he work ...? Yes, he does. No, he doesn't.</b> Prepositions of time	44
<b>Review 3</b>			48
<b>10</b> The weather	Talking about the weather Imperatives Punctuation	<b>What's the weather like? It's ...</b> Imperatives Punctuation	50
<b>11</b> Clothes	The present continuous (1) Telling the time	The present continuous Telling the time	54
<b>12</b> At the wedding	The present continuous (2)	The present continuous Present continuous questions	58
<b>Review 4</b>			62
<b>13</b> On the farm	Comparative adjectives  The conjunction <b>and</b>	Comparative adjectives Comparatives with <b>than</b> The conjunction <b>and</b>	64
<b>14</b> The school play	The past simple of <b>be</b>	<b>Was and were; Wasn't and weren't</b>	68
<b>15</b> School open day	Quantifiers ( <b>some, any</b> ) Ordinal numbers Irregular plural nouns	<b>Some and any</b> Ordinal numbers Plural nouns	72
<b>Review 5</b>			76
<b>Grammar reference</b>			78

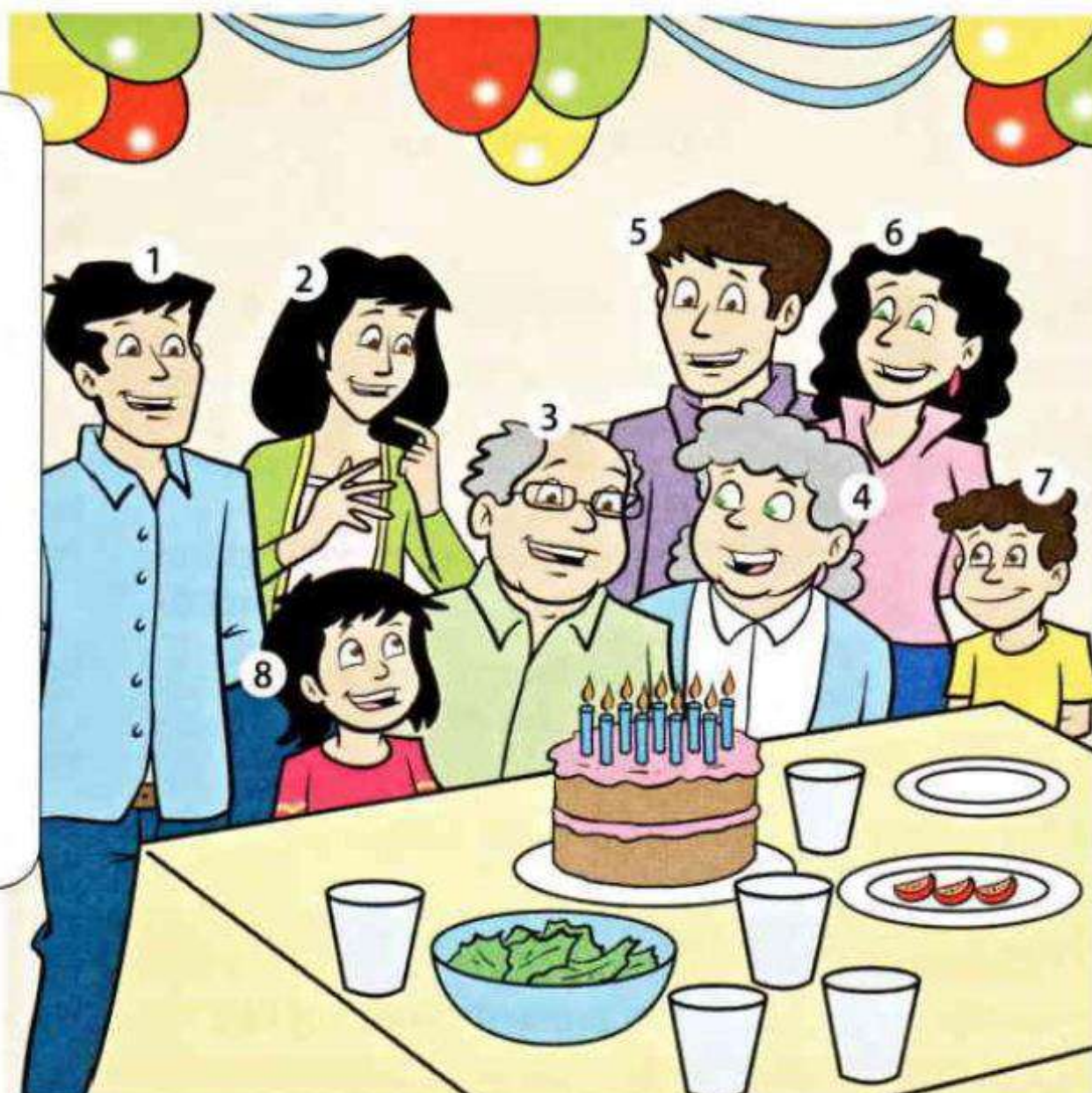


# Starter About us

Have got (1)  
There is and there are  
Prepositions of place

## Have got

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



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

### Affirmative

#### Short form

I've got  
he's got  
she's got  
it's got

#### Long form

I have got  
he has got  
she has got  
it has got

### Negative

#### Short form

I haven't got  
he hasn't got  
she hasn't got  
it hasn't got

#### Long form

I have not got  
he has not got  
she has not got  
it has not got

## 1 Complete the sentences.

She's got He's got I've got

- 1 I've got black hair. \_\_\_\_\_ brown eyes.
- 2 This is Alison. \_\_\_\_\_ short hair. \_\_\_\_\_ brown eyes.
- 3 This is my aunt. \_\_\_\_\_ curly hair. \_\_\_\_\_ green eyes.
- 4 This is my grandpa. \_\_\_\_\_ short hair. \_\_\_\_\_ brown eyes.



## 2 Write the words in the correct order. Then match.

1 got He's brown hair

He's got brown hair.

b

2 got She's curly hair

3 He's hair got black

4 long She's hair got

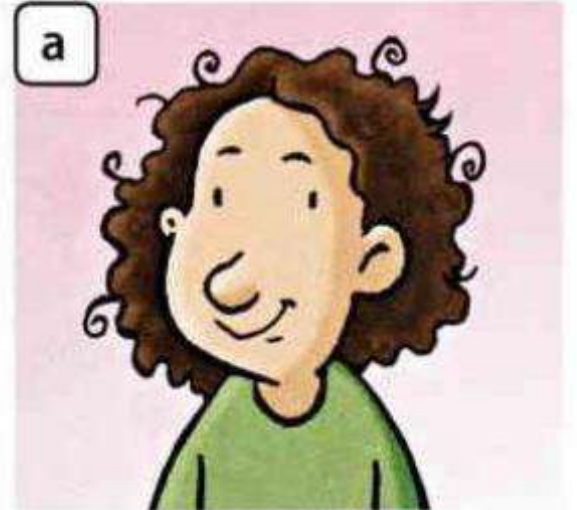
5 hasn't She got curly hair

6 black hasn't got He hair

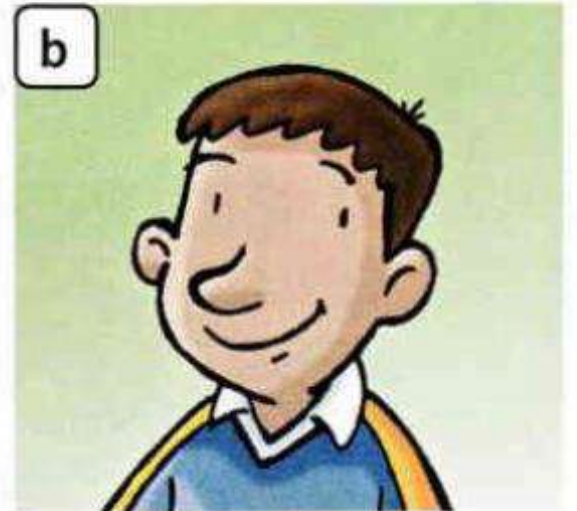
7 hasn't got brown She hair

8 She straight hair got hasn't

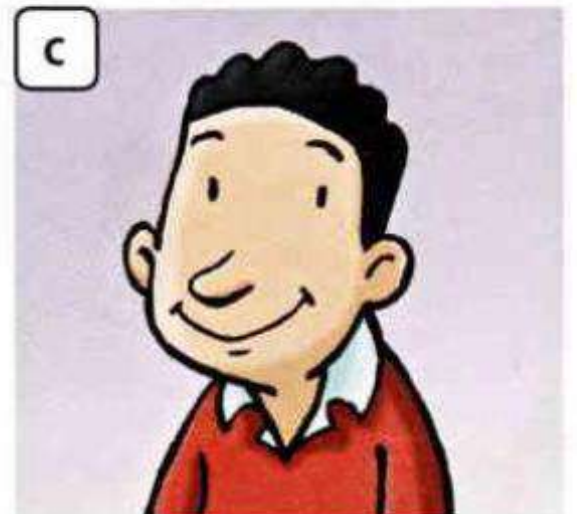
a



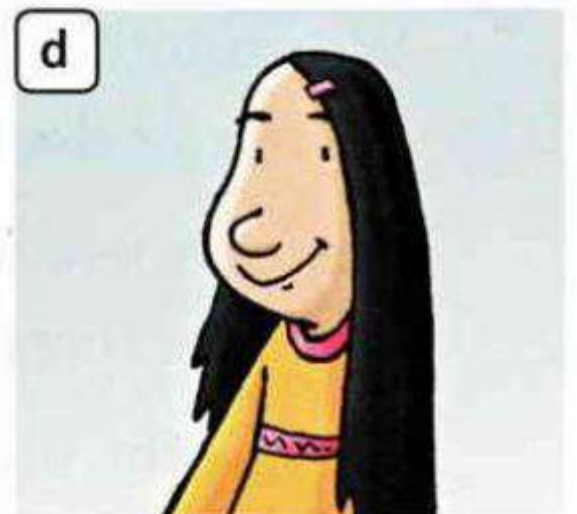
b



c



d



## 3 Make the sentences negative.

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

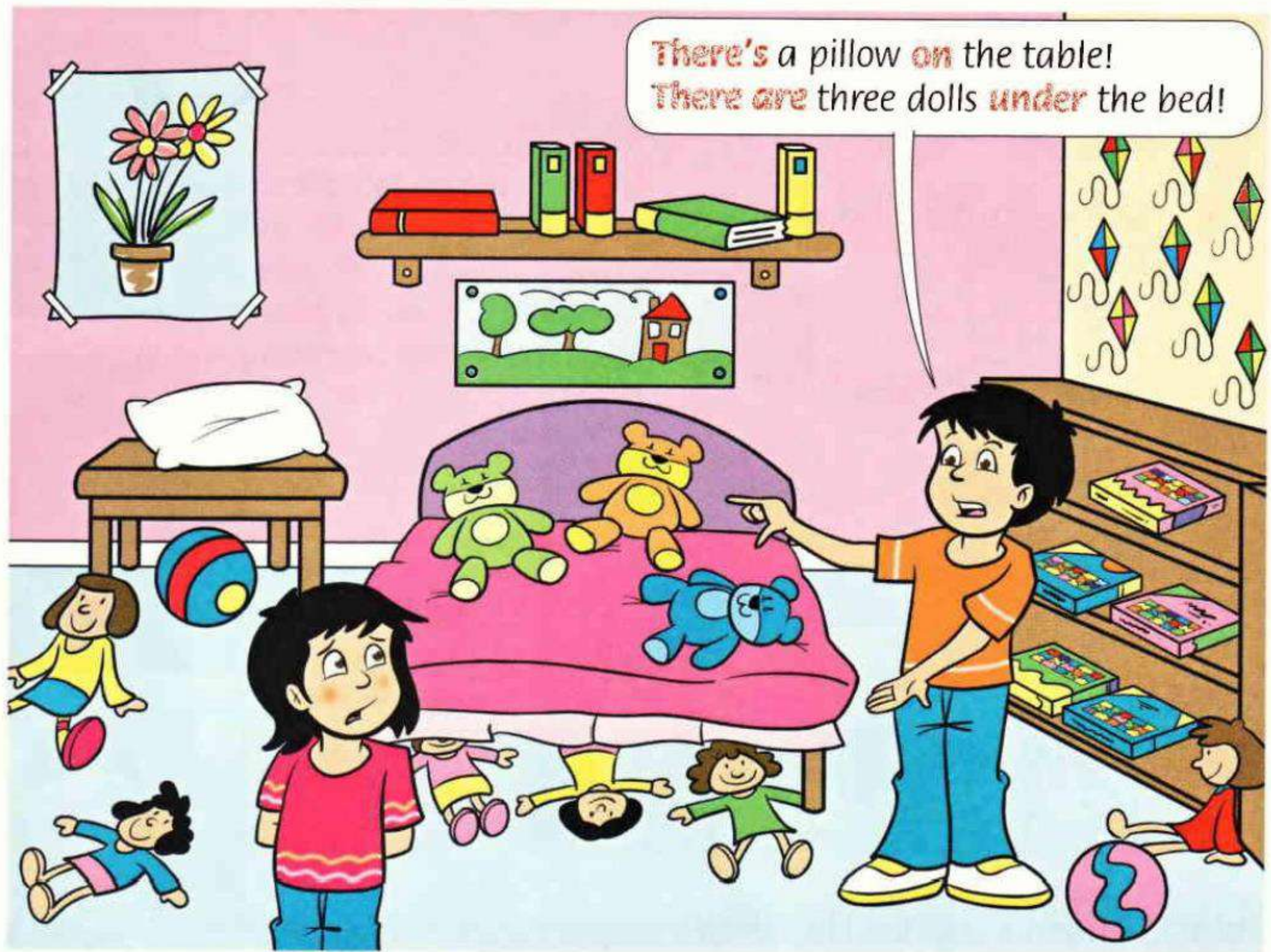
2 She's got long hair. \_\_\_\_\_.

3 I've got short hair. \_\_\_\_\_.

4 He's got curly hair. \_\_\_\_\_.



## There is and there are; prepositions of place



We use **there is** to talk about one thing or person.  
We usually use the short form, **there's**.

*There's a table. There's a bed.*

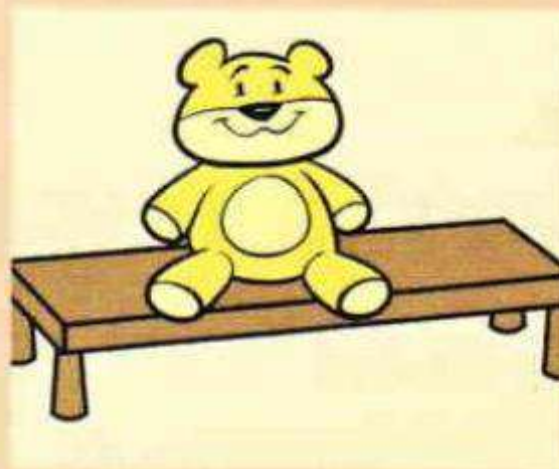
We use **there are** to talk about two or more things or people.

*There are three dolls. There are eleven pencils.*

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



It's **in** the cupboard.



It's **on** the table.



It's **under** the bed.



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

- 1 There's a pillow on the bed. F
- 2 There are three dolls under the bed. \_\_\_\_\_
- 3 There are three teddies on the bed. \_\_\_\_\_
- 4 There's one book on the shelf. \_\_\_\_\_
- 5 There are six balls in Alison's bedroom. \_\_\_\_\_

**5 Look at page 6. Answer the questions.**

- 1 How many kites are there?  
There are eight kites.
- 2 How many teddies are there?

- 3 How many dolls are there?

- 4 How many balls are there?

- 5 How many books are there?

- 6 How many puzzles are there?

**6 Look at page 6. Complete the description.**

are   There's   on   There   under   in

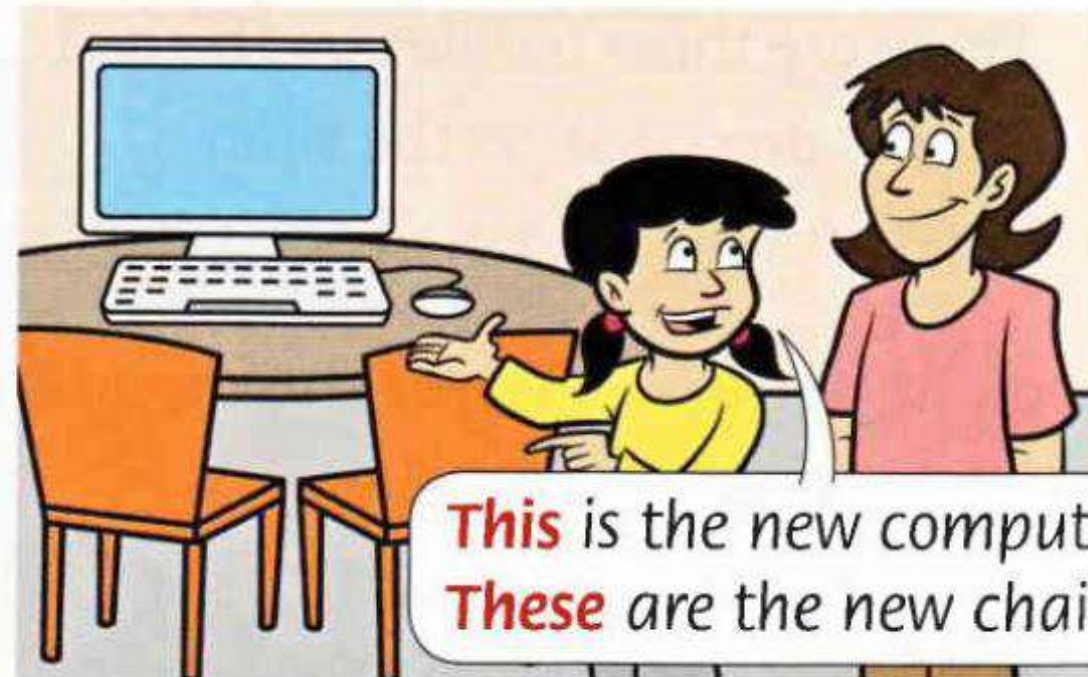
In Alison's bedroom there (1) are six dolls. (2) \_\_\_\_\_ a bed and a cupboard. There are five books (3) \_\_\_\_\_ the shelf. (4) \_\_\_\_\_ are three dolls (5) \_\_\_\_\_ the bed. There are five puzzles (6) \_\_\_\_\_ the cupboard.



# 1 At school

Demonstratives

## This and these



**This** and **these** are demonstratives. We use them to talk about people and things that are near us.

One person or thing  
**This** is the classroom.

More than one person or thing  
**These** are the new tables.

## 1 Match.



A chair



A poster

This is



Pictures

These are



Drawers

## 2 Write **This is** or **These are**.

1 This is the new board.

3 \_\_\_\_\_ pencils.

5 \_\_\_\_\_ a car.

2 \_\_\_\_\_ chairs.

4 \_\_\_\_\_ triangles.

6 \_\_\_\_\_ a square.



## That and those

**That's** the cupboard.  
**Those** are the pegs.

**That's** my picture.

**That** and **those** are also demonstratives. We use them to talk about people and things that are far from us.

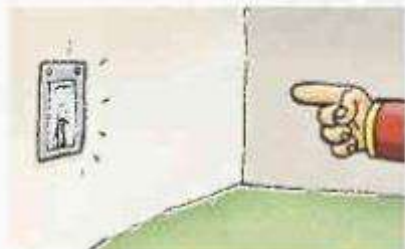
One person or thing    More than one person or thing

**That's** the board.    **Those** are the drawers.

that's = that is

### 3 Tick (✓) the correct one.

1



That's a poster.



Those are a poster.



2



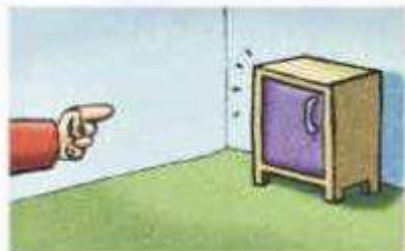
That's pegs.



Those are pegs.



3



That's a cupboard.



Those are a cupboard.



4



That's chairs!



Those are chairs!



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

(1) That's a seesaw. (2) \_\_\_\_\_ a slide. (3) \_\_\_\_\_ swings.

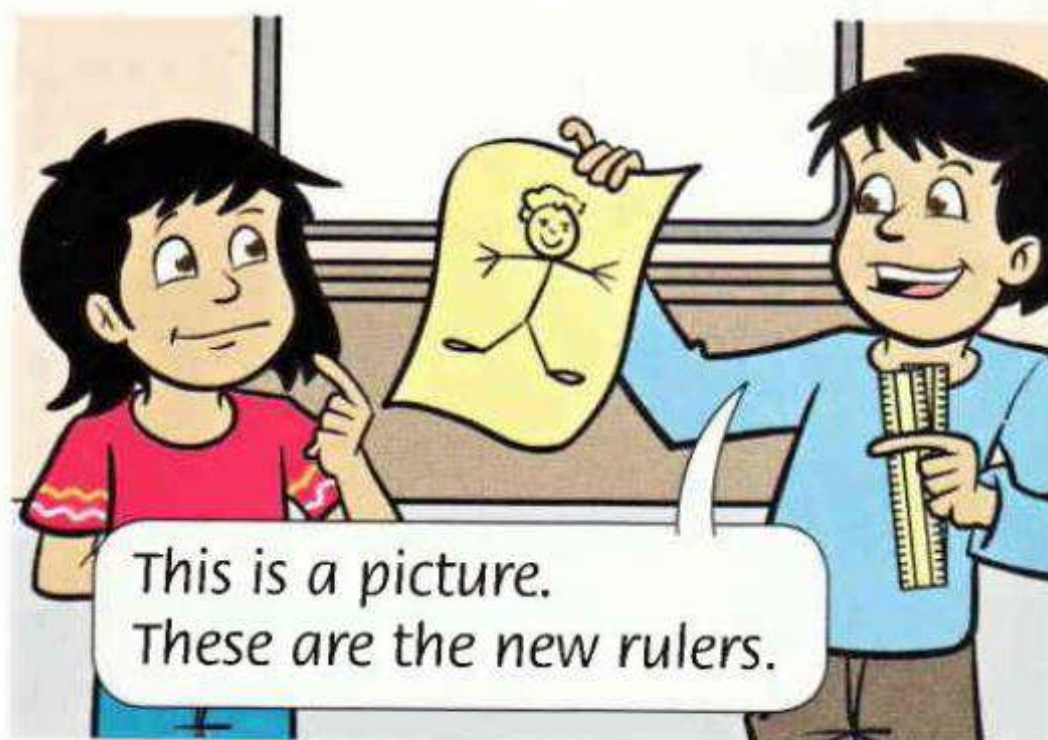
(4) \_\_\_\_\_ my friends. (5) \_\_\_\_\_ a frisbee.



## What's this? What are these?



What's this?  
What are these?



This is a picture.  
These are the new rulers.



**What's this?** and **What are these?** are wh- questions.

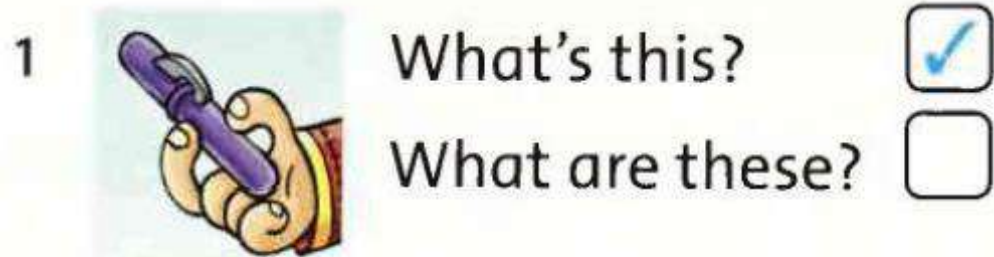
We can answer with **This is ...** or **These are ...**

We can also answer with **It's a ...** or **They're ...**

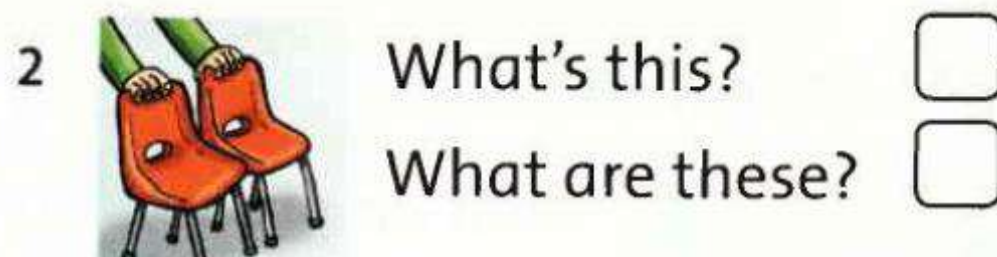
it's = it is  
they're = they are



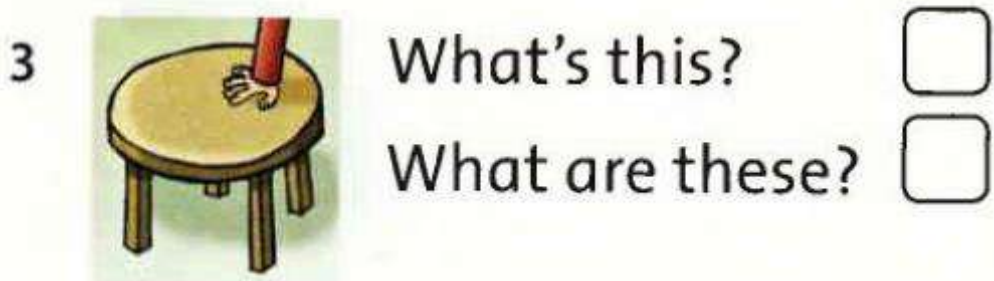
### 5 Tick (✓) the correct one.



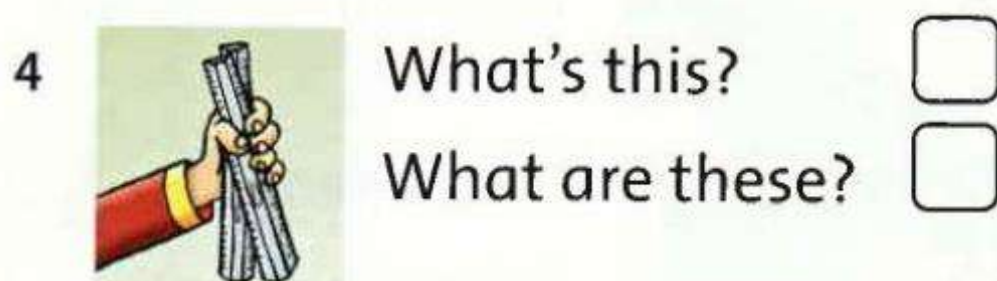
What's this? ☒  
What are these? ☐



What's this? ☐  
What are these? ☐



What's this? ☐  
What are these? ☐



What's this? ☐  
What are these? ☐

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

1 this What's

What's this?

is computer This a

This is a computer.

2 are these What

\_\_\_\_\_?

are pictures These

\_\_\_\_\_.

3 this What's

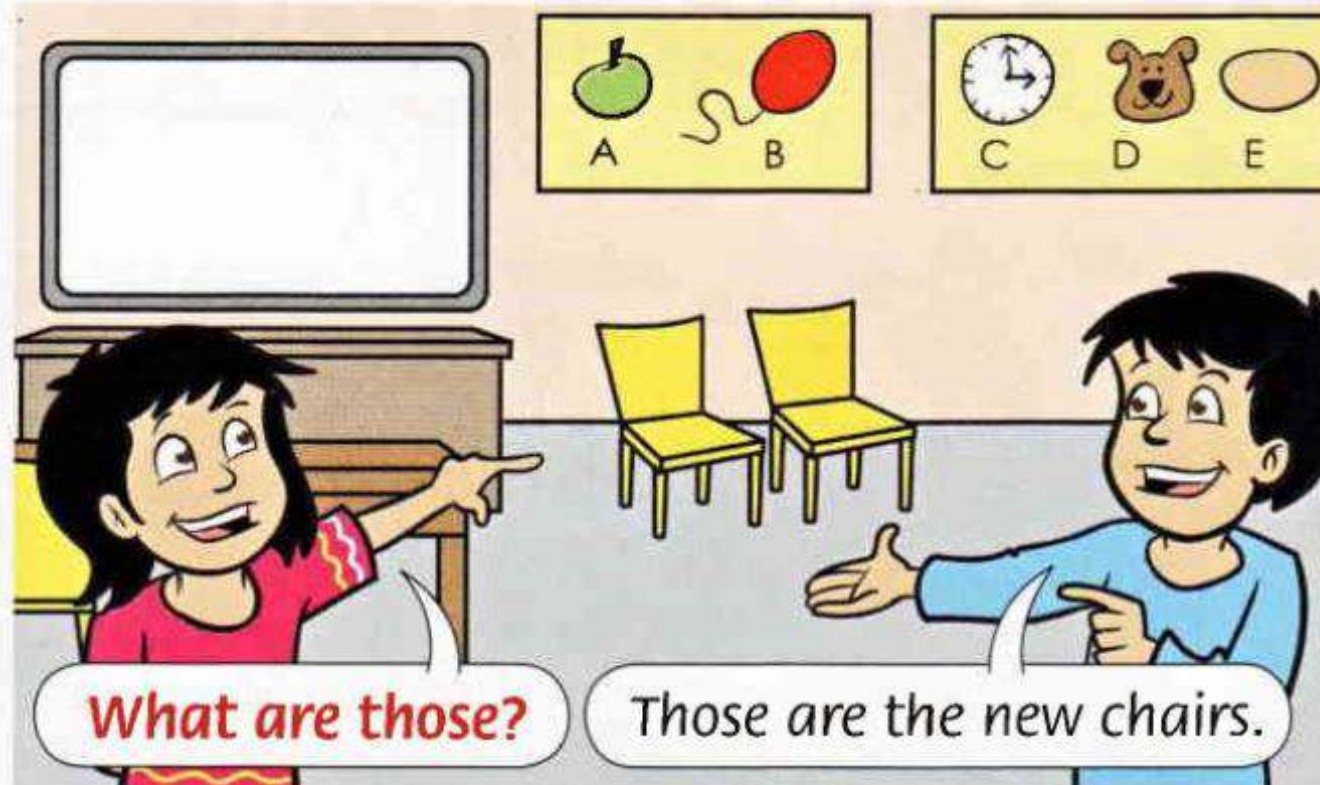
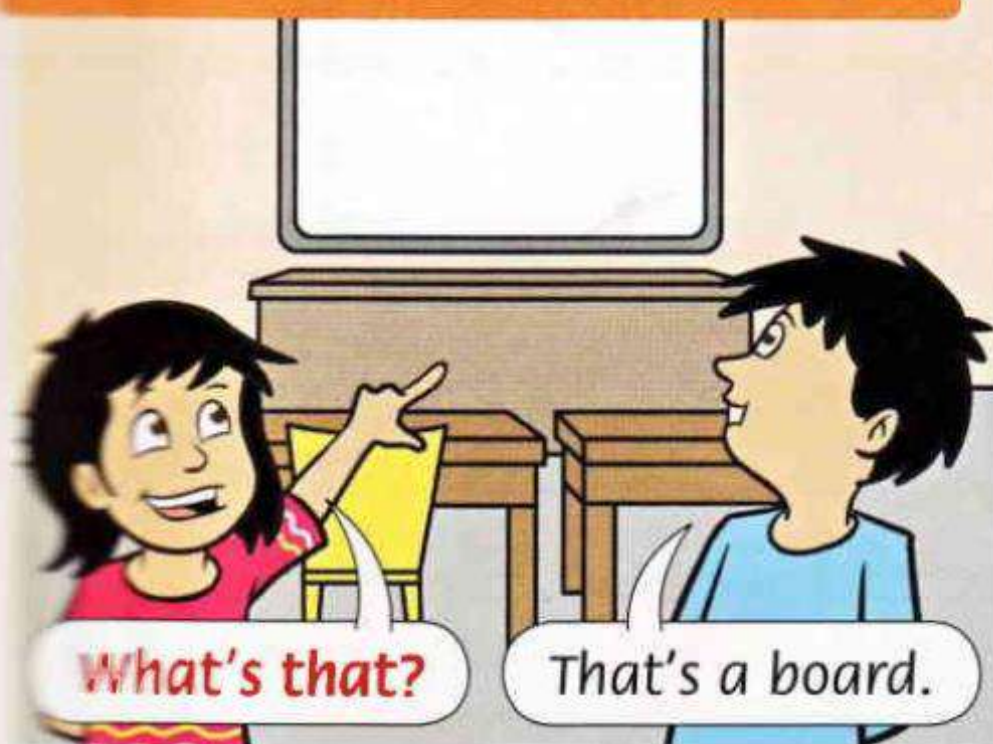
\_\_\_\_\_?

classroom a is This

\_\_\_\_\_.

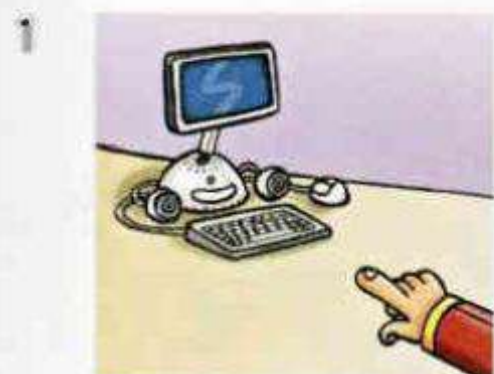


## What's that? What are those?



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

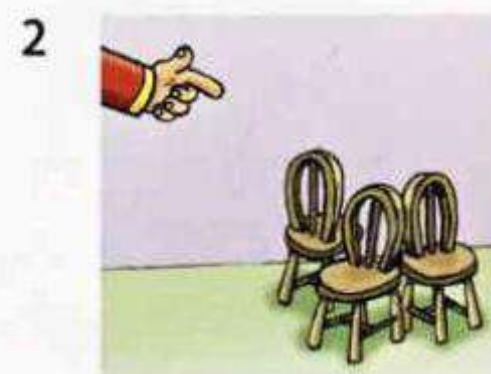
### 7 Match.



What's that?



What are those?



### 8 Write.

What's    Those are    That's    What    This is    these    are

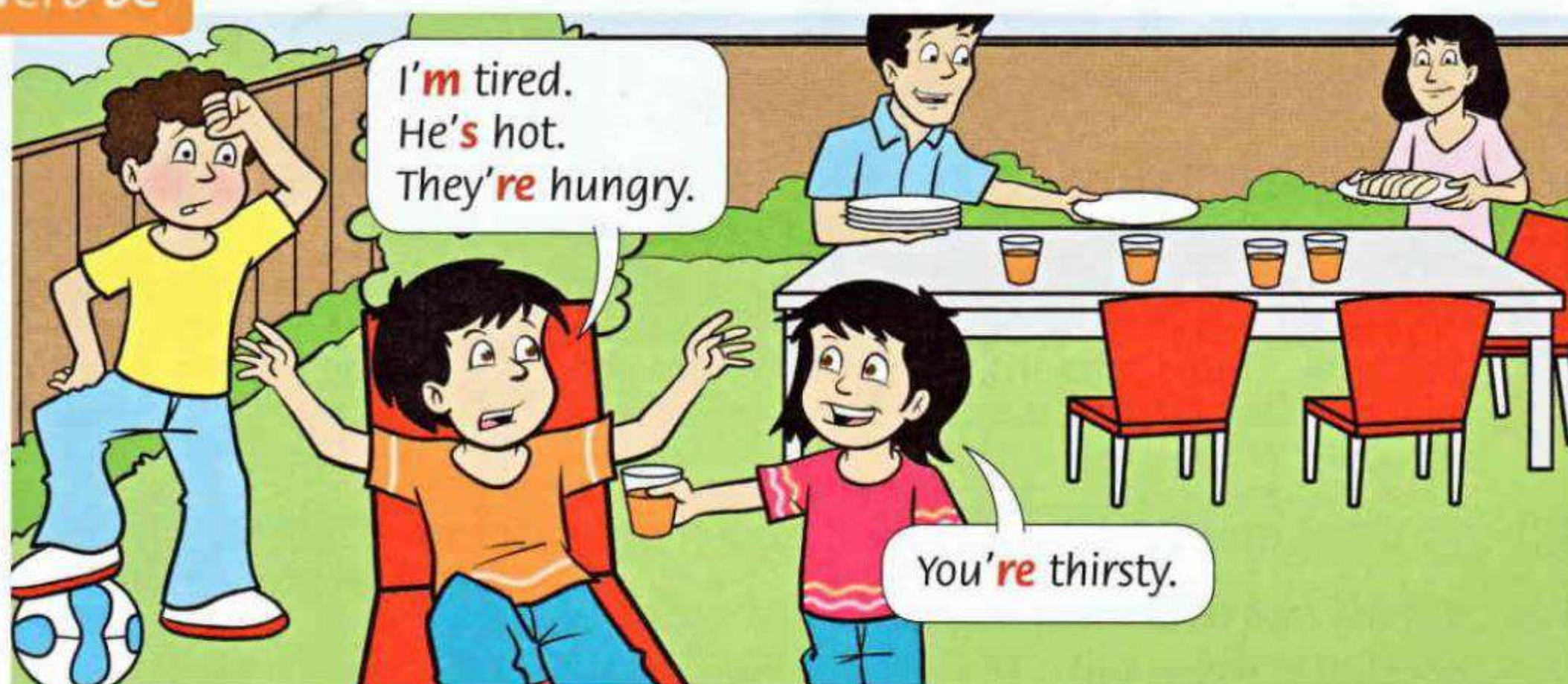
- 1 What's that? That's a picture.
- 2 What \_\_\_\_\_ those? \_\_\_\_\_ computers.
- 3 \_\_\_\_\_ this? \_\_\_\_\_ a board.
- 4 \_\_\_\_\_ are \_\_\_\_\_? These \_\_\_\_\_ drawers.
- 5 \_\_\_\_\_ that? \_\_\_\_\_ a table.



# 2 My feelings

The present simple of be

## The verb be



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

### Short form      Long form

I'm

I **am**

you're

you **are**

he's

he **is**

she's

she **is**

it's

it **is**

we're

we **are**

you're

you **are**

they're

they **are**

### Adjectives

hot

sad

cold

tired

thirsty

angry

hungry

scared

happy

brave

## 1 Circle the forms of **be**.

This is my classroom.

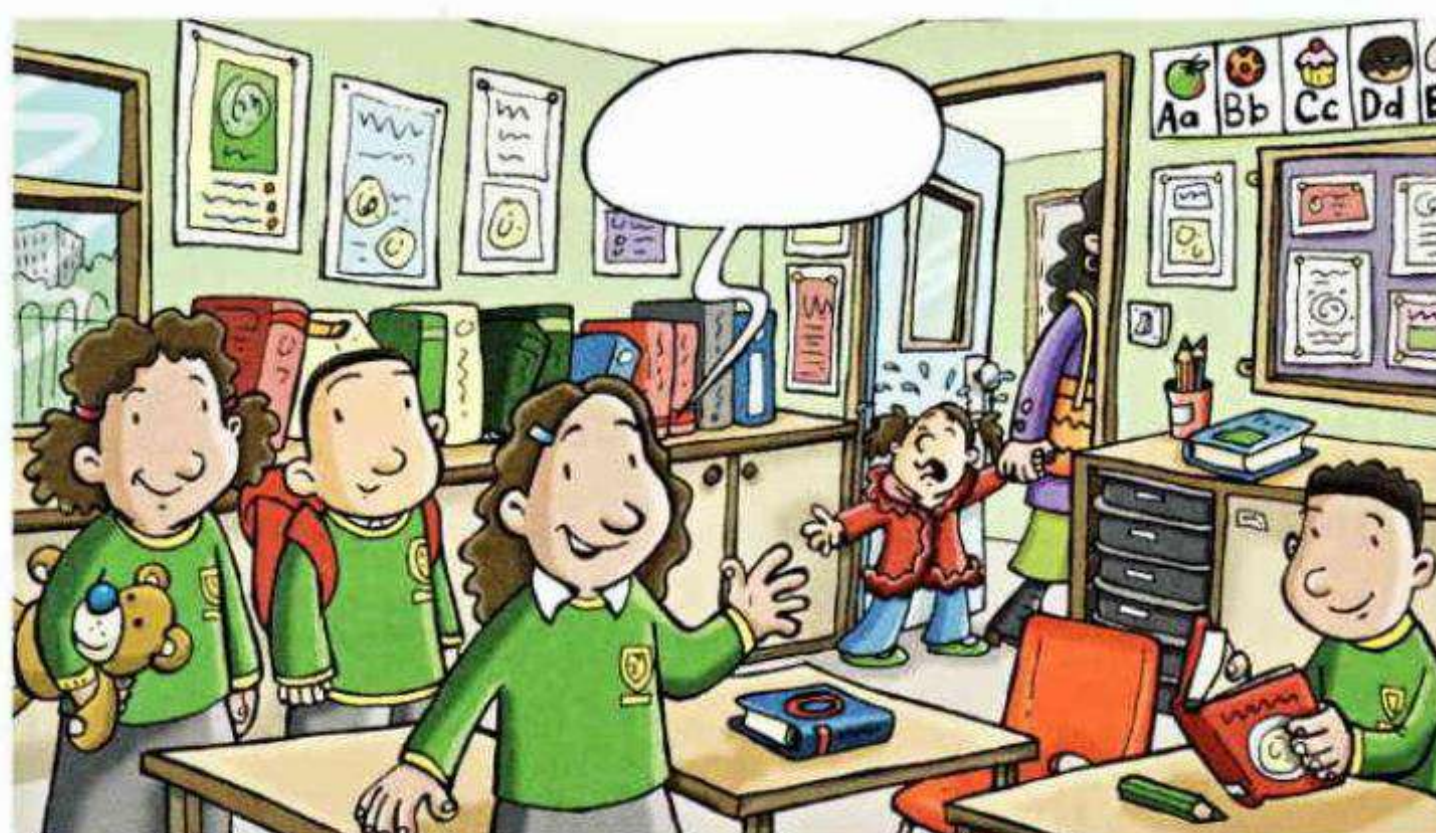
These are my friends.

They're happy.

I'm happy too.

We're happy.

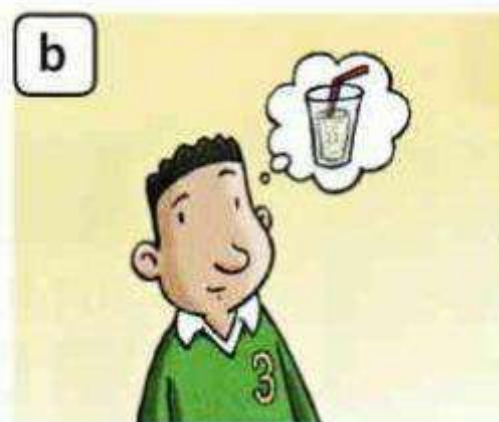
That's Kate. She's sad.





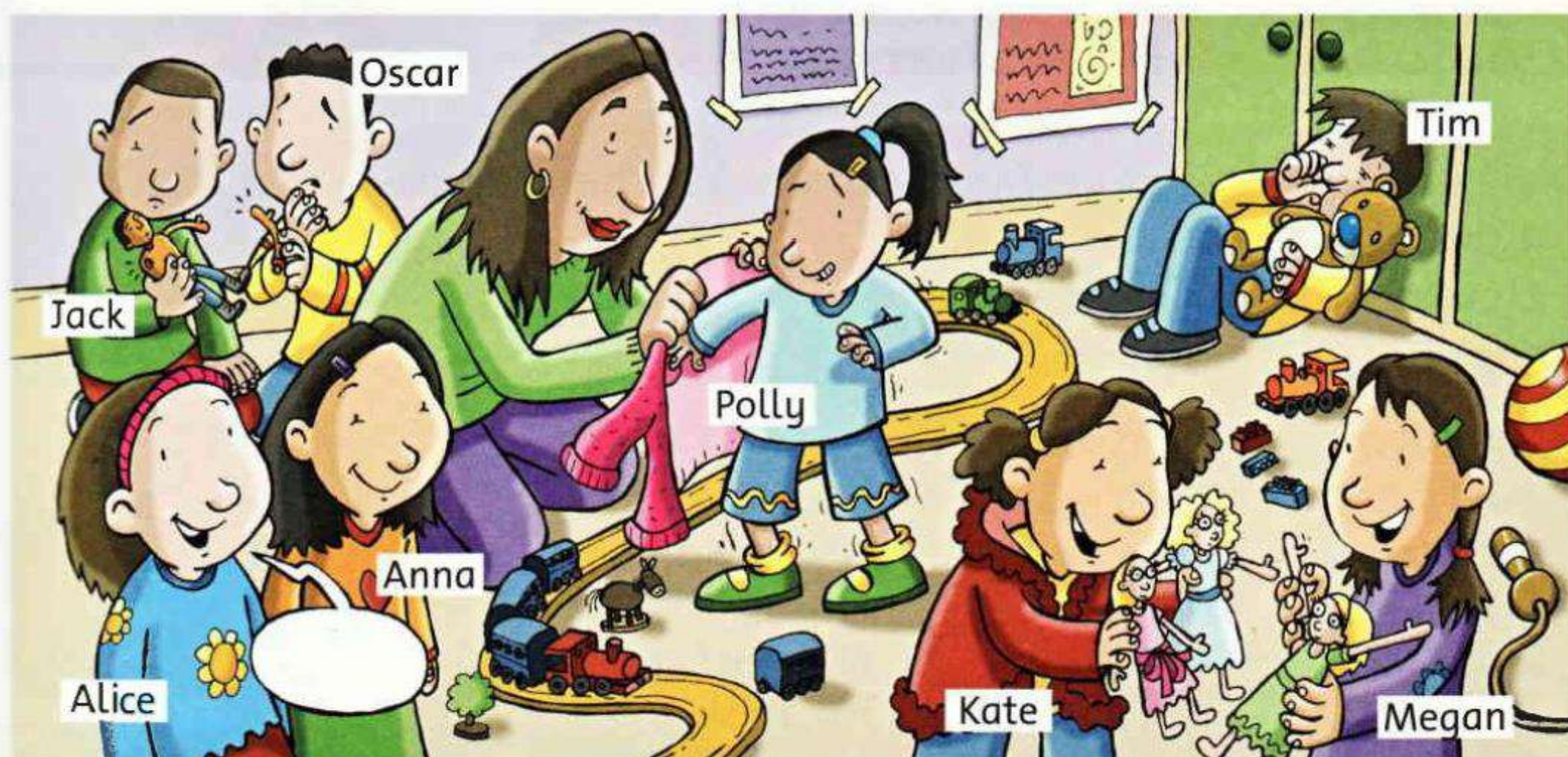
## 2 Match.

- 1 He's thirsty. b
- 2 I'm happy. \_\_\_\_\_
- 3 She's angry. \_\_\_\_\_
- 4 You're sad. \_\_\_\_\_
- 5 We're cold. \_\_\_\_\_
- 6 They're hot. \_\_\_\_\_



## 3 Write the short forms of **be**.

's 're 'm



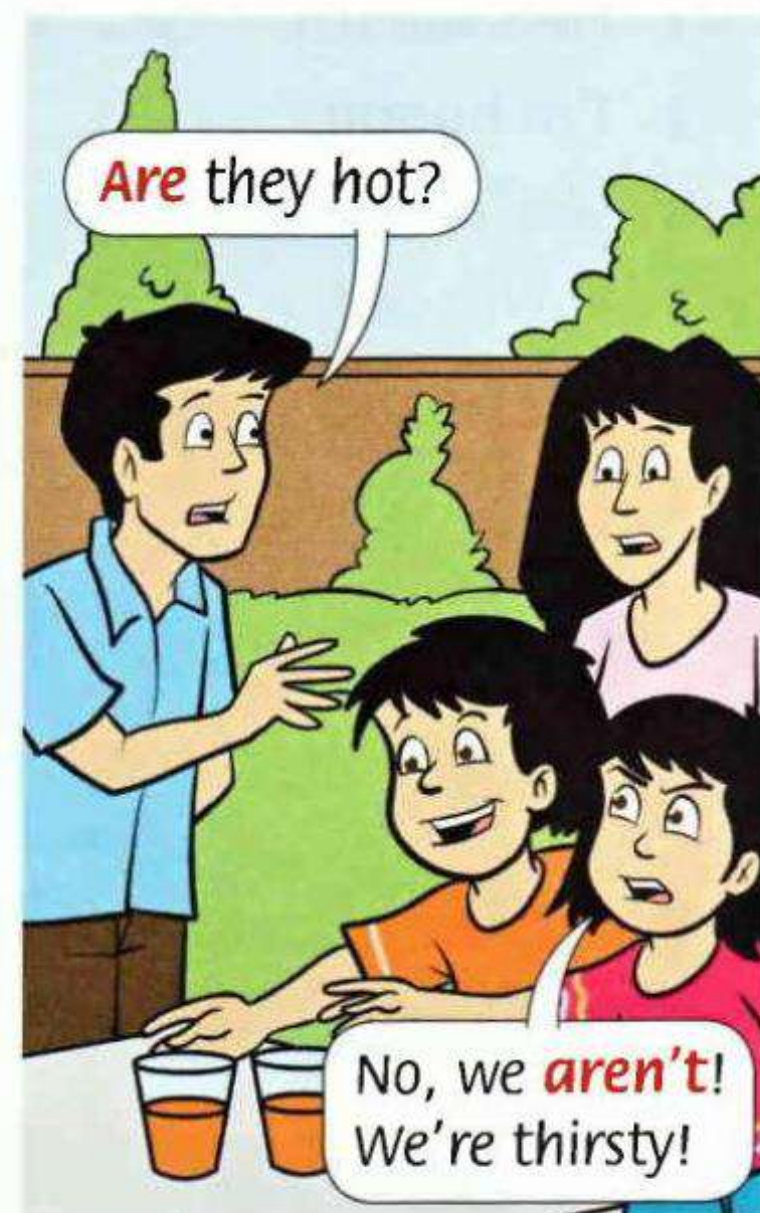
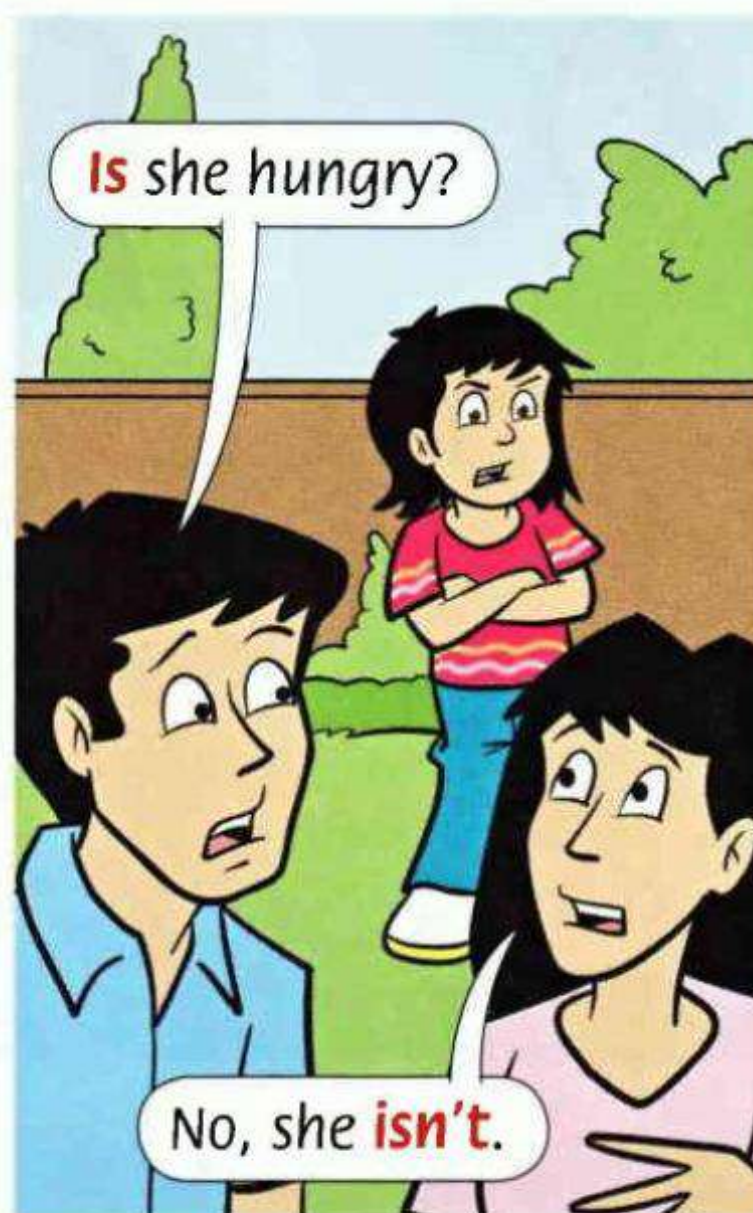
That's Tim. He 's tired. And that's Polly. She 's cold. Look at Megan and Kate. They 're happy. I can see Jack and Oscar. They 're sad. I'm Alice. I 'm happy. Anna is my friend. She 's happy. We 're happy.

## 4 Write sentences. Use **happy** 😊 or **sad** ☹️.

- 1 😊 I I'm happy.
- 2 😊😊 We \_\_\_\_\_.
- 3 ☹️ You \_\_\_\_\_.

- 4 ☹️☹️ They \_\_\_\_\_.
- 5 ☹️☹️ We \_\_\_\_\_.
- 6 😊 He \_\_\_\_\_.





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

Statement

*She's sad.*

Question

*Is she sad?*

**Question**

**Am** I ...?

**Are** you ...?

**Is** he ...?

**Is** she ...?

**Is** it ...?

**Are** we ...?

**Are** you ...?

**Are** they ...?

**Short answers**

Yes, I **am**.

Yes, you **are**.

Yes, he **is**.

Yes, she **is**.

Yes, it **is**.

Yes, we **are**.

Yes, you **are**.

Yes, they **are**.

No, I'm **not**.

No, you **aren't**.

No, he **isn't**.

No, she **isn't**.

No, it **isn't**.

No, we **aren't**.

No, you **aren't**.

No, they **aren't**.

## 5 Write the correct form of **be**.

- 1 Is he sad? Yes, he is.
- 2 Are they happy? No, they \_\_\_\_\_.
- 3 Are they cold? Yes, they \_\_\_\_\_.
- 4 Is she happy? No, she \_\_\_\_\_.



## 6 Write questions.

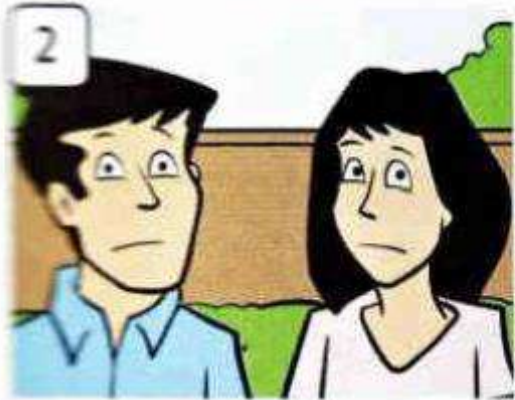
- 1 I'm tired. Am I tired?
- 2 You're sad. \_\_\_\_\_?
- 3 She's happy. \_\_\_\_\_?
- 4 It's cold. \_\_\_\_\_?
- 5 We're thirsty. \_\_\_\_\_?
- 6 He's angry. \_\_\_\_\_?
- 7 They're hot. \_\_\_\_\_?

## 7 Write questions. Answer them.



he / happy

Is he happy? Yes, he is.



they / happy

\_\_\_\_\_?



they / hot

\_\_\_\_\_?



she / angry

\_\_\_\_\_?



they / thirsty

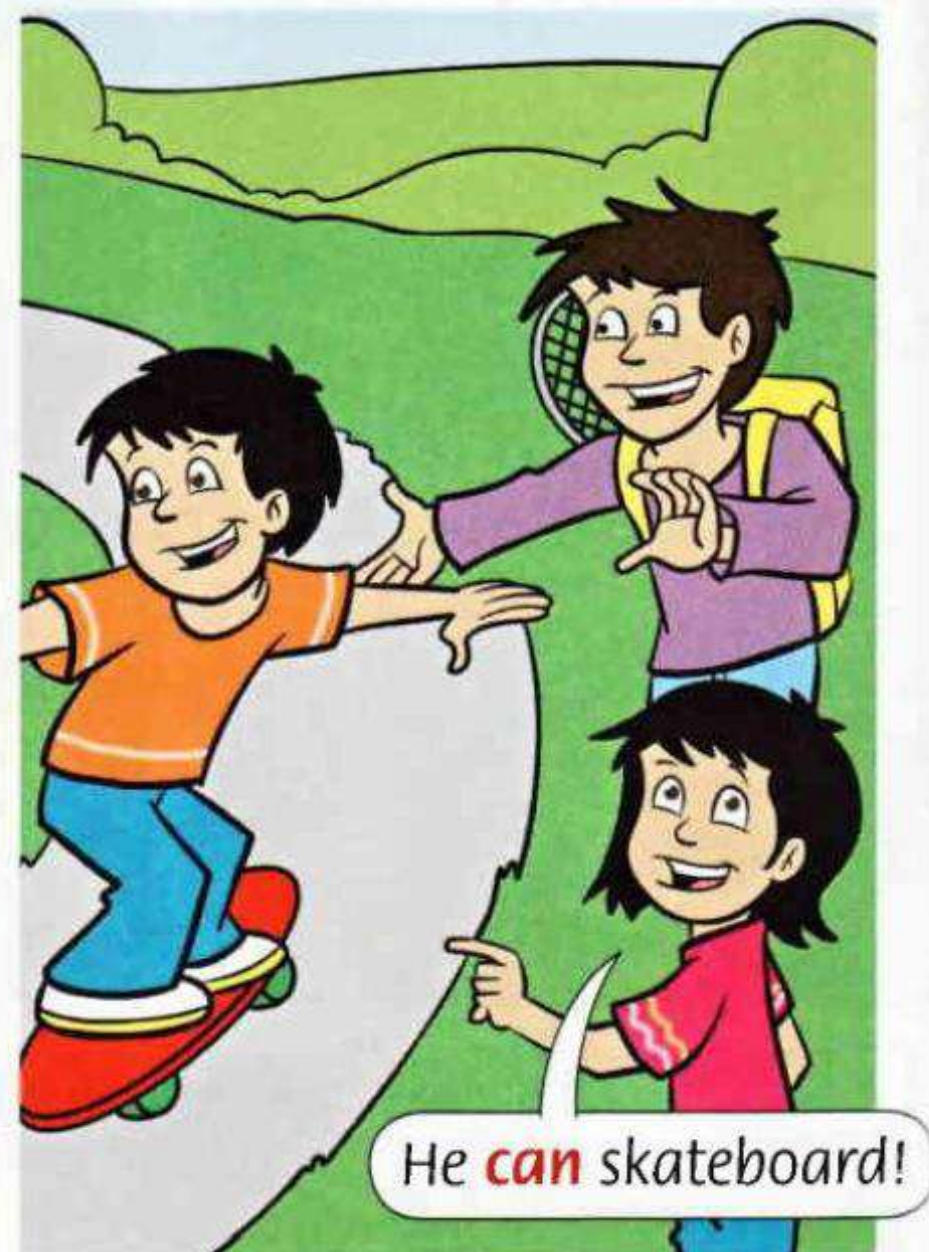
\_\_\_\_\_?



# 3 Outdoor toys

Can for ability

## Can and can't



**Can** means that you are able to do something. **Can't** means that you are not able to do something. The form of **can** doesn't change. We use it before the base form of other verbs.

*I **can** swim.*

can't = cannot



## 1 Tick (✓) the right one.



He can ride a horse. ☐

He can't ride a horse. ☒



She can swim. ☐

She can't swim. ☐



He can play football. ☐

He can't play football. ☐

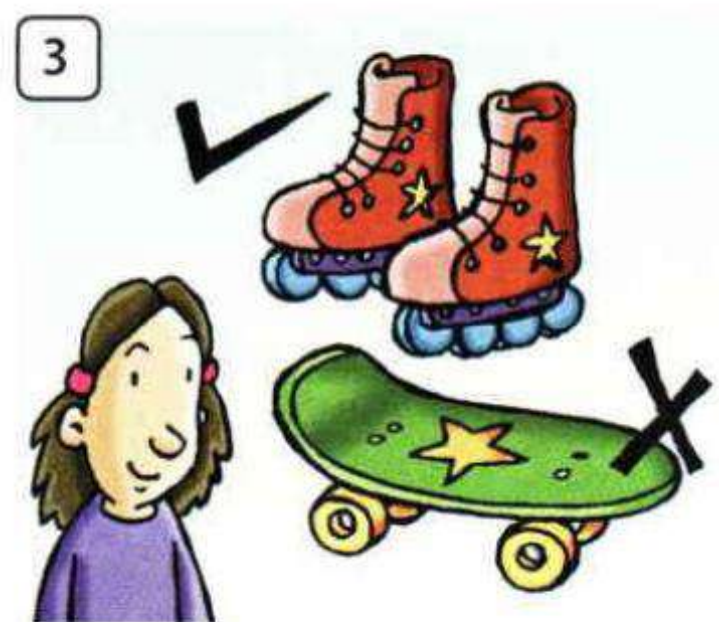
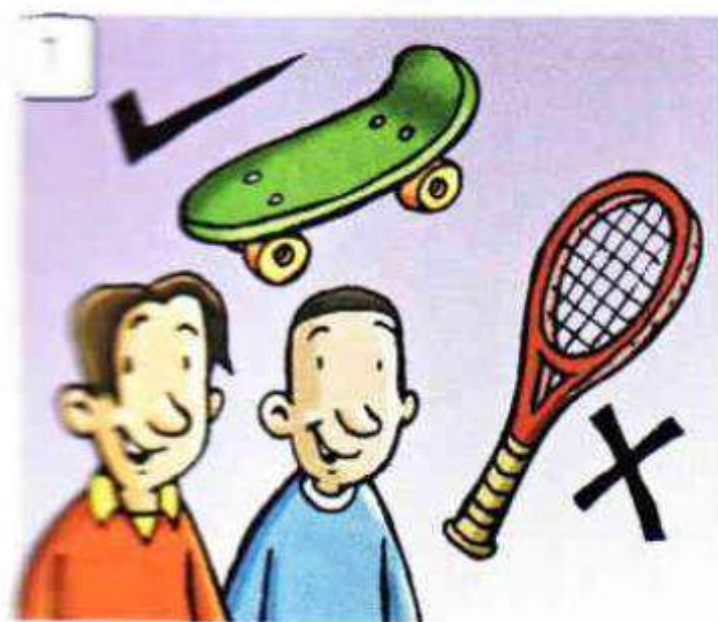


She can run. ☐

She can't run. ☐



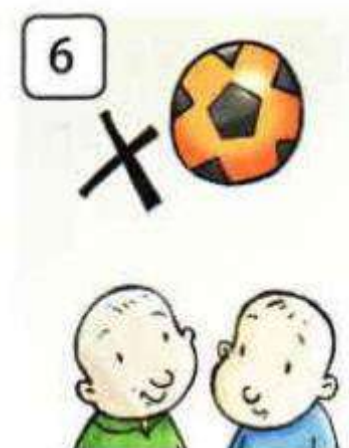
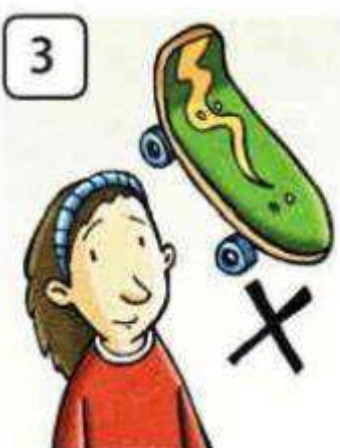
Write **can** or **can't**.



- 1 We can skateboard. We \_\_\_\_\_ play tennis.
- 2 They \_\_\_\_\_ play tennis. They \_\_\_\_\_ play football.
- 3 She \_\_\_\_\_ skate. She \_\_\_\_\_ skateboard.

Write sentences. Use **can** or **can't** and the words in the box.

ride a bike   skate   skateboard   play tennis   play football   run



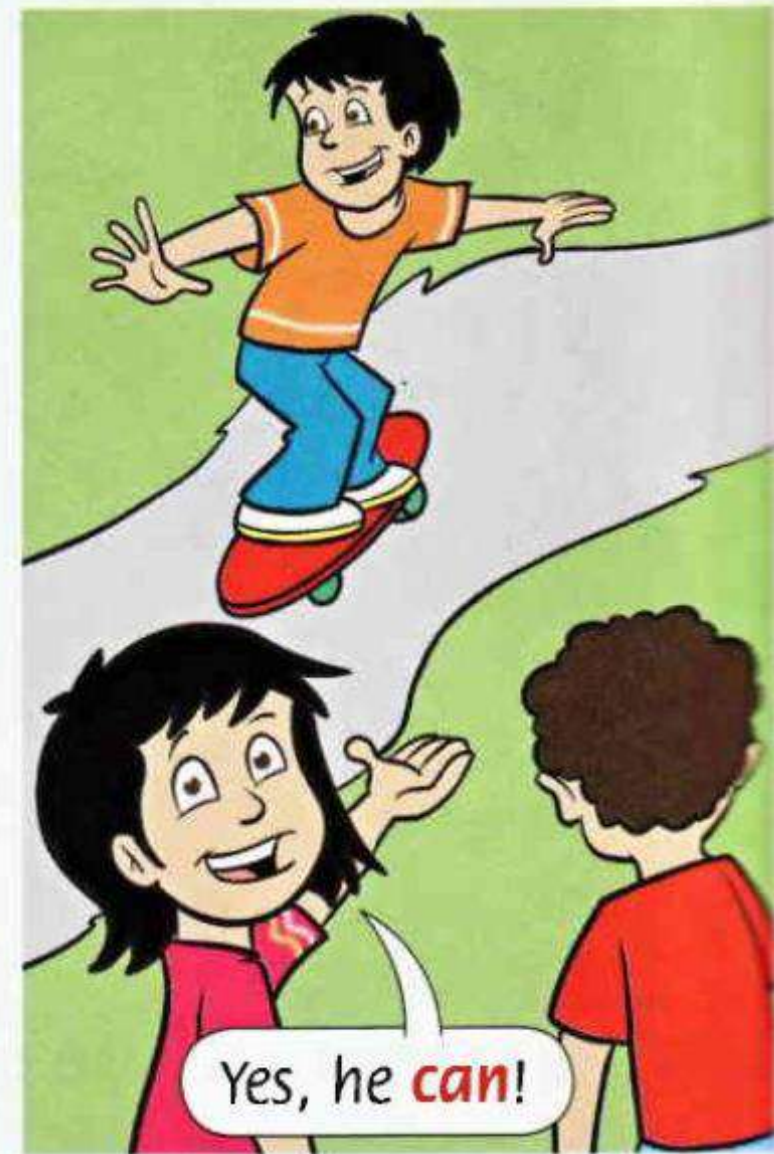
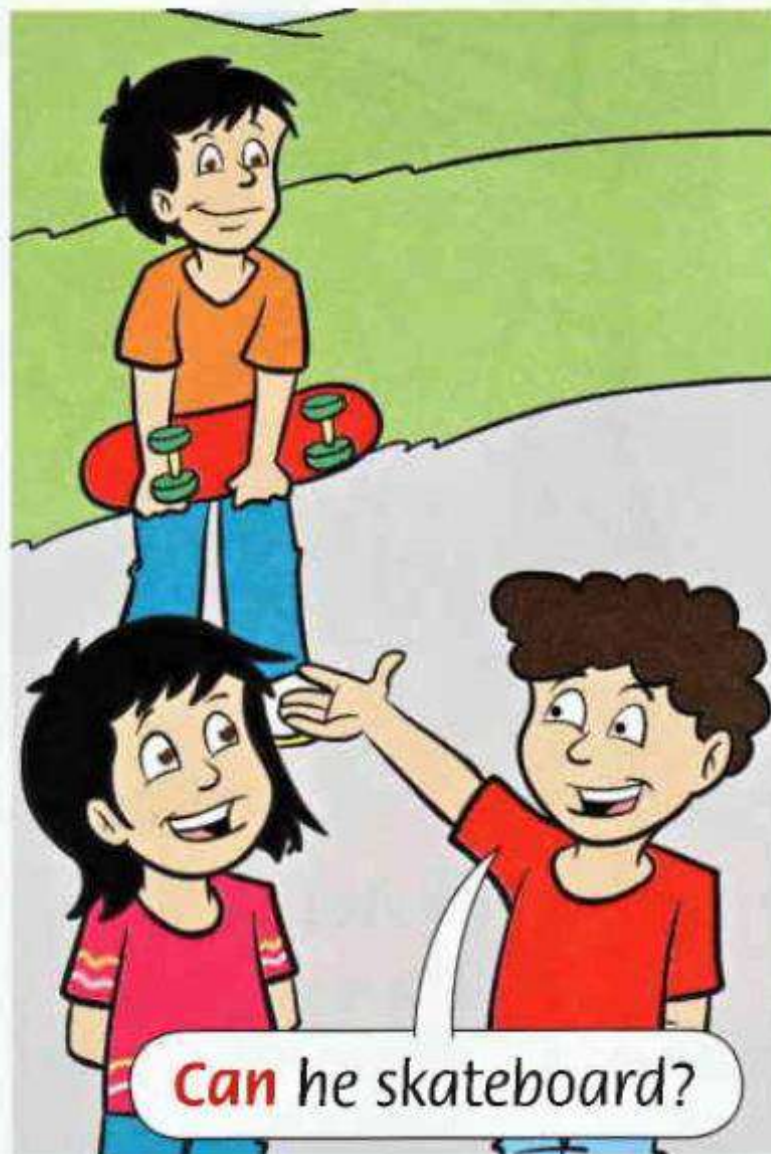
- 1 He can't skate.
- 2 We \_\_\_\_\_.
- 3 She \_\_\_\_\_.
- 4 It \_\_\_\_\_.
- 5 You \_\_\_\_\_.
- 6 They \_\_\_\_\_.

Tick (✓) and write about you.

	I can	I can't
1 write	✓	
2 ride a bike		
3 skate		
4 skateboard		
5 play tennis		
6 play football		

- 1 I can write.
- 2 \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.
- 6 \_\_\_\_\_.





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

Statement

He **can** skateboard.

Question

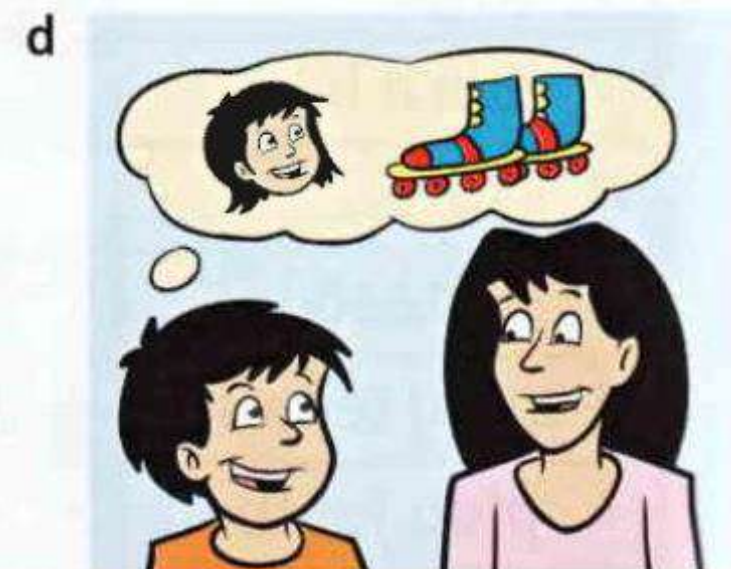
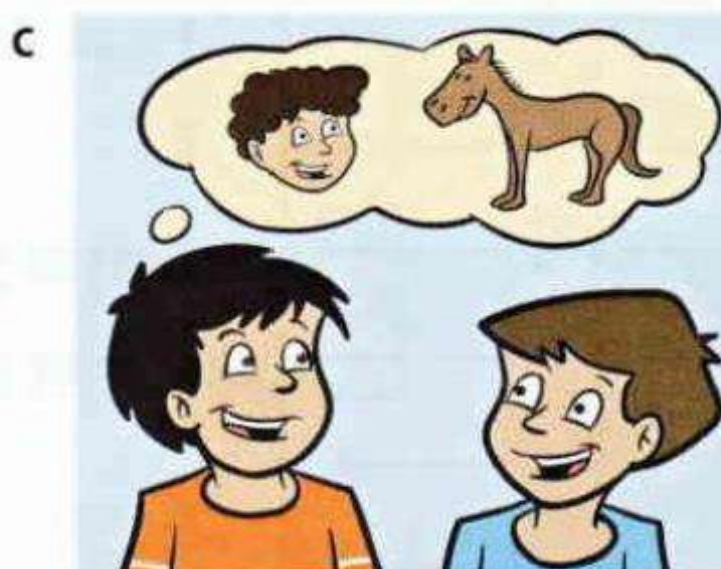
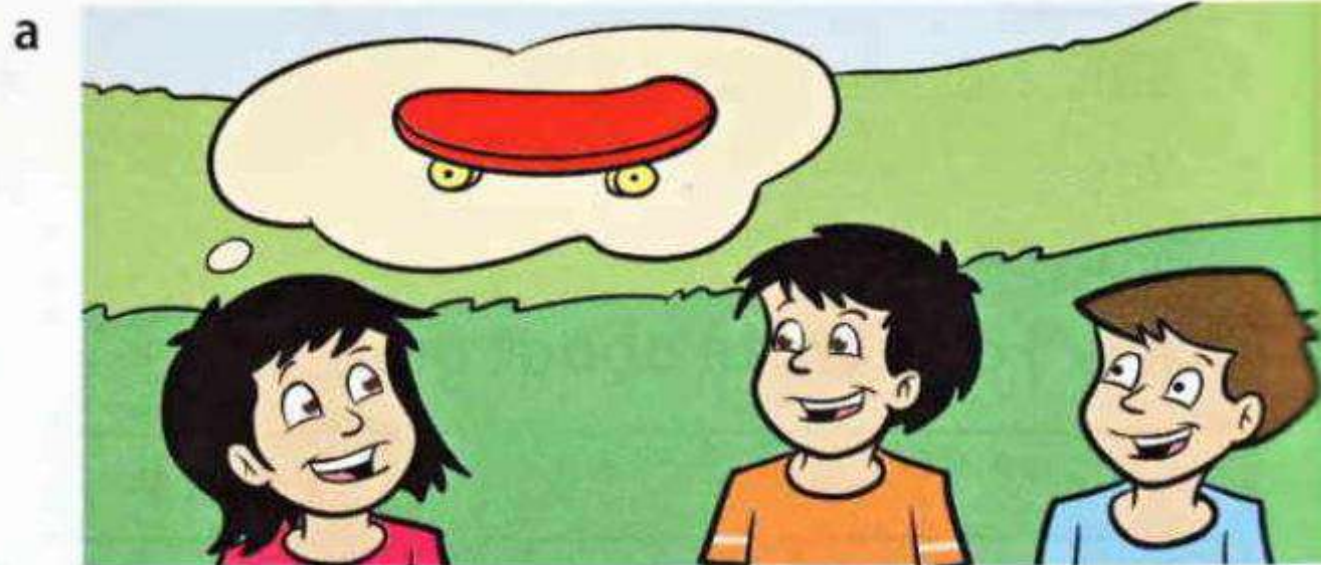
**Can** he skateboard?

Short answers

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

## 5 Match.

- 1 Can he ride a horse?     c
- 2 Can she skate?
- 3 Can you skateboard?
- 4 Can they play tennis?





**6 Make the sentences into questions.**

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

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

	Alex	Bella	Cathy	Derek
ride a bike				✓
skateboard	✓			✓
play tennis		✓	✓	✗
play football		✗		

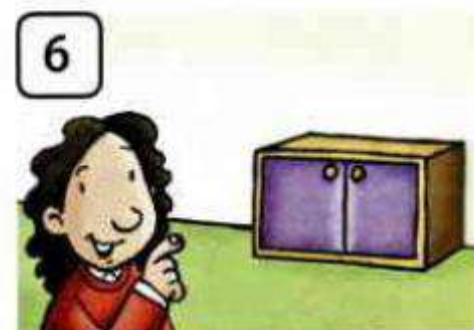
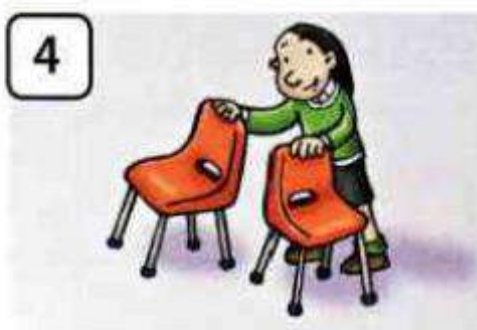
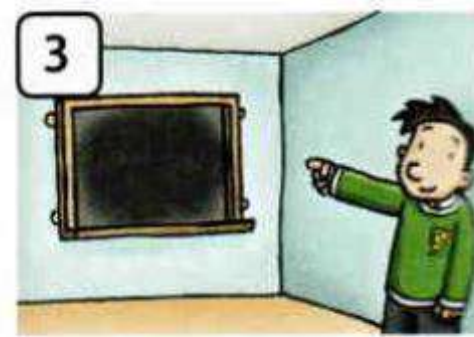
- 1 Alex asks Derek.  
Alex: Can you ride a bike? Derek: Yes, I can.
- 2 Bella asks Cathy about Alex and Derek.  
Bella: \_\_\_\_\_ skateboard? Cathy: \_\_\_\_\_.
- 3 Cathy asks Alex about Bella.  
Cathy: \_\_\_\_\_ play football? Alex: \_\_\_\_\_.
- 4 Derek asks Bella and Cathy.  
Derek: \_\_\_\_\_ play tennis? Bella and Cathy: \_\_\_\_\_.
- 5 Bella asks Derek.  
Bella: \_\_\_\_\_ play tennis? Derek: \_\_\_\_\_.
- 6 Alex asks Cathy about Derek.  
Alex: \_\_\_\_\_ play tennis? Cathy: \_\_\_\_\_.



# Review 1

## 1 Write This, That, These or Those.

- 1 This is a computer.
- 2 \_\_\_\_\_ are pegs.
- 3 \_\_\_\_\_ is a board.
- 4 \_\_\_\_\_ are chairs.
- 5 \_\_\_\_\_ is a poster.
- 6 \_\_\_\_\_ is a cupboard.



## 2 Write questions and answers.



she / cold

Is she cold? Yes, she is.



he / happy

\_\_\_\_\_? \_\_\_\_\_.



they / angry

\_\_\_\_\_? \_\_\_\_\_.



they / tired

\_\_\_\_\_? \_\_\_\_\_.



it / hungry

\_\_\_\_\_? \_\_\_\_\_.



Write sentences. Use **can** and **can't** and the words in the box.

ride a horse skateboard skate play football play tennis swim

1 They can't skateboard.

2 We \_\_\_\_\_.

3 They \_\_\_\_\_.

4 He \_\_\_\_\_.

5 She \_\_\_\_\_.

6 I \_\_\_\_\_.



Write the words in the correct order. Make questions.

1 he Can ride a horse

Can he ride a horse?

2 tennis play Can she

\_\_\_\_\_?

3 skate Can he

\_\_\_\_\_?

4 you ride a bike Can

\_\_\_\_\_?

5 play Can they football

\_\_\_\_\_?

6 she Can skateboard

\_\_\_\_\_?

Write short answers.

1 Can they play football? (✓) Yes, they can.

2 Can he ride a horse? (X) No, he can't.

3 Can she skate? (✓) \_\_\_\_\_.

4 Can he play tennis? (✓) \_\_\_\_\_.

5 Can they skateboard? (X) \_\_\_\_\_.

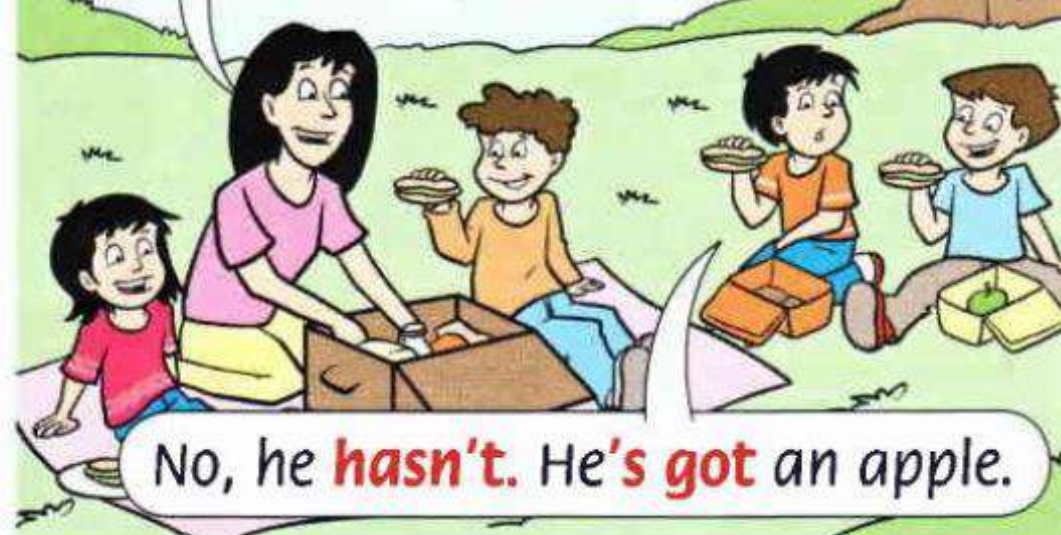


## Have got

Has Dave got a sandwich?



Has he got a banana?



## Affirmative

## Negative

## Question

## Short answers

I've got

I haven't got

have I got?

Yes, I **have**. / No, I **haven't**.

you've got

you haven't got

have you got?

Yes, you **have**. / No, you **haven't**.

he's got

he hasn't got

have he got?

Yes, he **has**. / No, he **hasn't**.

she's got

she hasn't got

have she got?

Yes, she **has**. / No, she **hasn't**.

I've = I have    he's = he has    she's = she has  
 haven't = have not    hasn't = has not



## 1 Match.



Has she got a pizza?

No, he hasn't.



Has he got a milkshake?

Yes, she has.



Has she got chicken?

Yes, he has.



Has he got a pizza?

No, she hasn't.



## 2 Write the words in the correct order. Make questions.

1 you Have got a biscuit

Have you got a biscuit?

2 got Has he a milkshake

\_\_\_\_\_?

3 a sandwich got Have you

\_\_\_\_\_?

4 got a pizza you Have

\_\_\_\_\_?







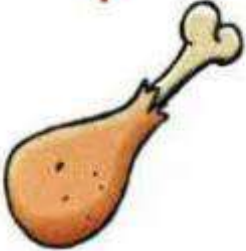





5 a banana got she Has

\_\_\_\_\_?

6 Have got salad you

\_\_\_\_\_?

## 3 Follow and answer the questions.

1	2	3	4	5	6
					
					
chicken	fries	a milkshake	salad	a sandwich	a pizza

Connections: 1 to 3, 2 to 6, 3 to 2, 4 to 5, 5 to 4, 6 to 1.

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

2 Has she got chicken? \_\_\_\_\_.

3 Has he got a sandwich? \_\_\_\_\_.

4 Has she got salad? \_\_\_\_\_.

5 Has he got a sandwich? \_\_\_\_\_.

6 Has she got fries? \_\_\_\_\_.



#### 4 Write questions and answers.



he / a pizza

Has he got a pizza ?

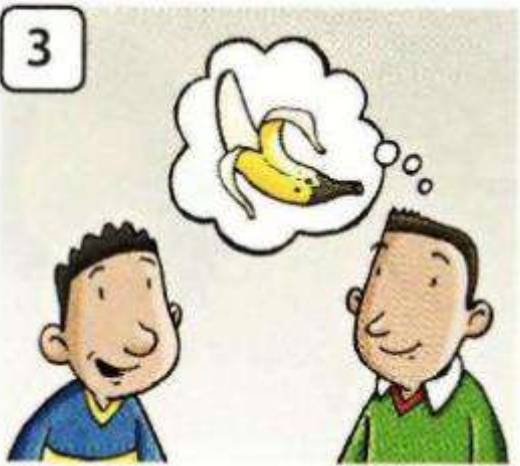
Yes, he has .



she / chicken

\_\_\_\_\_?

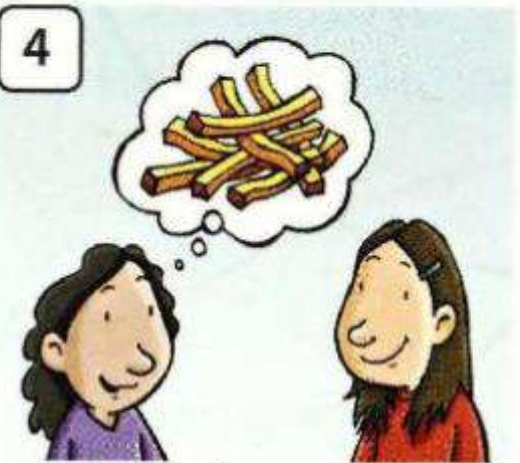
No, she hasn't .



you / a milkshake

\_\_\_\_\_?

\_\_\_\_\_.



you / fries

\_\_\_\_\_?

\_\_\_\_\_.



he / a sandwich

\_\_\_\_\_?

\_\_\_\_\_.



he / a banana

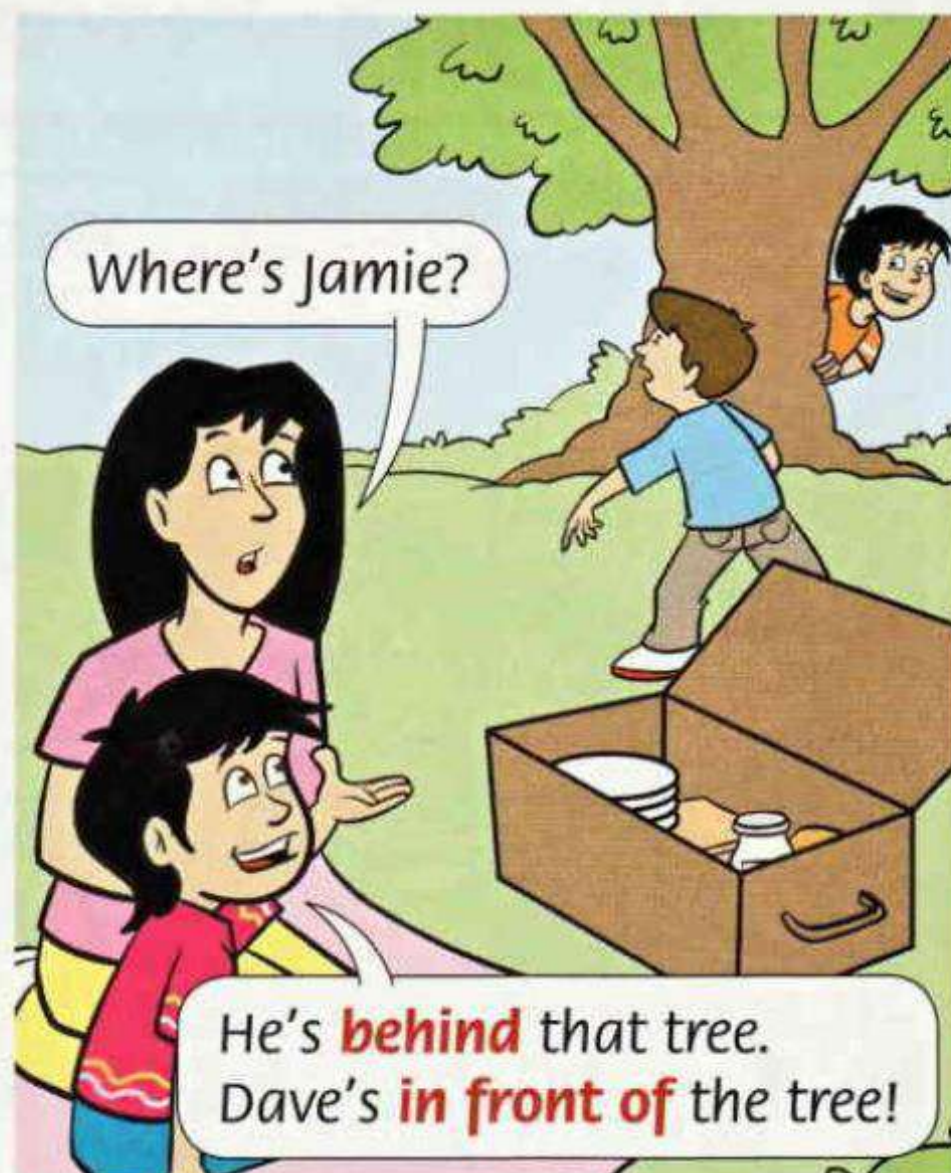
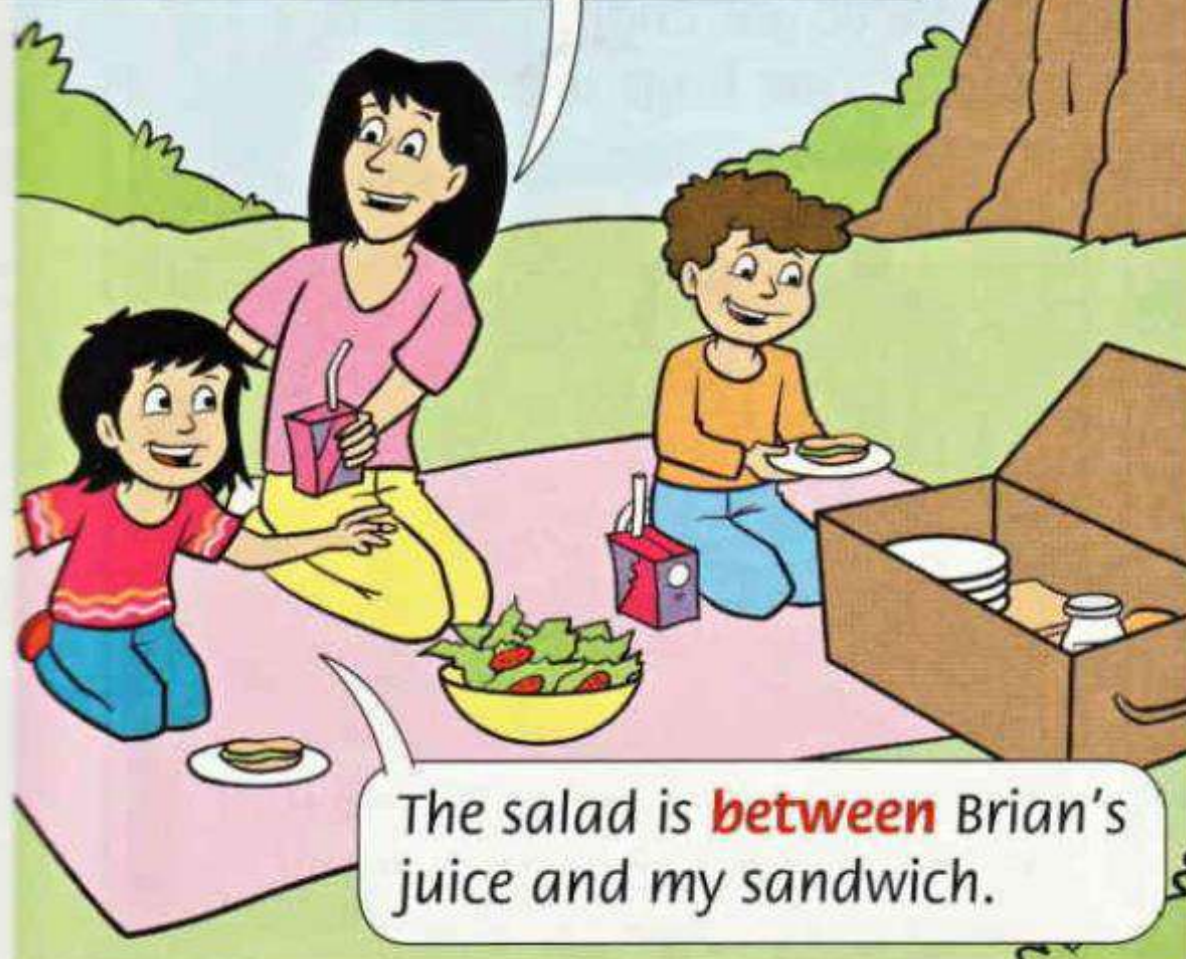
\_\_\_\_\_?

\_\_\_\_\_.

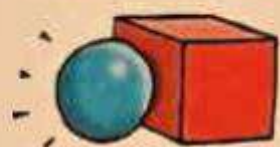


## Prepositions of place

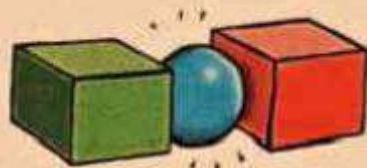
Put your juice **next to** your sandwich.



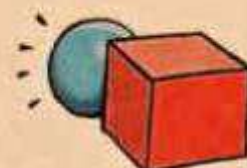
Prepositions of place tell us where something or someone is.



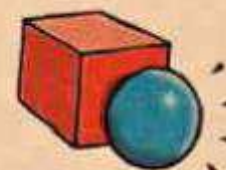
next to



between

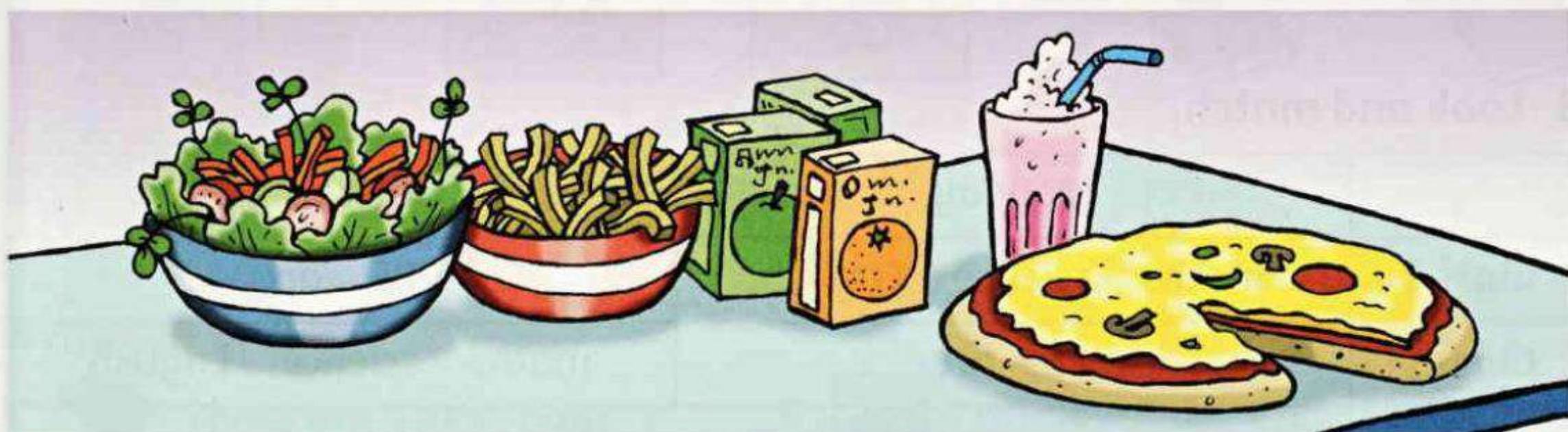


behind



in front of

5 Where is the food and drink? Write.



- 1 The fries are next to the salad.
- 2 The milkshake is \_\_\_\_\_ the pizza.
- 3 The juice is \_\_\_\_\_ the fries.
- 4 The pizza is \_\_\_\_\_ the milkshake.
- 5 The fries are \_\_\_\_\_ the salad and the juice.



## We and our; they and their



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

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

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

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

### 1 Look and match.

	Monday	Tuesday
Class 2	maths   science   English	PE   art
Class 1	PE   art	maths   science   English



- 1 We've got maths ...      ... on Monday.
- 2 They've got maths ...      ... on Monday.
- 3 We've got art ...      ... on Tuesday.
- 4 They've got art ...      ... on Tuesday.

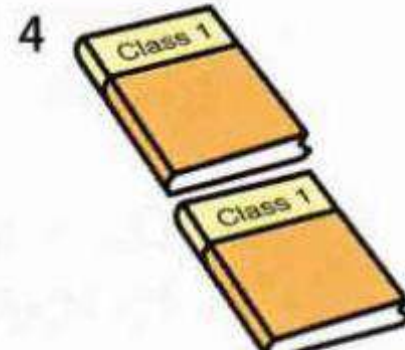
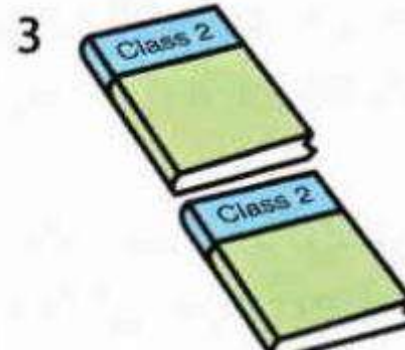
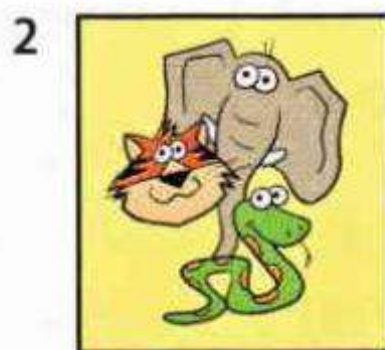
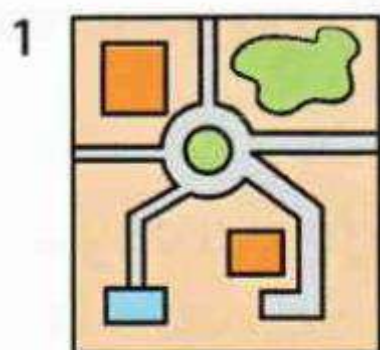
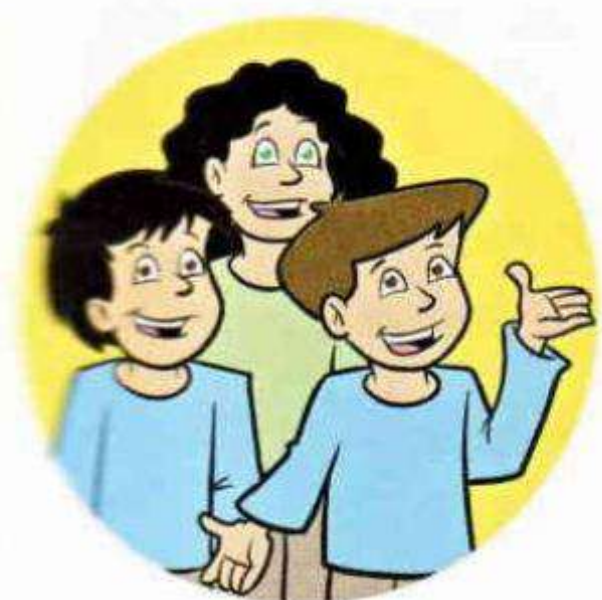
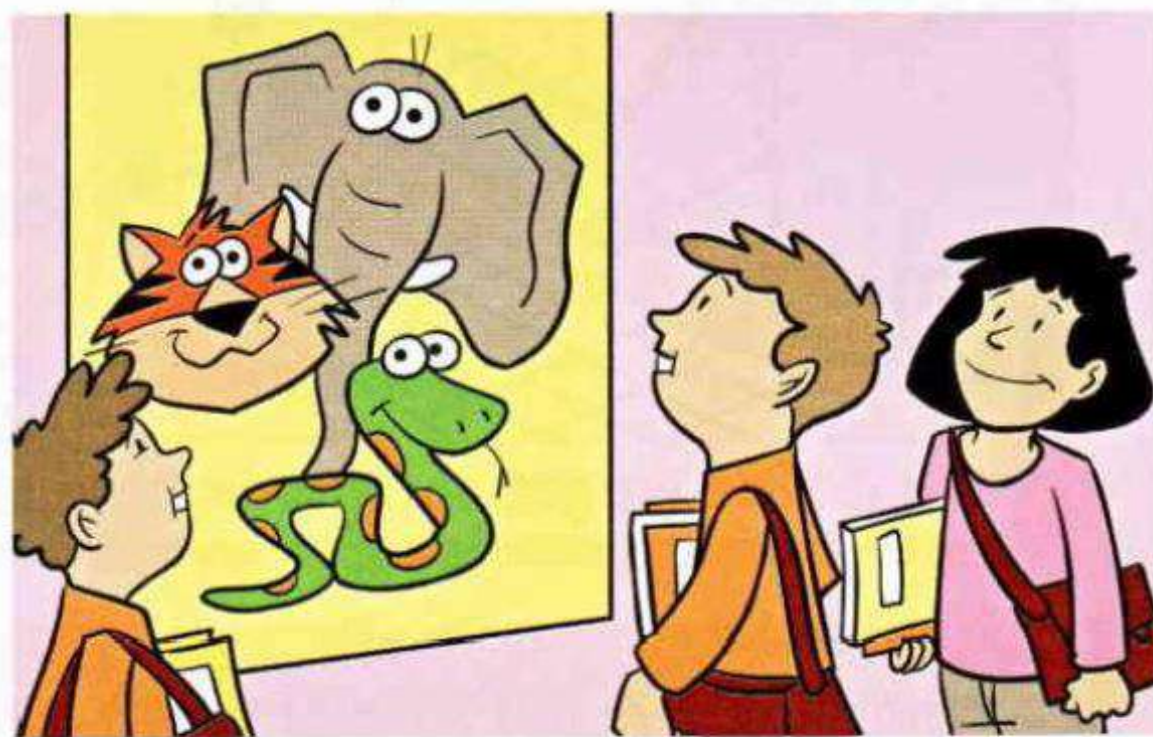


2 Look at page 26. Write **We've got** or **They've got**.



- 1 We've got English on Monday.
- 2 \_\_\_\_\_ science on Tuesday.
- 3 \_\_\_\_\_ PE on Monday.
- 4 \_\_\_\_\_ PE on Tuesday.
- 5 \_\_\_\_\_ science on Monday.
- 6 \_\_\_\_\_ art on Monday.


3 Look and match.





our


their


4 Write **our** or **their**.

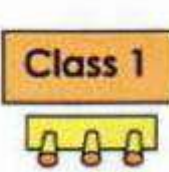
- 1  These are their bags.

- 2  This is \_\_\_\_\_ poster.

- 3  These are \_\_\_\_\_ bags.

- 4  These are \_\_\_\_\_ pegs.

- 5  This is \_\_\_\_\_ poster.

- 6  These are \_\_\_\_\_ pegs.



## When have we got ...? What have we got ...?

What have we got on Wednesday?

We've got English, maths and PE.

When have we got art?

We've got art on Tuesday.



TIMETABLE		
Monday	Tuesday	Wednesday
maths	art	English
English	PE	maths
science		PE

What have we got on Saturday?

We haven't got school on Saturday!  
Let's go to the beach.



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

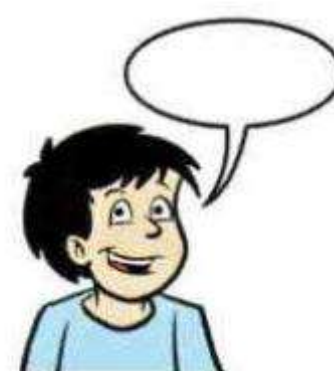
**On** is a preposition of time. We use **on** before a day of the week to say when something happens.



### 5 Look and match.



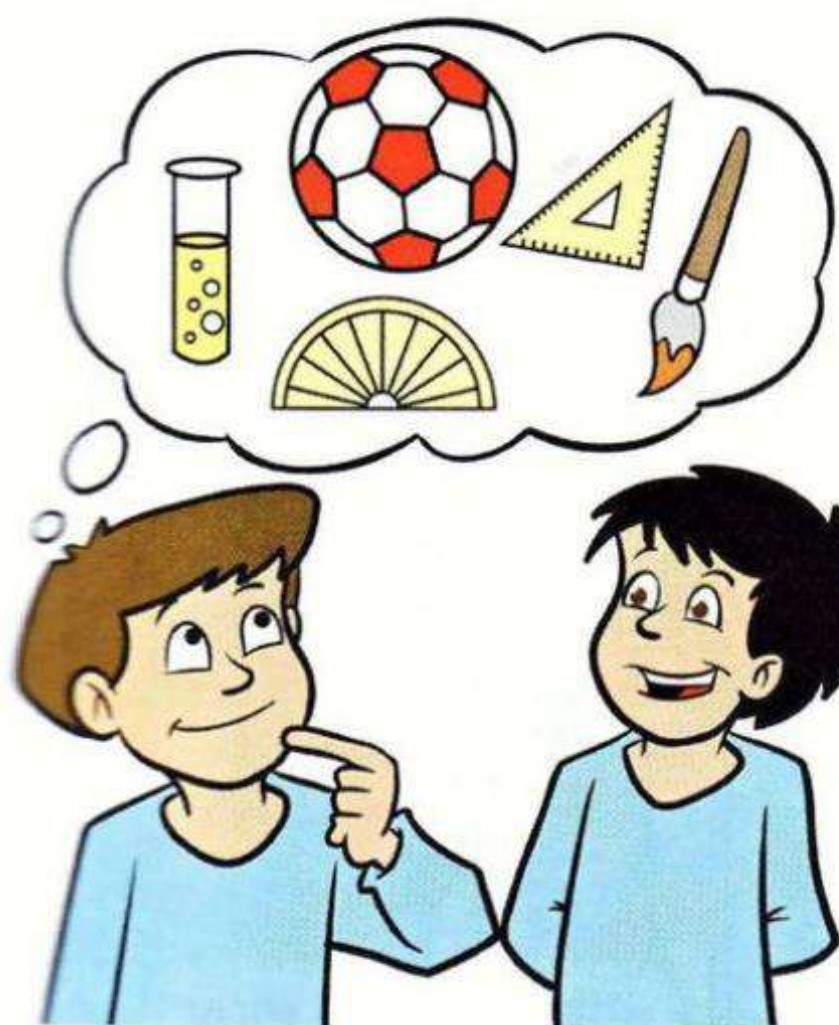
- 1 When have we got art?
- 2 What have we got on Wednesday?
- 3 When have we got English?
- 4 What have we got on Monday?



English, maths and PE.  
On Monday and Wednesday.  
Maths, English and science.  
On Tuesday.



5 Write **What have we got** or **When have we got**.



- 1 When have we got English?
- 2 \_\_\_\_\_ on Tuesday?
- 3 \_\_\_\_\_ science?
- 4 \_\_\_\_\_ PE?
- 5 \_\_\_\_\_ on Monday?

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

- 1 have we on Monday What got

What have we got on Monday?

- 2 have When got we PE

\_\_\_\_\_?

- 3 got What we have on Tuesday

\_\_\_\_\_?

- 4 English have got we When

\_\_\_\_\_?

- 5 When science got have we

\_\_\_\_\_?

- 6 on Wednesday got What we have

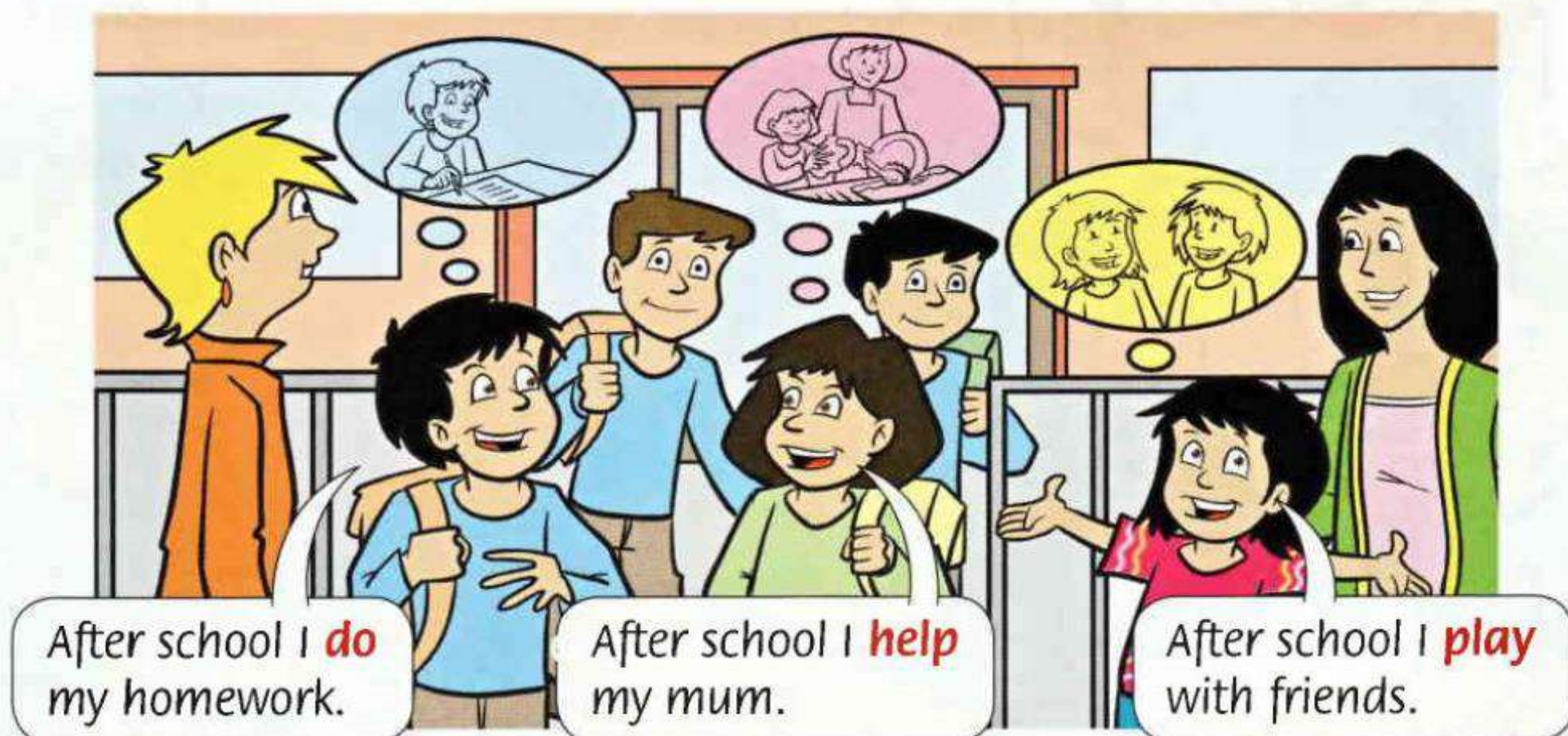
\_\_\_\_\_?



# 6 After school

The present simple

## The present simple (I do)



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

### 1 Write the day.

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

Monday



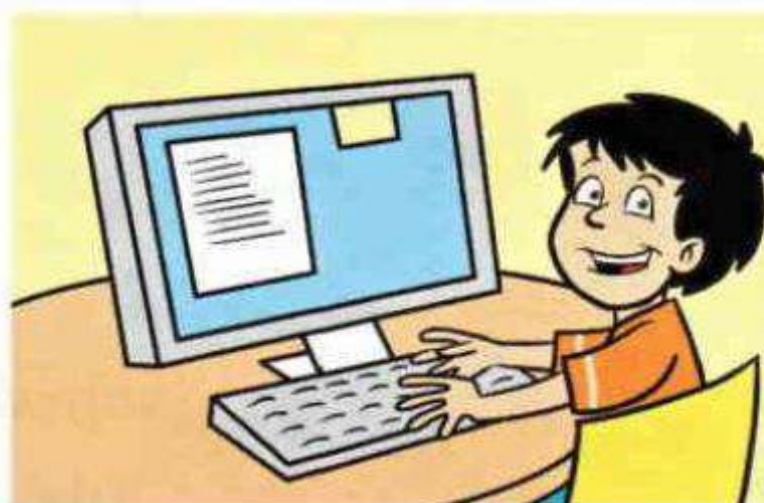
Monday



Tuesday



Wednesday



Thursday



Friday



## 2 Write.

~~watch~~ play go read draw write

After school ...



I watch TV.



I \_\_\_\_\_ with friends.



I \_\_\_\_\_ emails.



I \_\_\_\_\_ books.



I \_\_\_\_\_ pictures.



I \_\_\_\_\_ swimming.

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

~~do~~ listen watch go help

swimming ~~my homework~~ to music TV my mum

1 Every Monday

I do my homework.

2 Every Tuesday

I \_\_\_\_\_.

3 Every Wednesday

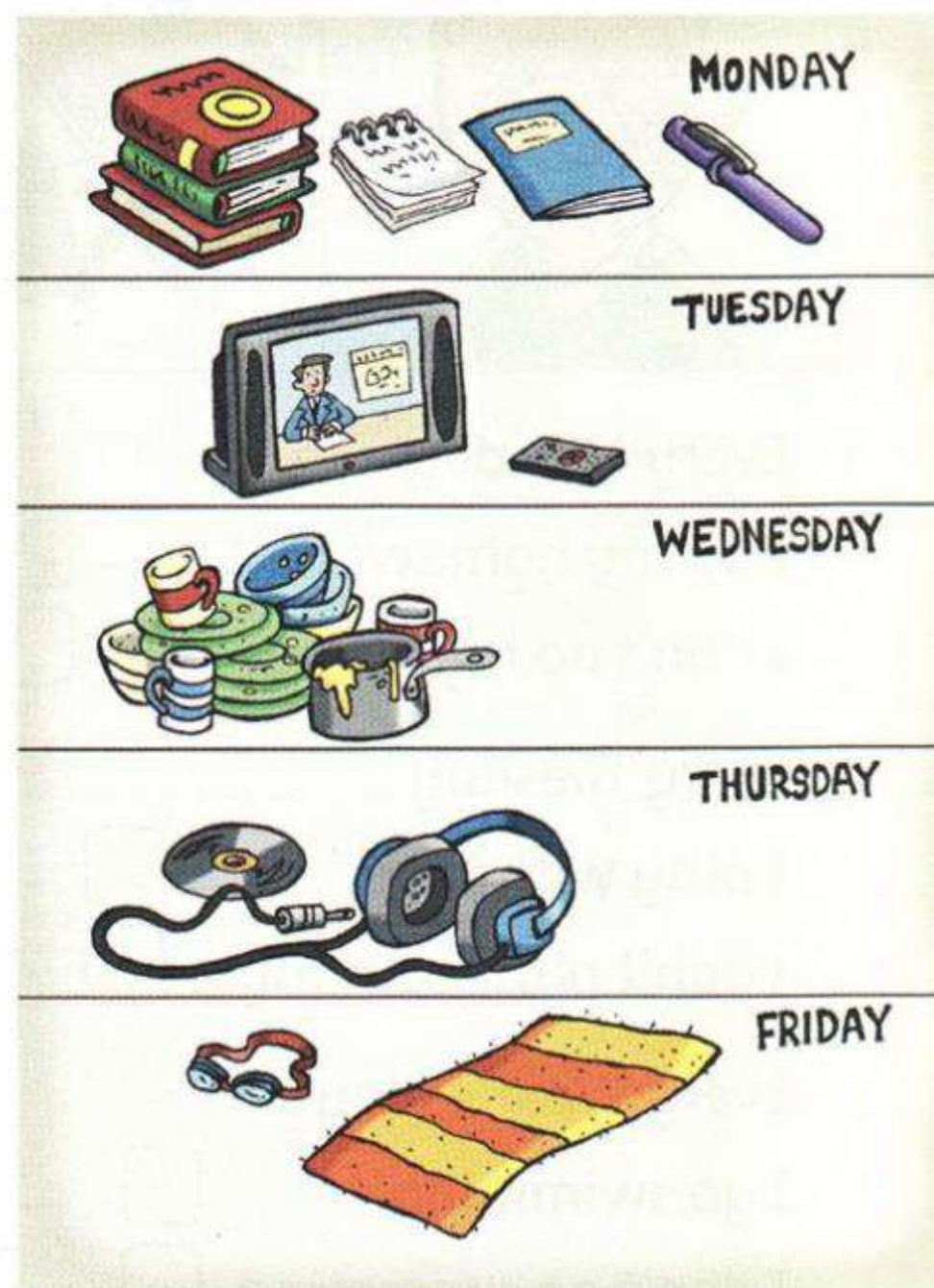
I \_\_\_\_\_.

4 Every Thursday

I \_\_\_\_\_.

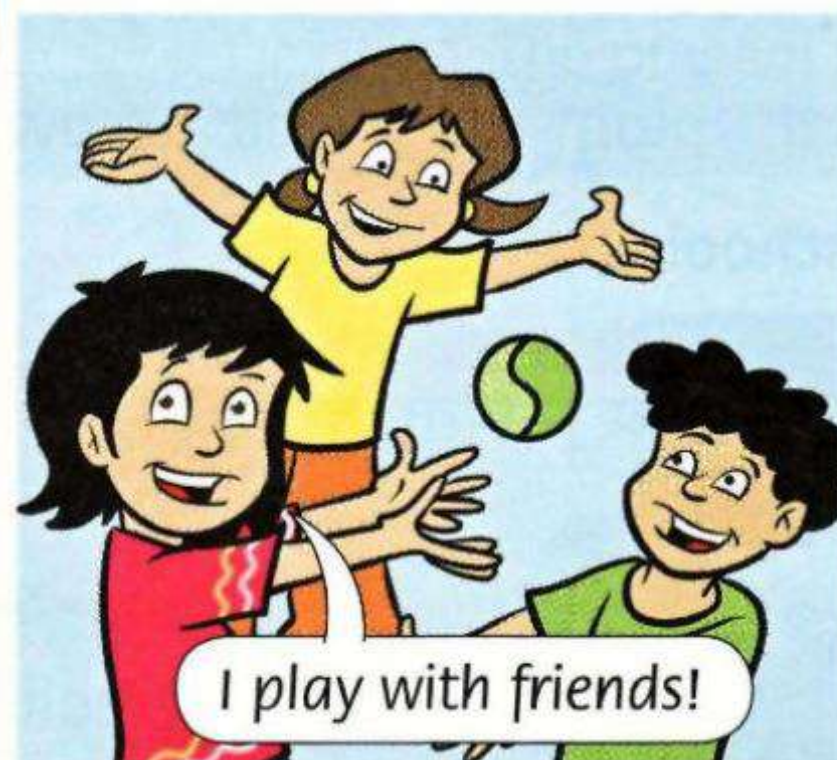
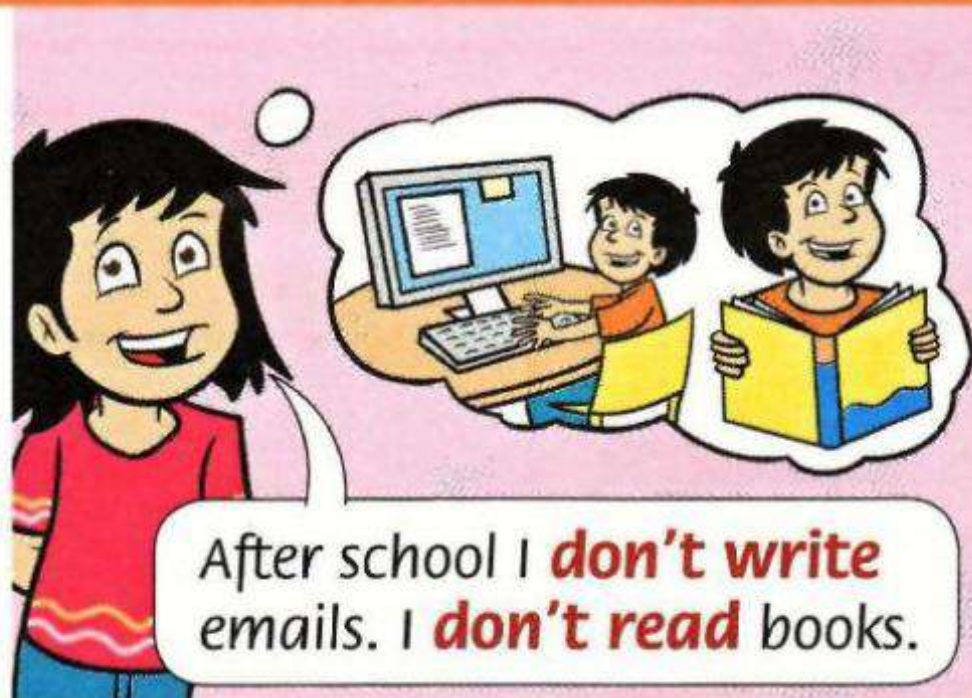
5 Every Friday

I \_\_\_\_\_.





## The present simple negative ( I don't do )



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

I **don't** watch TV.

don't = do not



### 4 Tick (✓) the correct one.

After school	Monday	Tuesday	Wednesday

1 Every Monday ...

I do my homework. ☒

I don't do my homework. ☐

2 Every Monday ...

I watch TV. ☐

I don't watch TV. ☐

3 Every Tuesday ...

I play with toys. ☐

I don't play with toys. ☐

4 Every Tuesday ...

I listen to music. ☐

I don't listen to music. ☐

5 Every Wednesday ...

I go swimming. ☐

I don't go swimming. ☐

6 Every Wednesday ...

I visit my grandma. ☐

I don't visit my grandma. ☐



5 Write sentences. Use the present simple affirmative and negative.

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



1 I read books . I don't watch TV .

2 I \_\_\_\_\_ . I \_\_\_\_\_ .

3 I \_\_\_\_\_ . I \_\_\_\_\_ .

4 I \_\_\_\_\_ . I \_\_\_\_\_ .

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

After school	Yes	No
1 do my homework	✓	
2 help my mum		
3 watch TV		
4 play with friends		
5 read books		
6 draw pictures		
7 have a music lesson		
8 listen to music		
9 go swimming		
10 write emails		

1 I do my homework .

2 I \_\_\_\_\_ .

3 I \_\_\_\_\_ .

4 I \_\_\_\_\_ .

5 I \_\_\_\_\_ .

6 I \_\_\_\_\_ .

7 I \_\_\_\_\_ .

8 I \_\_\_\_\_ .

9 I \_\_\_\_\_ .

10 I \_\_\_\_\_ .



# Review 2

## 1 Make the sentences into questions.

1 You've got chicken.

Have you got chicken ?

3 You've got fries.

\_\_\_\_\_ ?

5 She's got salad.

\_\_\_\_\_ ?

2 He's got a pizza.

\_\_\_\_\_ ?

4 She's got a sandwich.

\_\_\_\_\_ ?

6 He's got a milkshake.

\_\_\_\_\_ ?

## 2 Match and write **has** or **hasn't**.



Has she got a doll?

Yes, he \_\_\_\_\_.



Has he got a book?

Yes, she \_\_\_\_\_.



Has she got a book?

No, he \_\_\_\_\_.

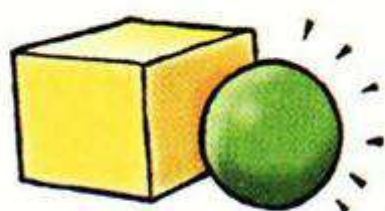


Has he got a car?

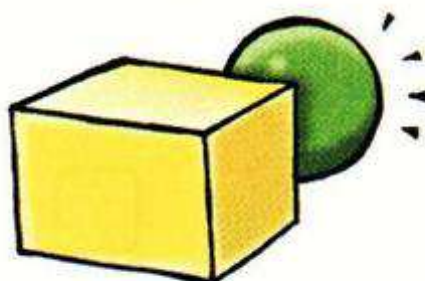
No, she hasn't.

## 3 Write.

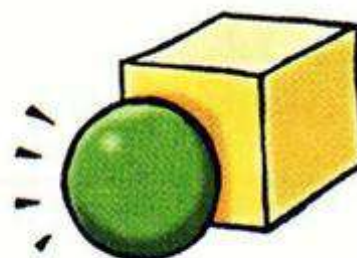
~~next to~~   between   behind   in front of



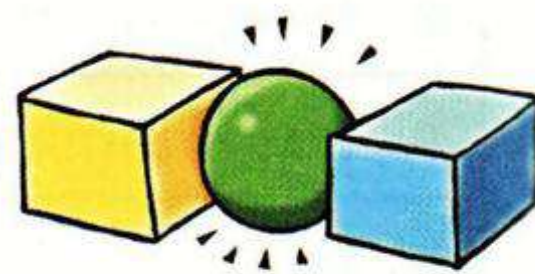
1 next to



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



## 4 Write questions and complete the answers.

1 Friday – science, English, maths

What have we got on Friday?

We've got science, English and maths.

2 PE – Monday, Wednesday

When have we got PE?

We've got PE on Monday and Wednesday.

3 maths – Monday, Wednesday, Thursday

\_\_\_\_\_?

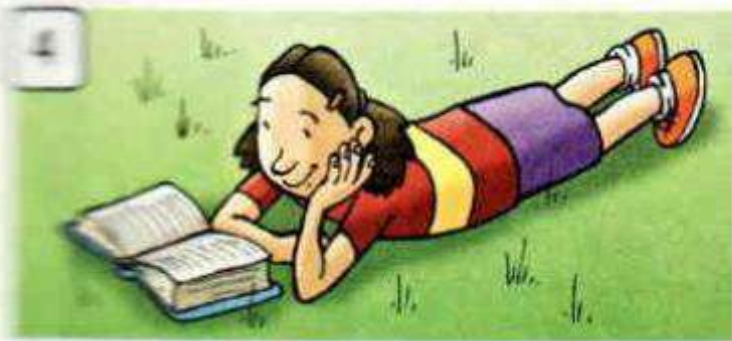
\_\_\_\_\_ maths on Monday, \_\_\_\_\_ and Thursday.

4 Wednesday – maths, English, PE

\_\_\_\_\_?

\_\_\_\_\_ maths, English and \_\_\_\_\_.

## 5 Write.



write emails visit my grandma watch TV  
do my homework read books help my mum

1 After school I write emails.

2 After school I \_\_\_\_\_.

3 After school I \_\_\_\_\_.

4 After school I \_\_\_\_\_.

5 After school I \_\_\_\_\_.

6 After school I \_\_\_\_\_.



# 7 Presents

The present simple of

He likes, he doesn't like



☺ I like sweets.  
He **likes** chocolate.  
She **likes** nuts.

☹ I don't like chocolate.  
He **doesn't** like sweets.  
She **doesn't** like pastries.

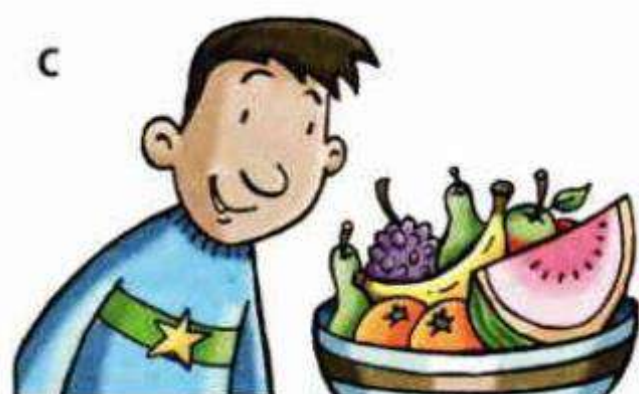
When we use **he**, **she** and **it** with the verb **like**, we add an **s**. In the negative, we use **doesn't**.

doesn't = does not

## 1 Match.

- 1 She likes chocolate.
- 2 He likes fruit.
- 3 She doesn't like chocolate.
- 4 He doesn't like chocolate.
- 5 He likes nuts.

d  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





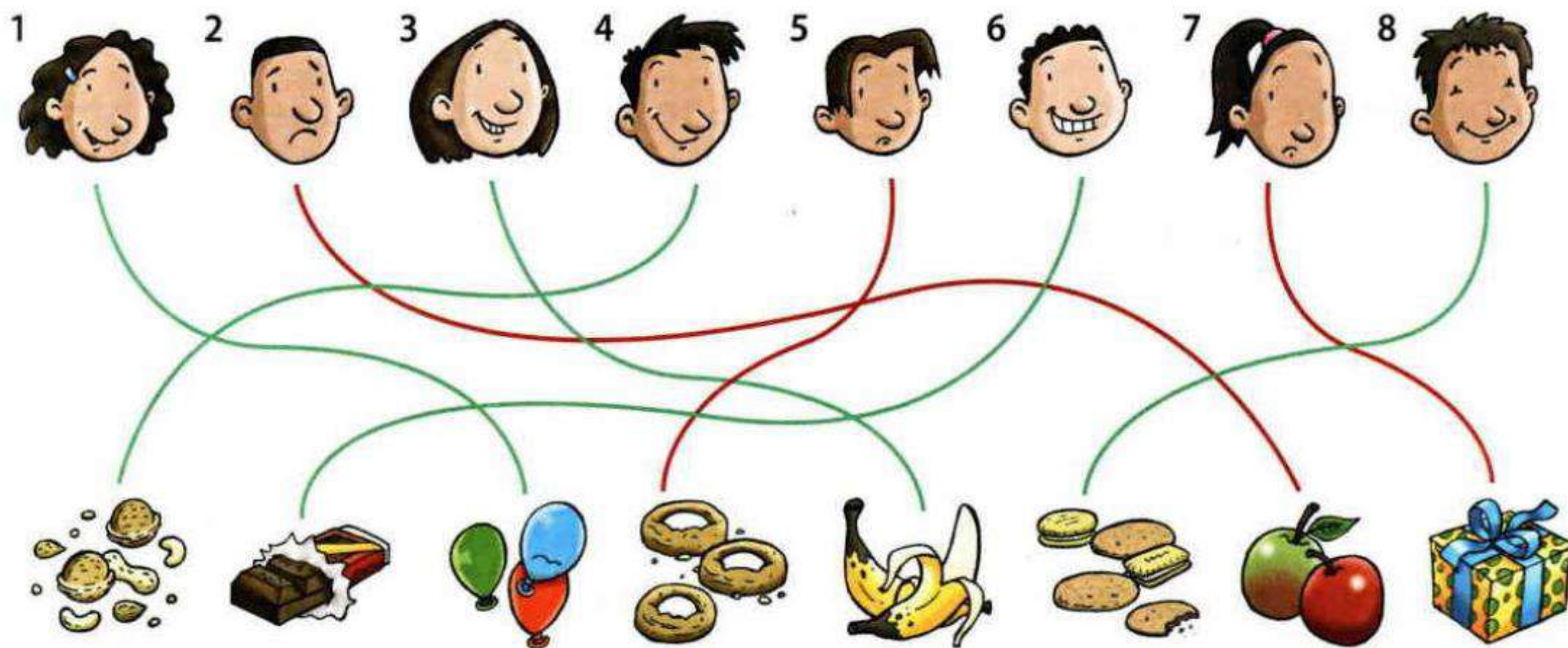
## 2 Look and write. Who is it?

	Likes 😊	Doesn't like ☹️
Tony	sweets	chocolate
Mandy	pears	pastries
Alice	pastries	pears
George	sweets	apples
Helen	pastries	nuts
Henry	apples	sweets

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

George

## 3 Follow and write sentences.



1 She likes balloons.

2 He doesn't like apples.

3 \_\_\_\_\_ bananas.

4 \_\_\_\_\_ nuts.

5 \_\_\_\_\_ pastries.

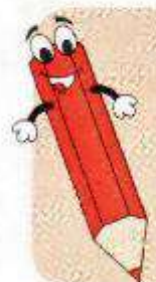
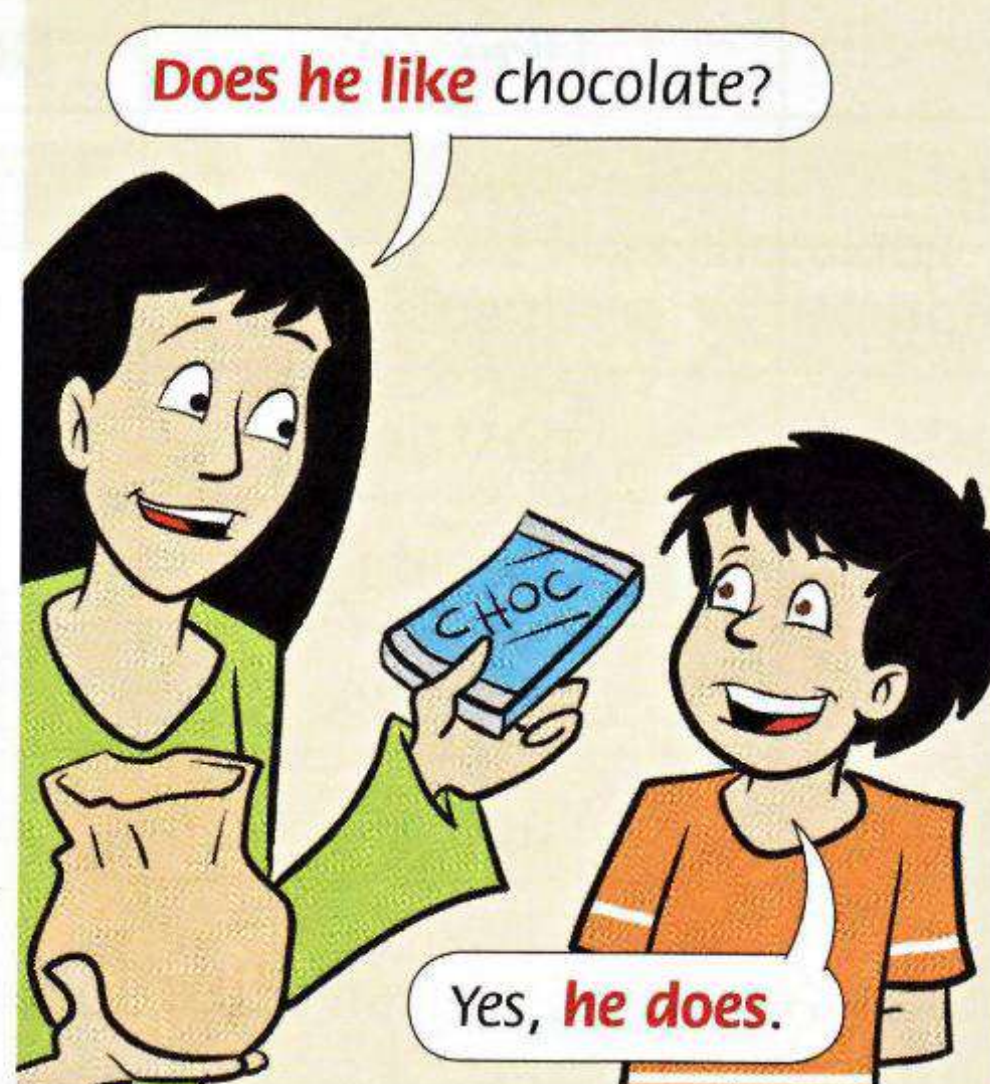
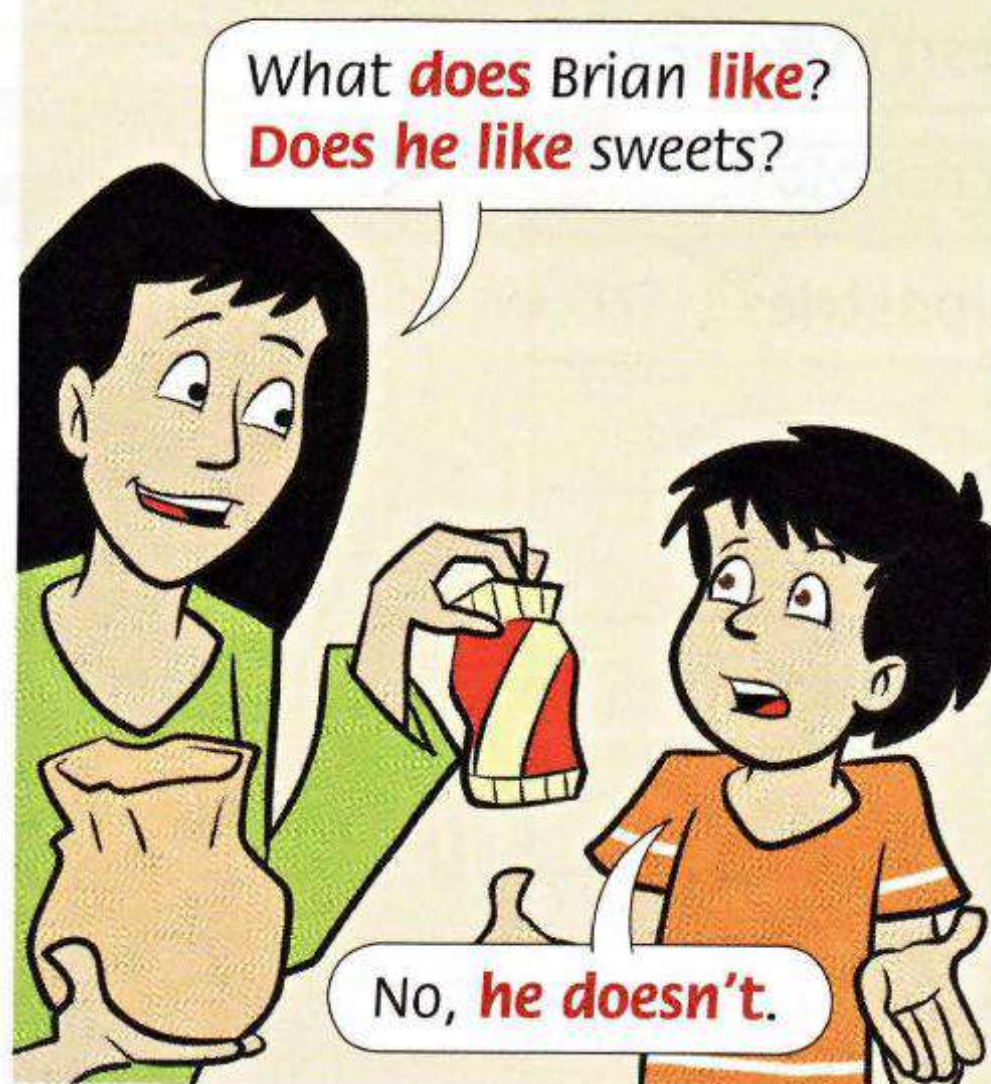
6 \_\_\_\_\_ chocolate.

7 \_\_\_\_\_ presents.

8 \_\_\_\_\_ biscuits.



## Questions with like



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

### 4 Match.

- |                           |                  |
|---------------------------|------------------|
| 1 What does he like?      | No, he doesn't.  |
| 2 What does she like?     | He likes cake.   |
| 3 Does he like balloons?  | She likes fruit. |
| 4 Does she like balloons? | Yes, she does.   |

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

1 What like he does

What does he like ?

3 she Does like cake

\_\_\_\_\_?

5 like she chocolate Does

\_\_\_\_\_?

2 she What like does

\_\_\_\_\_

4 like Do you balloons

\_\_\_\_\_

6 Does like fruit he

\_\_\_\_\_



## 6 Write questions and answers.

1 she

nuts

What does she like?

She likes nuts.

2 he / pastries

yes

Does he like pastries?

Yes, he does.

3 she / sweets

no

\_\_\_\_\_?

\_\_\_\_\_.

4 he

presents

\_\_\_\_\_?

\_\_\_\_\_.

5 she / balloons

yes

\_\_\_\_\_?

\_\_\_\_\_.

6 he / cake

no

\_\_\_\_\_?

\_\_\_\_\_.

## 7 Write answers.

1 Does he like trains?

Yes, he does.

2 What does he like?

He likes balloons.

3 Does she like nuts?

\_\_\_\_\_.

4 What does she like?

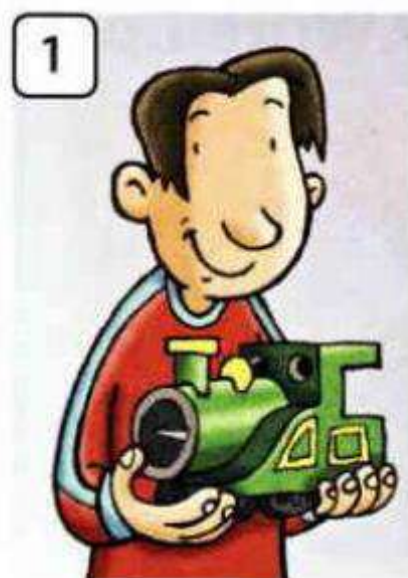
\_\_\_\_\_.

5 Does he like balloons?

\_\_\_\_\_.

6 Does he like sweets?

\_\_\_\_\_.

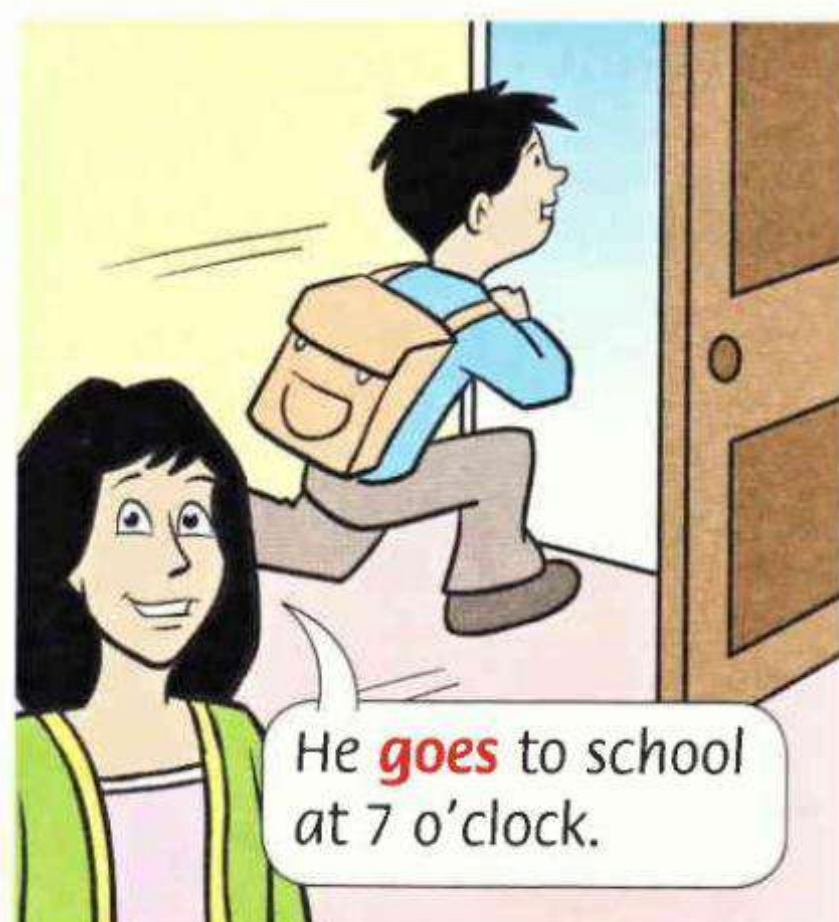
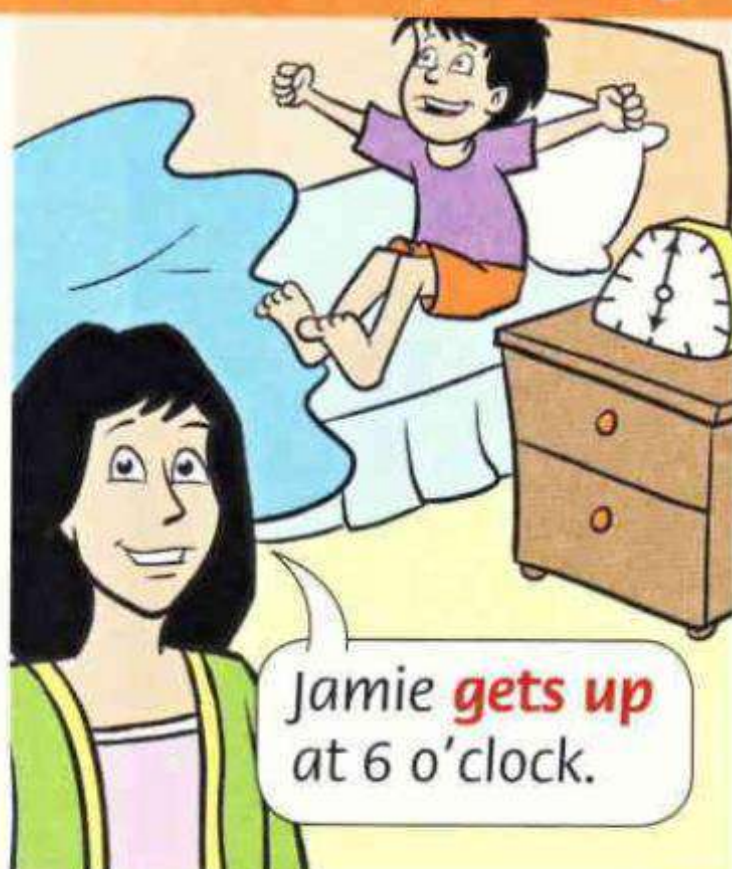




# 8 Every day

The present simple (2)

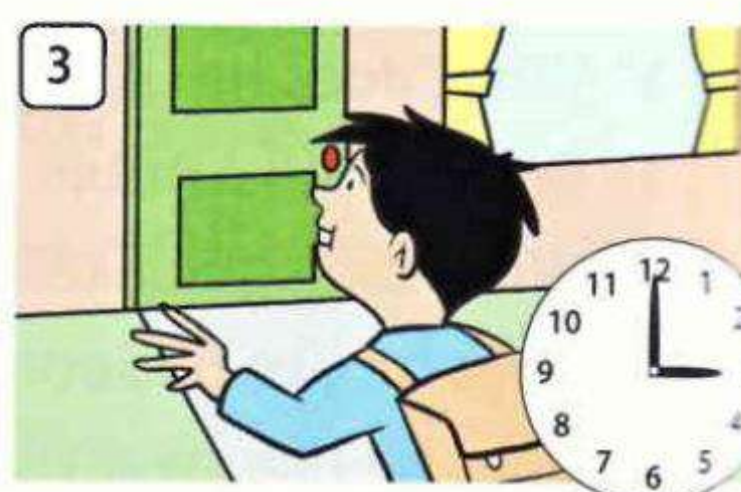
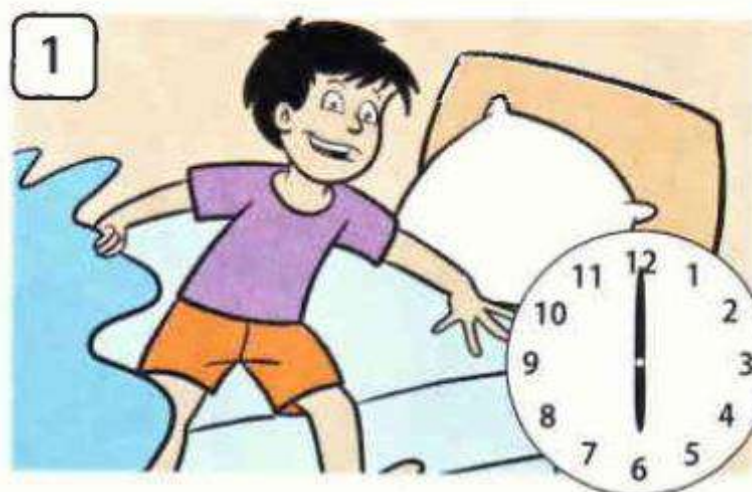
## The present simple (he goes)



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

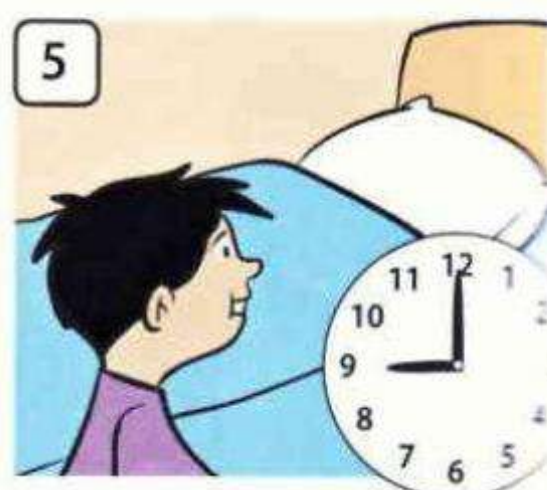
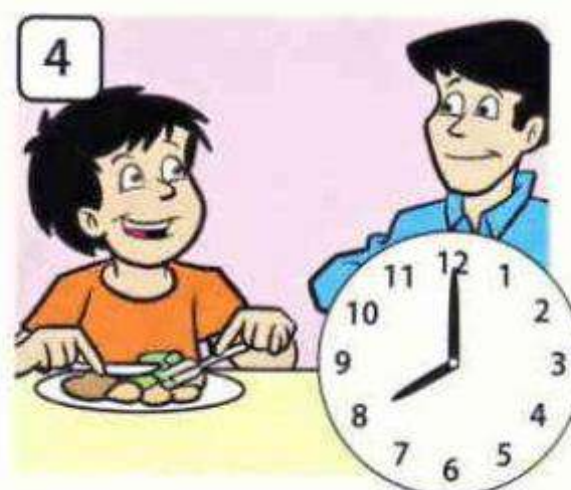
	get up	go	have
He	gets <b>s</b> up	goes	<b>has</b>
She	gets <b>s</b> up	goes	<b>has</b>
It	gets <b>s</b> up	goes	<b>has</b>

### 1 True or false? Write T or F.



- Jamie gets up at 6 o'clock.
- He goes to school at 8 o'clock.
- He goes home at 2 o'clock.
- He has dinner at 8 o'clock.
- He goes to bed at 10 o'clock.

T  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





2 Look, match and write.



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

- 1 Dad gets up at 6 o'clock.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

3 Complete the sentences.

	get up	have dinner	go to bed
Anna	6	7	9
Bob	7	8	9
Claire	7	9	10
Steve	8	6	7

- 1 Anna gets up at 6 o'clock.
- 2 Bob \_\_\_\_\_ at 9 o'clock.
- 3 Claire \_\_\_\_\_ at 7 o'clock.
- 4 Steve \_\_\_\_\_ at 8 o'clock.
- 5 Bob \_\_\_\_\_ at 8 o'clock.
- 6 Anna \_\_\_\_\_ at 9 o'clock.



## The present simple negative (he doesn't go)



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

*He **doesn't go** to school.*

*She **doesn't have** breakfast.*

*It **doesn't go** to bed.*

doesn't = does not



### 4 Tick (✓) the correct one.



He gets up at 7 o'clock. ☐

He doesn't get up at 7 o'clock. ☒



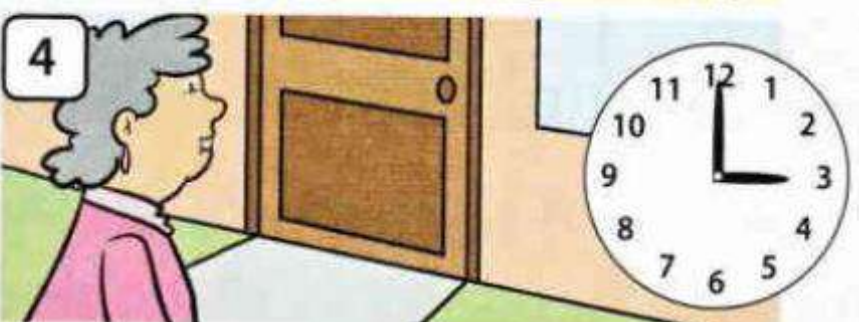
He goes to school at 9 o'clock. ☐

He doesn't go to school at 9 o'clock. ☐



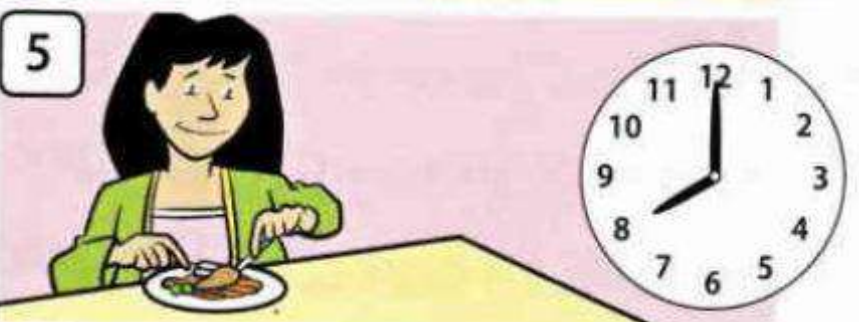
He has dinner at 6 o'clock. ☐

He doesn't have dinner at 6 o'clock. ☐



She goes home at 3 o'clock. ☐

She doesn't go home at 3 o'clock. ☐



She has dinner at 7 o'clock. ☐

She doesn't have dinner at 7 o'clock. ☐



## 5 Make the sentences negative.

1 He gets up at 6 o'clock.

He doesn't get up at 6 o'clock.

2 She goes to school at 8 o'clock.

3 He has dinner at 9 o'clock.

4 She goes to bed at 7 o'clock.

5 She goes home at 4 o'clock.

6 He goes to bed at 9 o'clock.

## 6 Make the information correct.

	get up	have dinner	go to bed
Anna	6	7	9
Bob	7	8	9
Claire	7	9	10
Steve	8	6	7

1 Anna gets up at 7 o'clock.

She doesn't get up at 7 o'clock. She gets up at 6 o'clock.

2 Bob gets up at 8 o'clock.

He \_\_\_\_\_ at 8 o'clock. He \_\_\_\_\_ at 7 o'clock.

3 Claire has dinner at 8 o'clock.

She \_\_\_\_\_ at 8 o'clock. She \_\_\_\_\_ at 9 o'clock.

4 Steve goes to bed at 8 o'clock.

He \_\_\_\_\_ at 8 o'clock. He \_\_\_\_\_ at 7 o'clock.

5 Anna has dinner at 9 o'clock.

She \_\_\_\_\_ at 9 o'clock. She \_\_\_\_\_ at 7 o'clock.

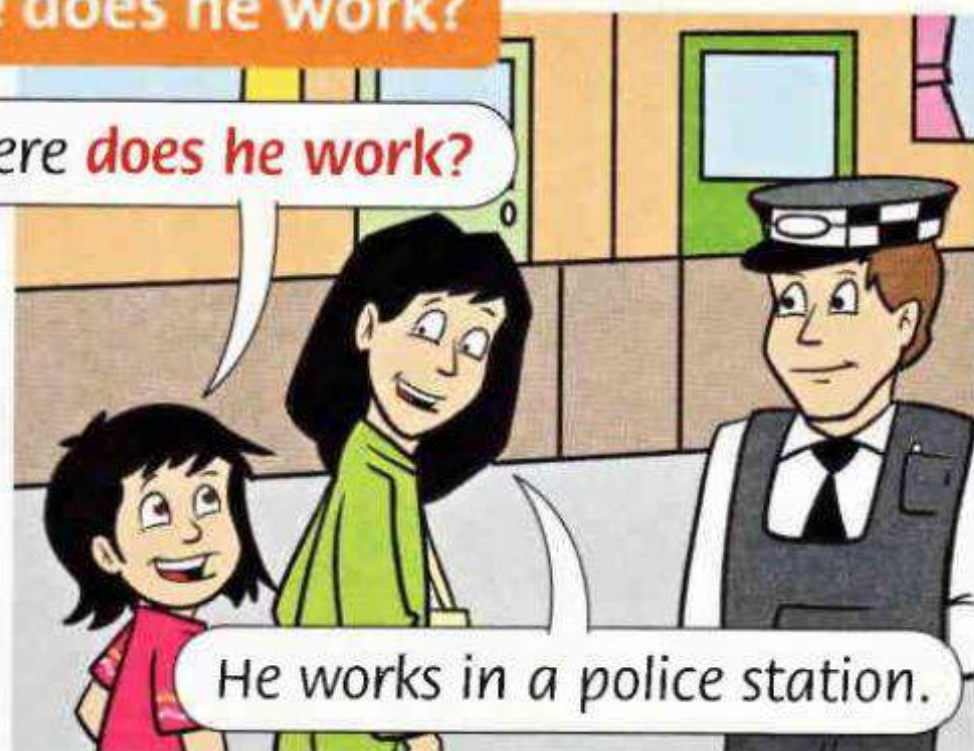


# 9 Places

The present simple (3)  
Prepositions of time (in, on, at)

Where does he work?

Where **does he** work?



He works in a police station.

Where **does she** work?



She works in a hospital.



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

**Statement**

He works **s** ...

She works **s** ...

It works **s** ...

**Question**

Where **does** he work?

Where **does** she work?

Where **does** it work?

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



## 1 Match.



Where does she work? d

a She works in a zoo.



Where does he work? \_\_\_\_\_

b She works in a school.



Where does she work? \_\_\_\_\_

c He works in a supermarket.



Where does she work? \_\_\_\_\_

d She works in a hospital.

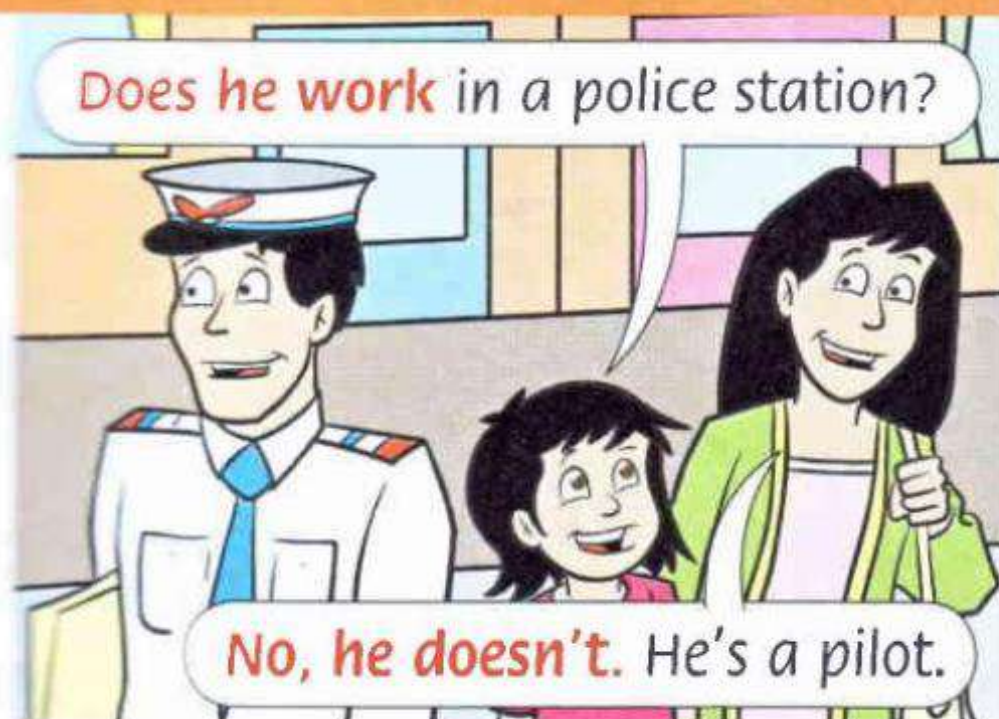


Where does he work? \_\_\_\_\_

e He works in a fire station.



Does he work ...? Yes, he does. No, he doesn't.



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

### Question

Does he work ...?

Does she work ...?

Does it work ...?

### Short answers

Yes, he **does**. / No, he **doesn't**.

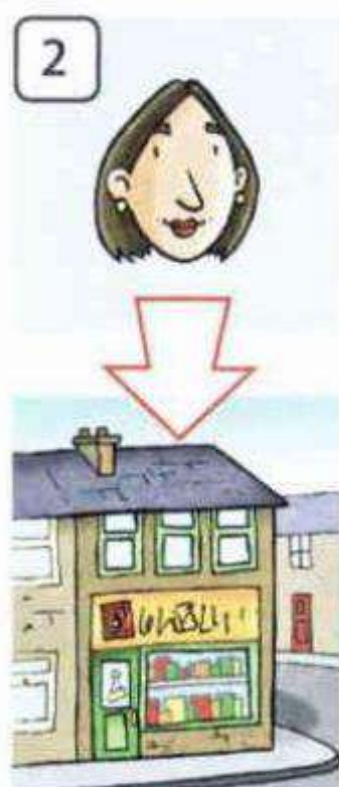
Yes, she **does**. / No, she **doesn't**.

Yes, it **does**. / No, it **doesn't**.

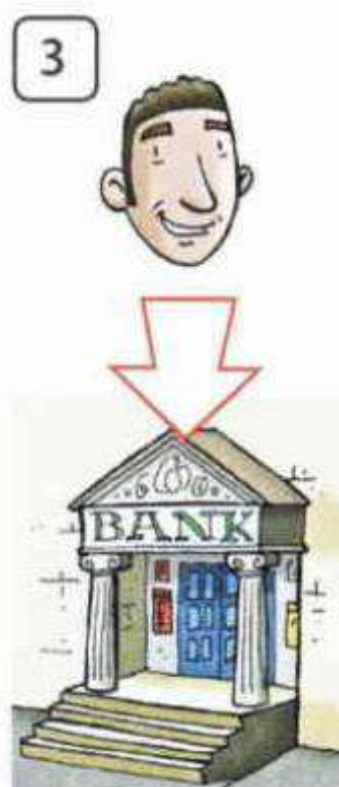
## 2 Answer the questions.



school



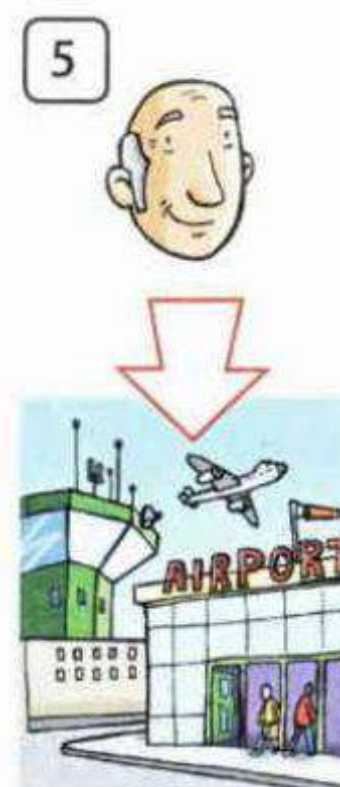
shop



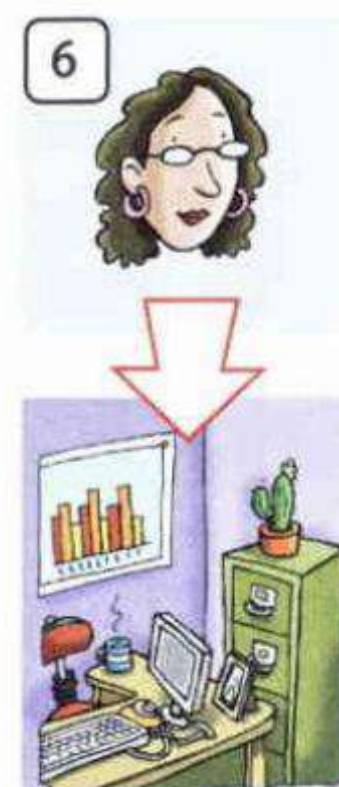
bank



zoo



airport



office

1 Where does he work?

He works in a school.

2 Does she work in an office?

No, she doesn't.

3 Where does he work?

\_\_\_\_\_.

4 Does she work in a zoo?

\_\_\_\_\_.

5 Does he work in a bank?

\_\_\_\_\_.

6 Where does she work?

\_\_\_\_\_.



## Prepositions of time



Jamie goes to school **in** the morning. It's Monday.  
**On** Monday he has science.



**In** the afternoon he goes swimming.



He does his homework **in** the evening.



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



**On, in and at** are prepositions of time.

We use **on** with the days of the week.

We use **in** with **the morning, the afternoon** and **the evening**.

We use **at** with times of the day and with **night**.

We use **when** to ask questions about time.

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

morning = until lunch

afternoon = after lunch but before dinner

evening = after dinner but before bed

night = when it is dark and you go to bed



### 3 Circle the correct word.

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



#### 4 Make questions about Jamie and answer them.

1 go to school / in the morning

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

2 when / do his homework

When does he do his homework ? In the evening .

3 watch TV / in the morning

\_\_\_\_\_ ? \_\_\_\_\_

4 when / go to bed

\_\_\_\_\_ ? \_\_\_\_\_

5 go swimming / in the morning

\_\_\_\_\_ ? \_\_\_\_\_

6 do his homework / at night

\_\_\_\_\_ ? \_\_\_\_\_

7 when / have science

\_\_\_\_\_ ? \_\_\_\_\_

8 do his homework / in the evening

\_\_\_\_\_ ? \_\_\_\_\_

9 when / go to school

\_\_\_\_\_ ? \_\_\_\_\_

10 when / go swimming

\_\_\_\_\_ ? \_\_\_\_\_



# Review 3

## 1 Make the sentences negative.

- 1 I like fruit. I don't like fruit.
- 2 She likes balloons. \_\_\_\_\_.
- 3 He likes chocolate. \_\_\_\_\_.
- 4 I like nuts. \_\_\_\_\_.
- 5 He likes pastries. \_\_\_\_\_.
- 6 She likes sweets. \_\_\_\_\_.

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



does What she like

likes sweets She

What does she like ?

She likes sweets.

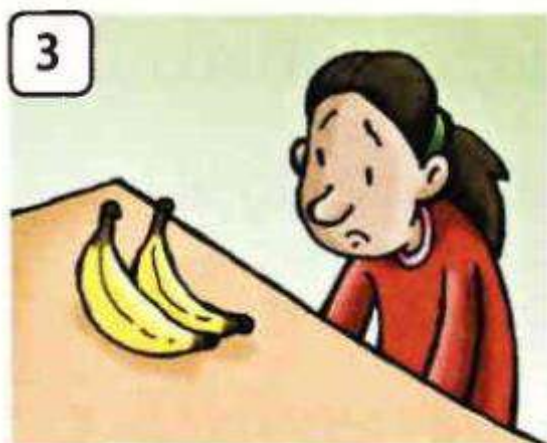


like Does pastries he

he does Yes

\_\_\_\_\_ ?

\_\_\_\_\_, \_\_\_\_\_



she like Does bananas

No doesn't she

\_\_\_\_\_ ?

\_\_\_\_\_, \_\_\_\_\_



like he does What

likes He nuts

\_\_\_\_\_ ?

\_\_\_\_\_, \_\_\_\_\_



### 3 Write. Use the verb in brackets.

- 1 She goes home at 3 o'clock. (go)      2 She \_\_\_\_\_ at 6 o'clock. (get up)  
3 She \_\_\_\_\_ to school at 8 o'clock. (go)      4 She \_\_\_\_\_ dinner at 7 o'clock. (have)  
5 She \_\_\_\_\_ to bed at 9 o'clock (go)

### 4 Write questions and answers.



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



Where \_\_\_\_\_ work? He works in a police station.



\_\_\_\_\_ work? \_\_\_\_\_ in an office.



\_\_\_\_\_ in a zoo? \_\_\_\_\_.



\_\_\_\_\_ in a hospital? \_\_\_\_\_.



\_\_\_\_\_ work? \_\_\_\_\_ in a bank.

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

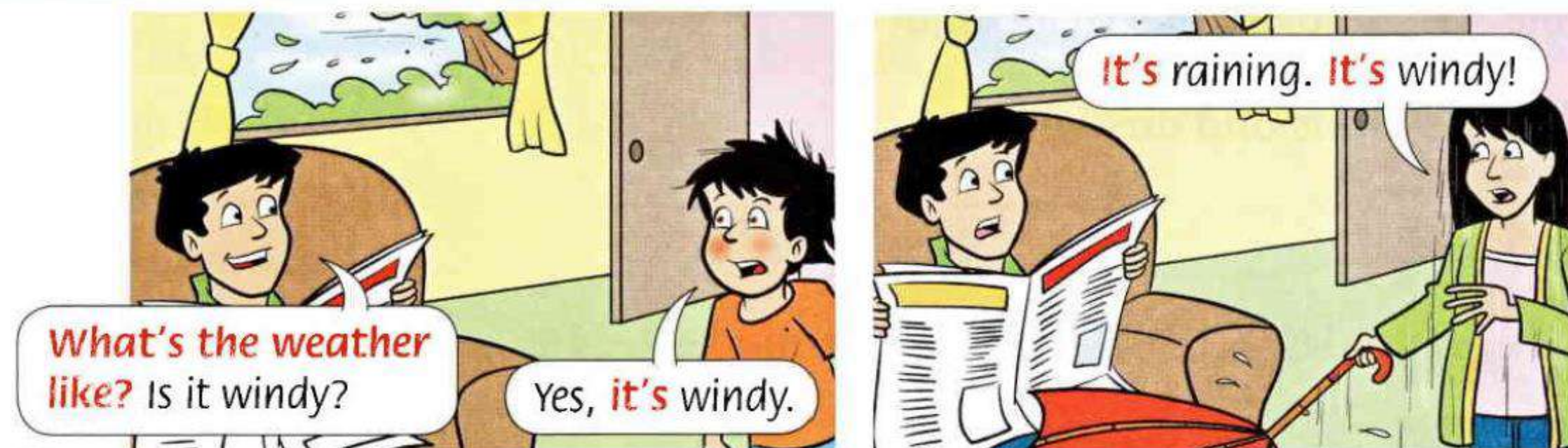
- 1 in the morning      2 \_\_\_\_\_ the afternoon  
3 \_\_\_\_\_ night      4 \_\_\_\_\_ Tuesday  
5 \_\_\_\_\_ 3 o'clock      6 \_\_\_\_\_ the evening



# 10 The weather

Talking about the weather  
Imperatives  
Punctuation

What's the weather like? It's ...



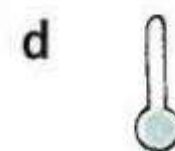
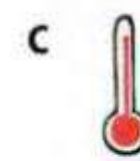
**What's the weather like?** is a wh-question. We use it to find out about the weather. We answer with **It's ...**

what's = what is    it's = it is



## 1 Match.

- |                          |                     |
|--------------------------|---------------------|
| 1 It's snowing. <u>e</u> | 2 It's cold. _____  |
| 3 It's raining. _____    | 4 It's hot. _____   |
| 5 It's windy. _____      | 6 It's sunny. _____ |



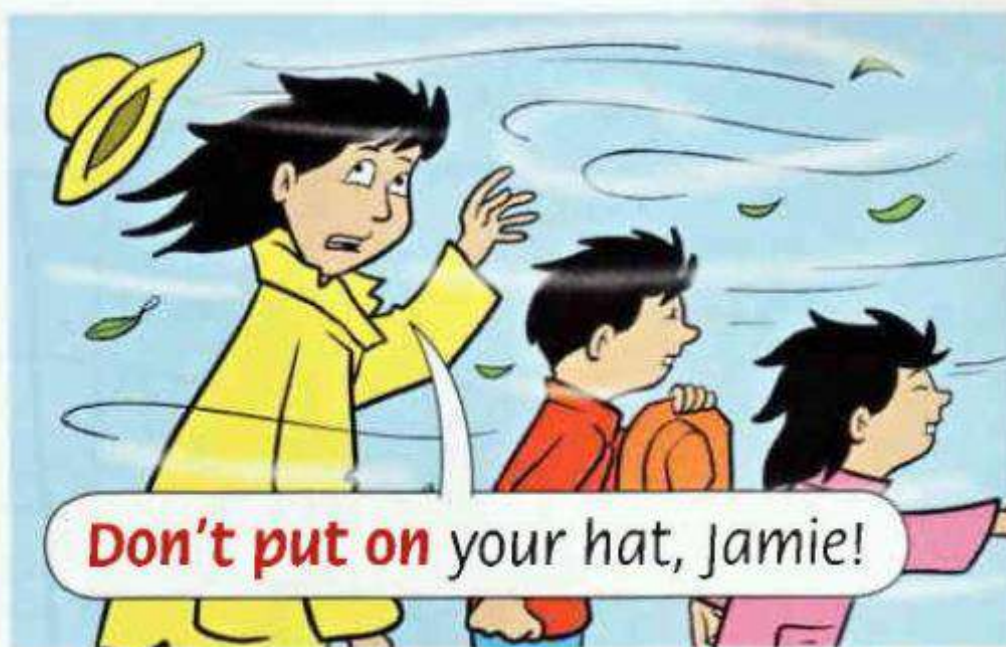
## 2 What's the weather like?

- 1 It's snowing.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_





## Imperatives



**Put on** is an imperative. We use imperatives to tell somebody what to do. The imperative form is the same as the base form of the verb.

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

### 3 Match.

- |                 |          |                               |
|-----------------|----------|-------------------------------|
| 1 It's cold.    | <u>f</u> | a Don't put on your coat.     |
| 2 It's windy.   | _____    | b Fly a kite.                 |
| 3 It's hot.     | _____    | c Make a snowman.             |
| 4 It's raining. | _____    | d Don't forget your umbrella. |
| 5 It's snowing. | _____    | e Wear a sun hat.             |
| 6 It's sunny.   | _____    | f Wear a coat.                |

### 4 Look and write.

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



- |                           |                      |
|---------------------------|----------------------|
| 1 <u>Open</u> the window. | 2 _____ your hat.    |
| 3 _____ your coat.        | 4 _____ the door.    |
| 5 _____ your umbrella.    | 6 _____ your dinner. |



Dear Jon

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

Jamie

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

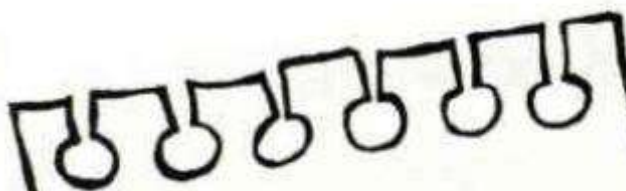
We use an **apostrophe** for short forms and to show possession.

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

We use a **question mark** at the end of questions.

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

## 5 Circle the punctuation.



Dear Laura

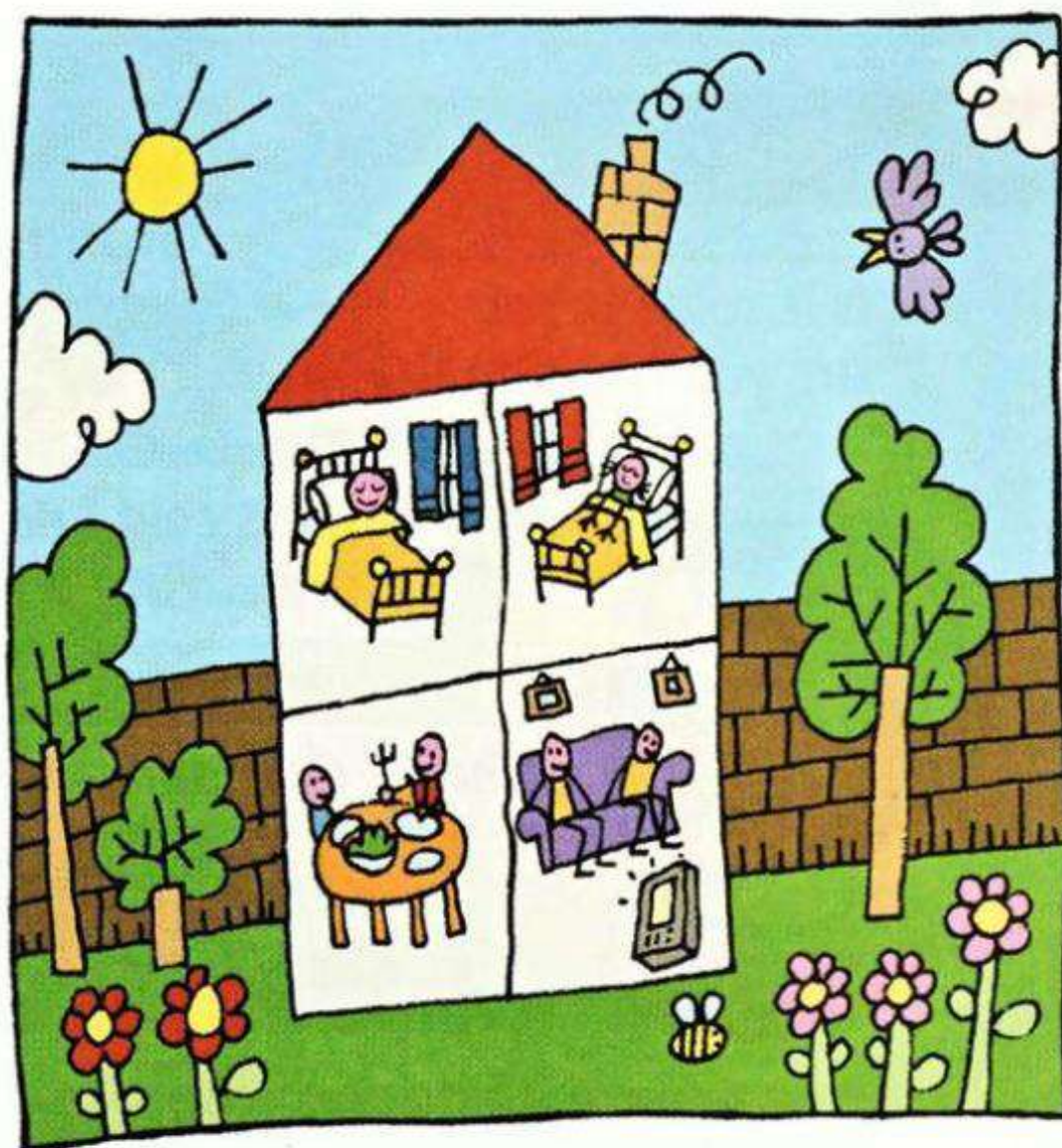
My name's Beth. I'm in class 2. I've  
got two brothers and a sister. My brothers  
are called Alex and Charlie. My sister's  
name is Catherine. I like art, PE and  
maths. Have you got any brothers or  
sisters? Please draw me a picture!

Beth



## 6 Add the punctuation.

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



## 7 Write about you and your house. Remember the punctuation. Draw a picture.

---

---

---

---

---



## The present continuous



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

### Short form

I'm wearing  
you're wearing  
he's wearing  
she's wearing  
it's wearing

### Long form

I **am** wearing  
you **are** wearing  
he **is** wearing  
she **is** wearing  
it **is** wearing

## 1 Underline the present continuous verbs.

- Mr Jones is a policeman. He wears black trousers. Today is Sunday. He's at home. He's wearing jeans.
- I'm a doctor and I wear a white coat. Today is Saturday. I'm wearing brown trousers and a white shirt.
- My mum works in a supermarket. She wears a blue dress. Today is Sunday. She's wearing a red skirt.
- John is a pupil. He wears black trousers. Today is Saturday. He's wearing shorts.



## 2 Write the words in the correct order.



a brown I'm wearing hat

I'm wearing a brown hat.



blue I'm jeans wearing



skirt I'm a wearing pink



red scarf wearing a I'm



trousers black wearing I'm

## 3 Look and match.



- 1 He's wearing a red shirt. a
- 2 She's wearing a hat. \_\_\_\_\_
- 3 He's wearing a brown scarf. \_\_\_\_\_
- 4 She's wearing black boots. \_\_\_\_\_
- 5 She's wearing a blue skirt. \_\_\_\_\_
- 6 He's wearing jeans. \_\_\_\_\_



#### 4 A puzzle. Read the information and complete the chart.

Erica, Penny and Tina are at the station.

One girl is on the train. One girl is on a chair. One girl is next to a poster.

One is wearing jeans. One is wearing a red skirt. One is wearing a green T-shirt.

Erica is wearing a red skirt.

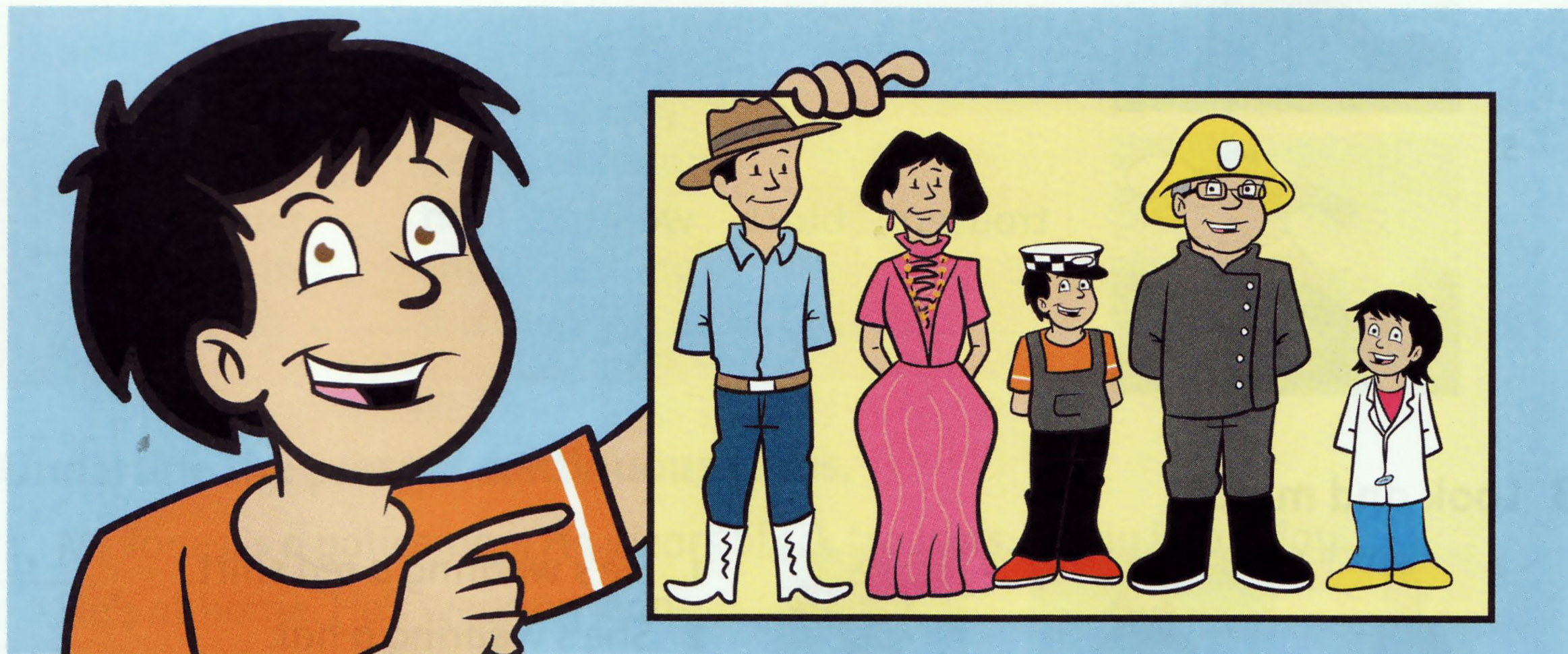
The girl on a chair is wearing jeans.

Erica is next to a poster.

Penny is wearing a green T-shirt.

Name	Where is she?	She is wearing ...
Penny		a green T-shirt
	next to a poster	
		jeans

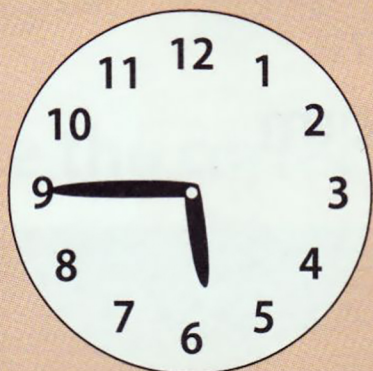
#### 5 Complete the sentences.



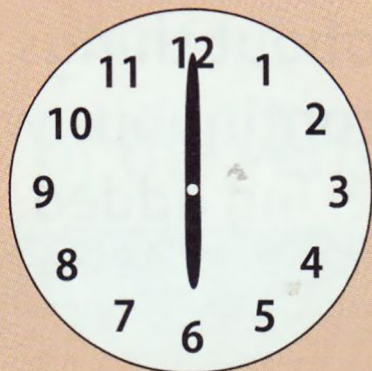
- 1 Dad's a cowboy. He's wearing white boots.
- 2 I'm a policeman. \_\_\_\_\_ black trousers.
- 3 Mum's a rich lady. \_\_\_\_\_ a long dress.
- 4 Grandpa's a fireman. \_\_\_\_\_ a yellow hat.
- 5 Alison's a doctor. \_\_\_\_\_ a white coat.



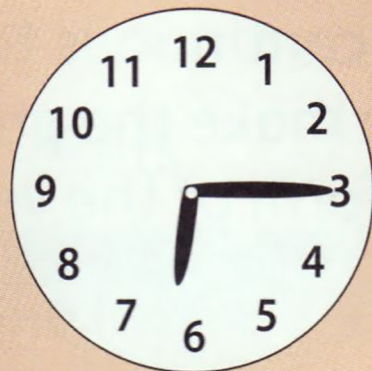
## Telling the time



It's quarter to six.



It's six o'clock.



It's quarter past six.



It's half past six.

## 6 Alison likes to dress up. What time is it?

1 It's half past seven.  
She's wearing a big hat.



2 It's \_\_\_\_\_.  
She's wearing Dad's boots.



3 It's \_\_\_\_\_.  
She's wearing Mum's gloves.



4 It's \_\_\_\_\_.  
She's wearing a scarf.



5 It's \_\_\_\_\_.  
She's wearing a long skirt.



6 It's \_\_\_\_\_.  
She's wearing a pink shirt.





# 12 At the wedding

The present continuous (2)

## The present continuous

Grandma's next to Grandpa. They're **sleeping**. Dad's next to the table. He's **eating**.



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

### Short form

I'm  
you're  
he's / she's / it's  
we're  
you're  
they're

eating

### Long form

I am  
you are  
he is / she is / it is  
we are  
you are  
they are

eating

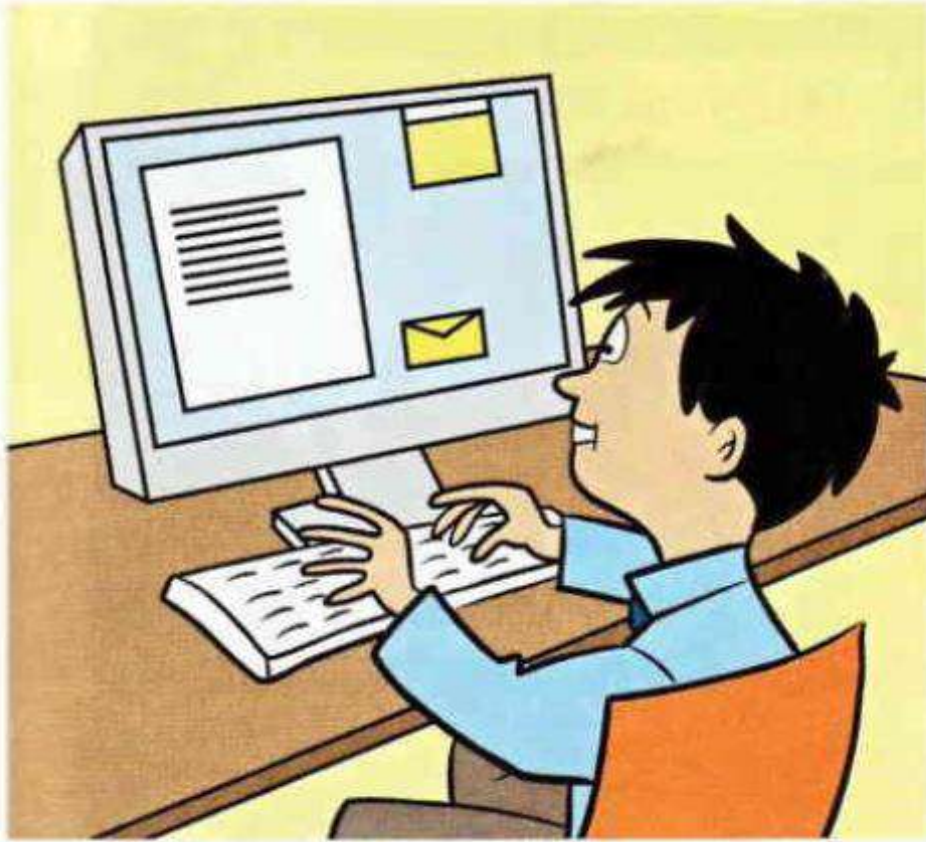
## 1 Circle A or B.

- 1  She's taking photos. A ☒ B
- 2  I'm wearing a tie. A B
- 3  She's eating. A B
- 4  They're eating. A B
- 5  She's drinking. A B
- 6  I'm wearing a hat. A B
- 7  She's drinking. A B
- 8  They're talking. A B





2 Complete Jamie's email. Write the correct short form of **be**.



Dear Martin

We 're getting ready for the wedding.

I \_\_\_\_\_ listening to music. Alison is in her bedroom. She \_\_\_\_\_ brushing her hair. Grandpa and Grandma are in the living room. They \_\_\_\_\_ talking. Mum is in the kitchen. She \_\_\_\_\_ making a cake. Dad is outside. He \_\_\_\_\_ washing the car.

Jamie

3 Write the correct form of the verb in brackets.



1 He 's eating \_\_\_\_\_. (eat)

2 She \_\_\_\_\_. (drink)

3 She \_\_\_\_\_. (sing)

4 He \_\_\_\_\_ photos. (take)

5 They \_\_\_\_\_. (talk)

6 We \_\_\_\_\_ to the band. (listen)

4 Write the words in the correct order.

1 making We're a cake

2 washing the car They're

3 music playing They're

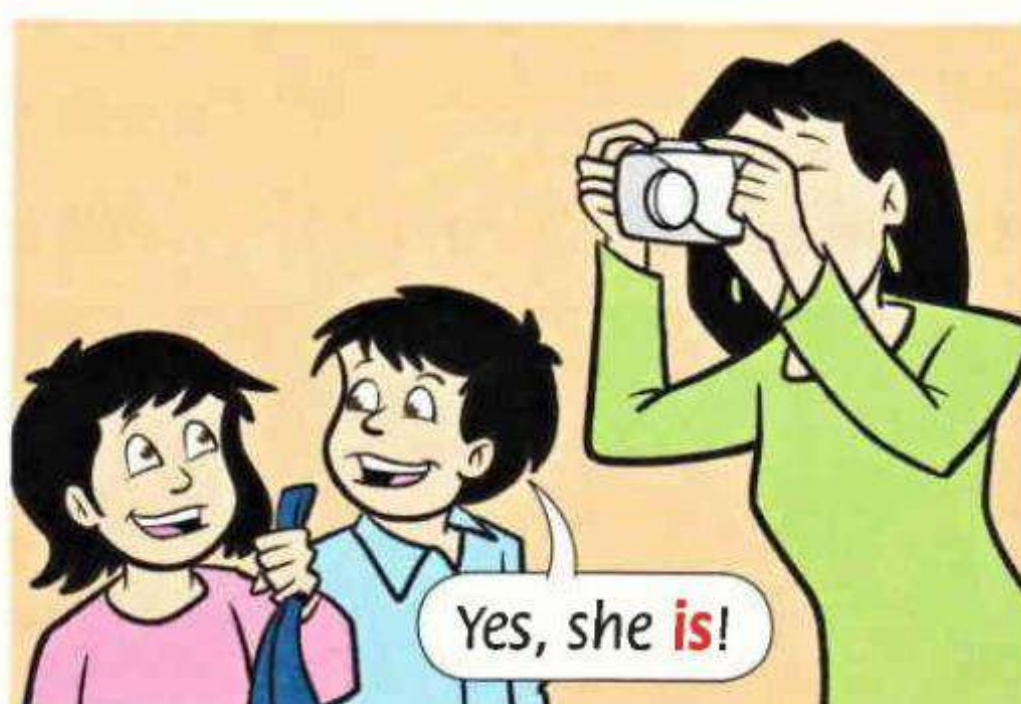
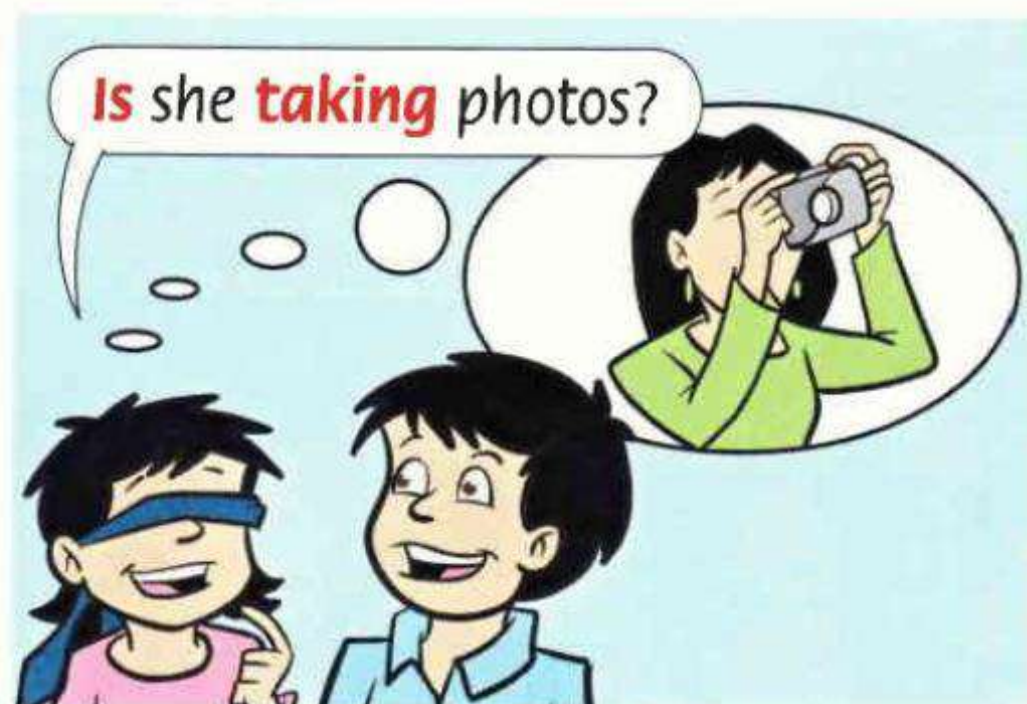
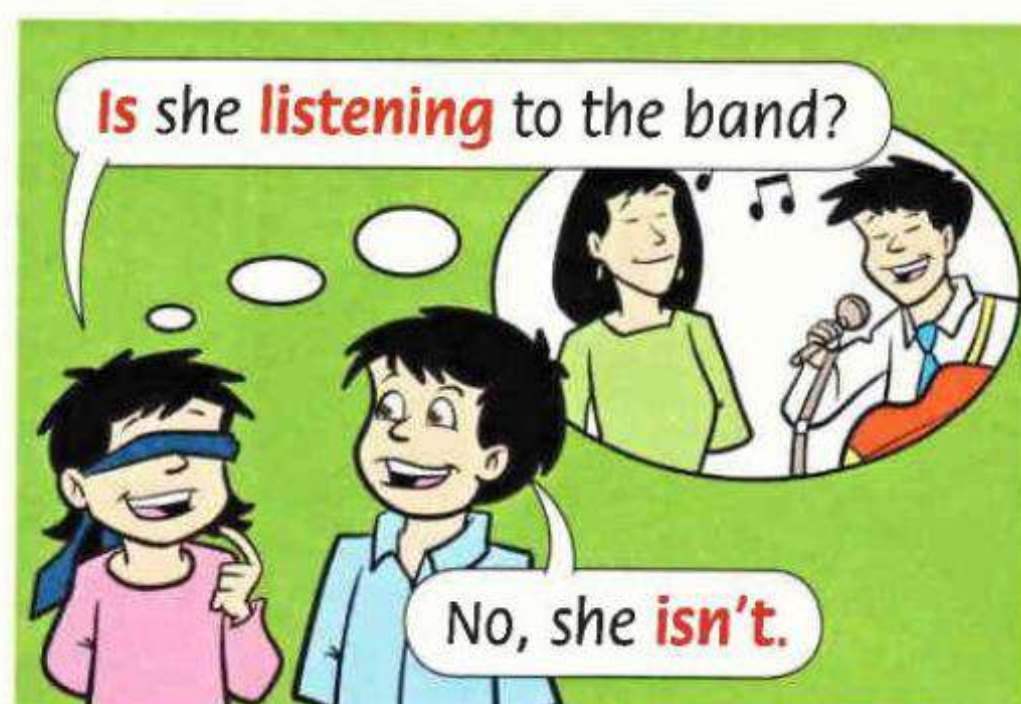
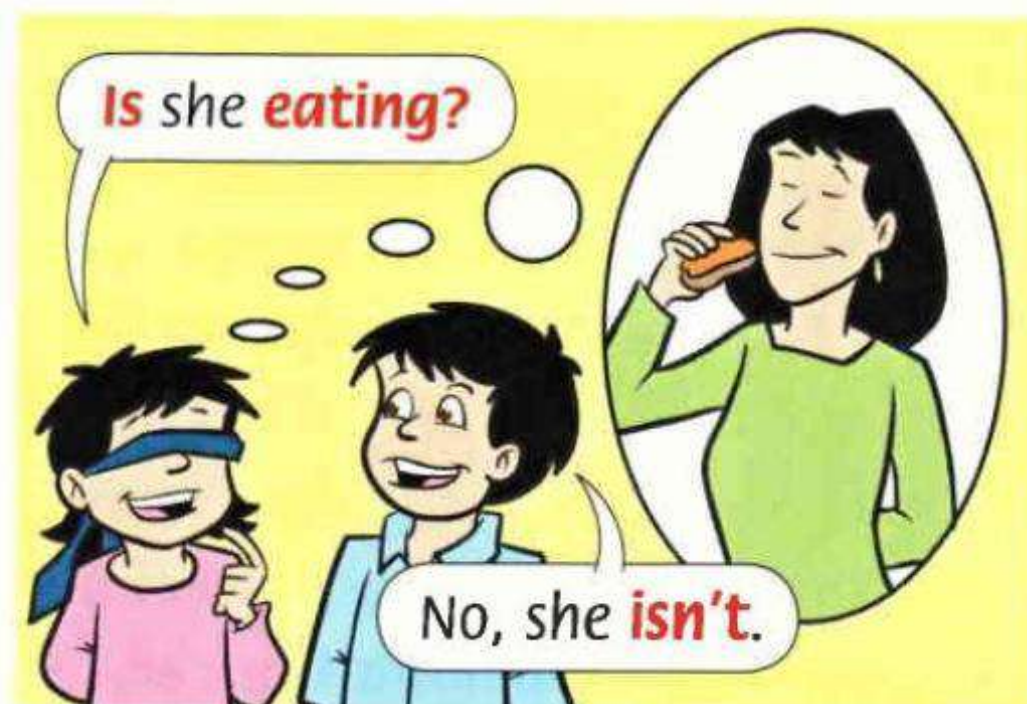
4 writing invitations We're

5 listening to the band He's

6 cake eating She's



## Present continuous questions



In present continuous questions the word order changes as usual.

### Question

Am I  
Are you  
Is he  
Is she  
Is it  
Are we  
Are you  
Are they

eating?

### Short answers

Yes, I <b>am</b> .	No, I'm <b>not</b> .
Yes, you <b>are</b> .	No, you <b>aren't</b> .
Yes, he <b>is</b> .	No, he <b>isn't</b> .
Yes, she <b>is</b> .	No, she <b>isn't</b> .
Yes, it <b>is</b> .	No, it <b>isn't</b> .
Yes, we <b>are</b> .	No, we <b>aren't</b> .
Yes, you <b>are</b> .	No, you <b>aren't</b> .
Yes, they <b>are</b> .	No, they <b>aren't</b> .

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

## 5 Match.

- Are Grandma and Grandpa sleeping?
- Is Dad listening to the band?
- Are Alison and Jamie playing?
- Is Alison eating?

No, she isn't.  
No, they aren't.  
Yes, they are.  
Yes, he is.



6 Write questions and answers. Use the verbs in brackets.



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



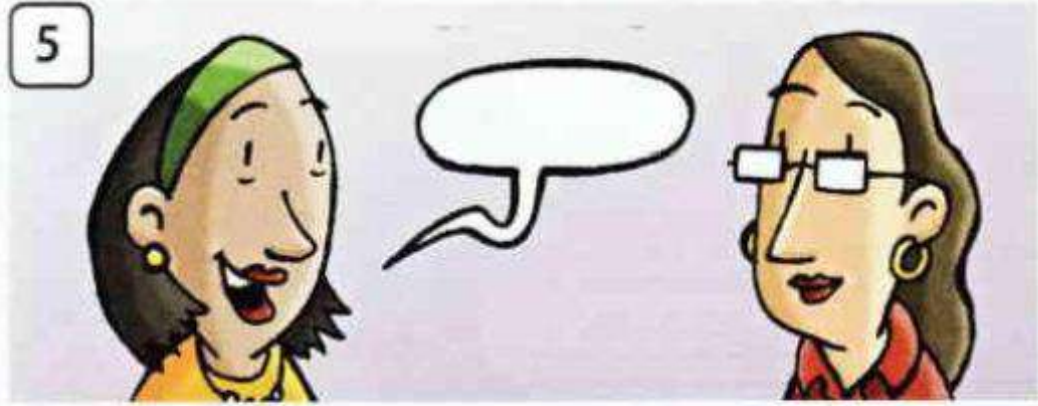
2 \_\_\_\_\_ he \_\_\_\_\_ (listen) to music?  
\_\_\_\_\_, \_\_\_\_\_.



3 \_\_\_\_\_ they \_\_\_\_\_ (sleep)?  
\_\_\_\_\_, \_\_\_\_\_.



4 \_\_\_\_\_ they \_\_\_\_\_ (talk)?  
\_\_\_\_\_, \_\_\_\_\_.



5 \_\_\_\_\_ she \_\_\_\_\_ (drink)?  
\_\_\_\_\_, \_\_\_\_\_.



6 \_\_\_\_\_ they \_\_\_\_\_ (play) music?  
\_\_\_\_\_, \_\_\_\_\_.

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

play sleep make write do



1 What are they doing?  
They're playing.



2 What \_\_\_\_\_?  
\_\_\_\_\_ a cake.



3 Is \_\_\_\_\_?  
Yes, \_\_\_\_\_.



4 Is \_\_\_\_\_ an email?  
Yes, \_\_\_\_\_.



# Review 4

## 1 Write.

~~windy~~ hot raining ~~cold~~ sunny cold

1



What's the weather like, Andy?

It's windy. It's cold.



2



What's the weather like, Sue?



3



What's the weather like, Roger?



## 2 Match.

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

b



## 3 Put in the punctuation.

- 1 Add an apostrophe: This is Jamie's bag .
- 2 Put in a full stop: Alison is Jamie's sister
- 3 Add a comma: We have PE on Monday Tuesday and Wednesday.
- 4 Put in a question mark: How are you



#### 4 Write sentences. Use the present continuous.

1 I / take photos

I'm taking photos.

3 We / listen to music

5 They / make a cake

2 She / brush her hair

3 You / listen to music

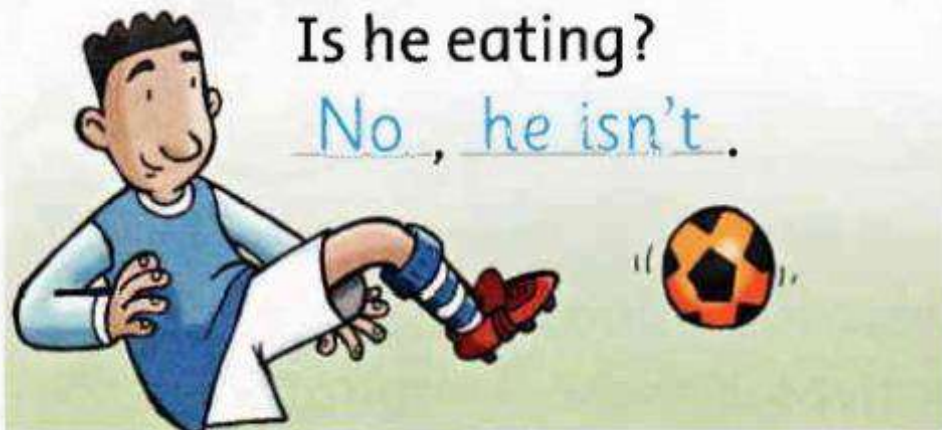
6 He / wash the car

#### 5 Write.

~~No, he isn't.~~ Yes, she is. No, she isn't. Yes, he is. Yes, I am. Yes, they are.

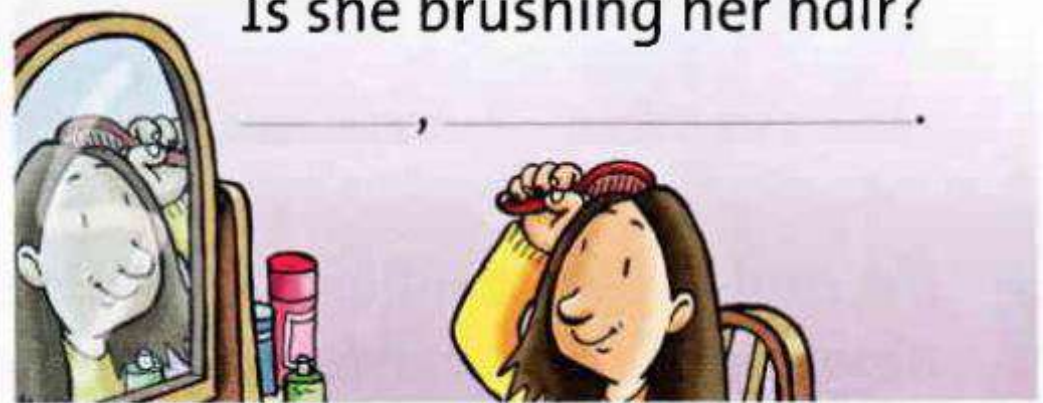
1 Is he eating?

No, he isn't.



2

Is she brushing her hair?



3 Is he listening to music?

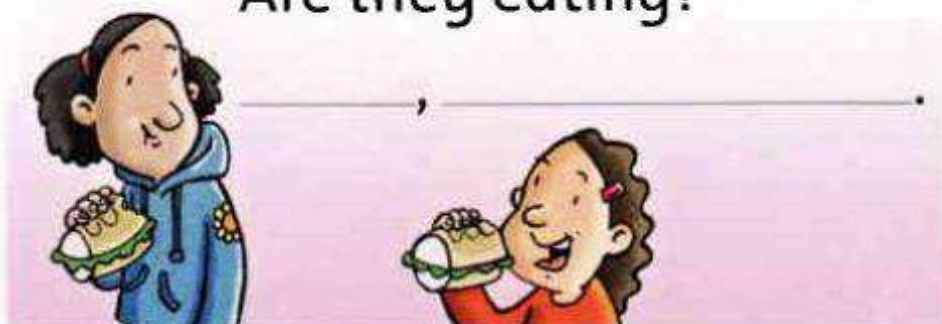


4

Are you making a cake?



5 Are they eating?



6

Is she playing football?

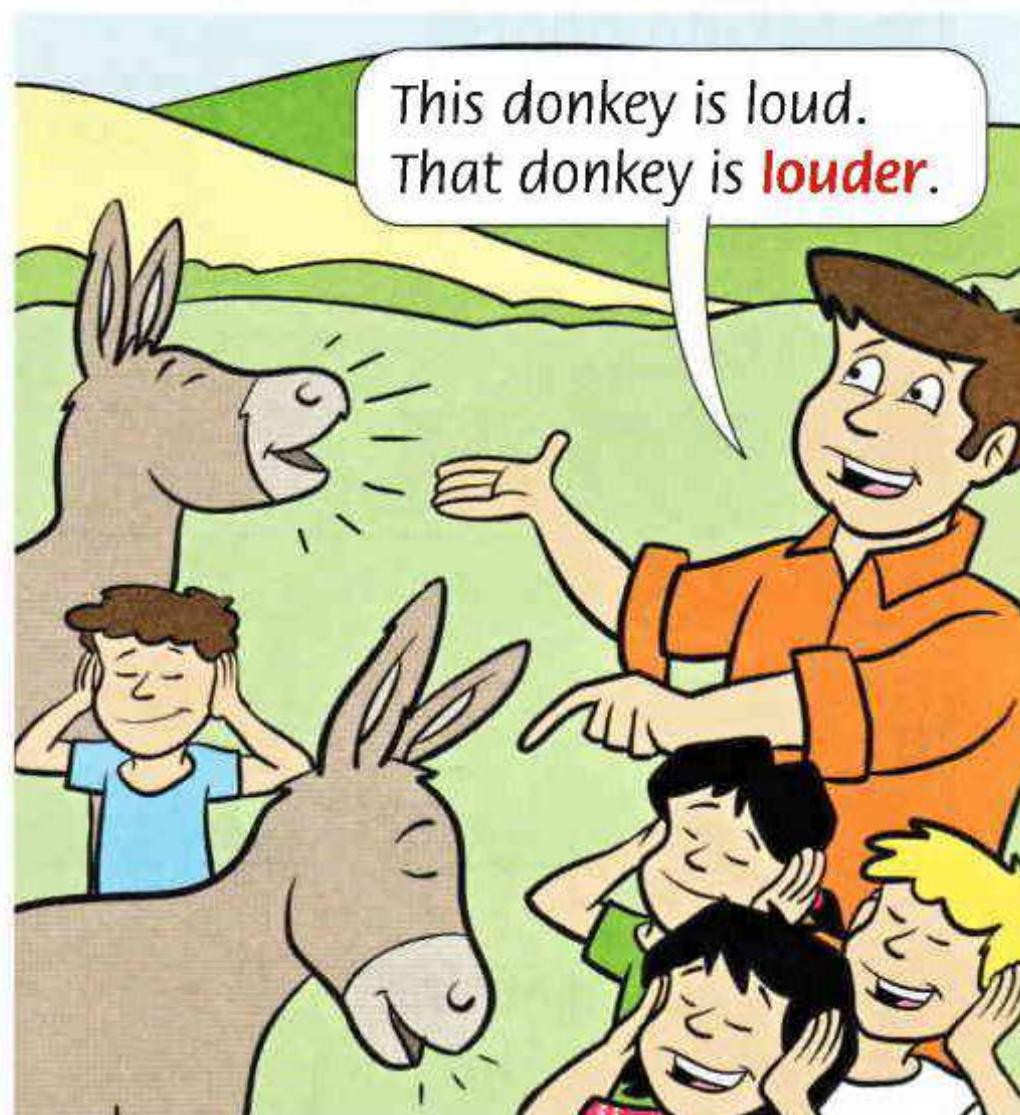
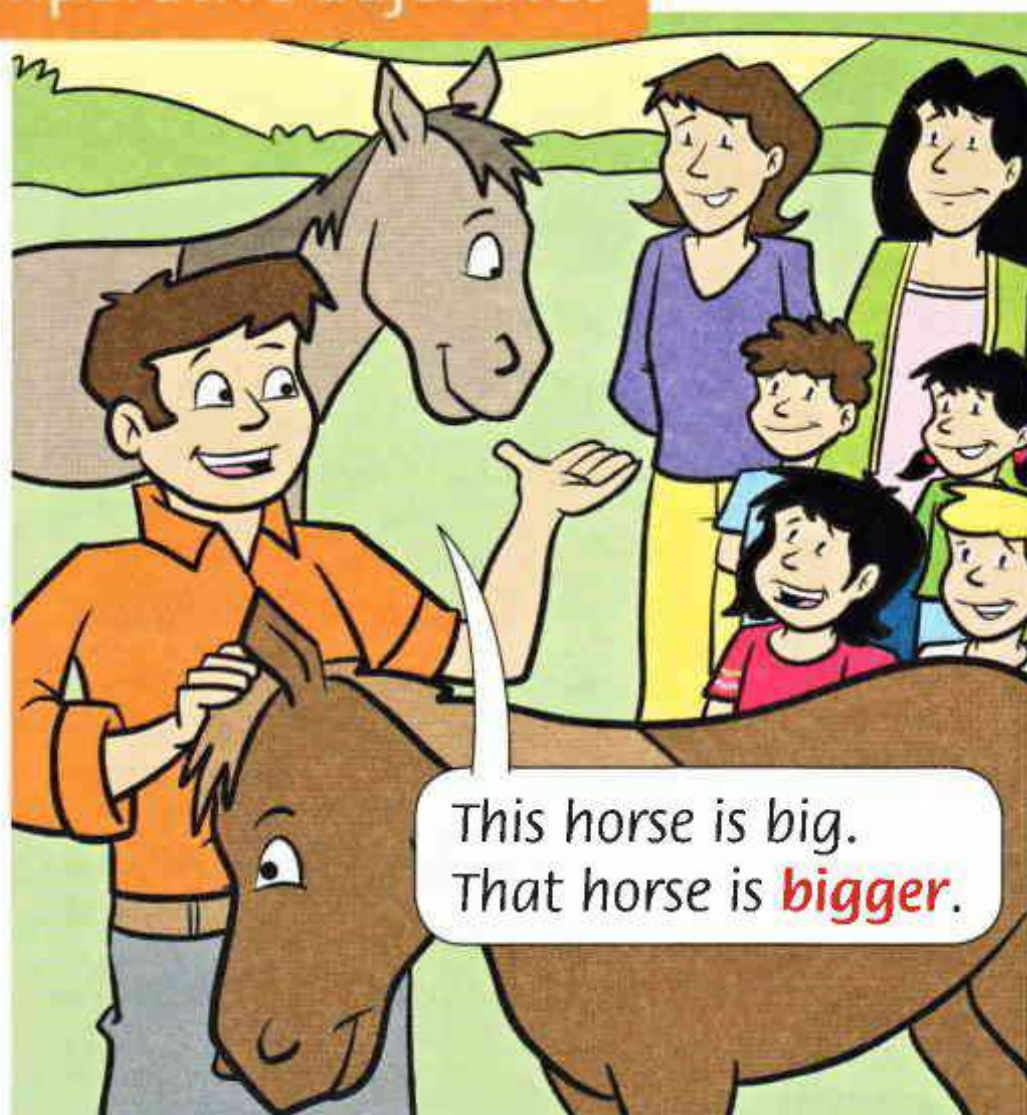




# 13 On the farm

Comparative adjectives  
The conjunction *and*

## Comparative adjectives



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

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

small → smaller    loud → louder    quiet → quieter

fast → faster    slow → slower

Be careful. Sometimes the spelling changes.

big + g + er → bigger

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



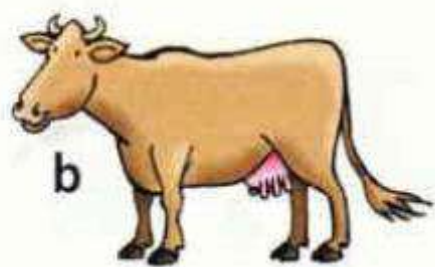
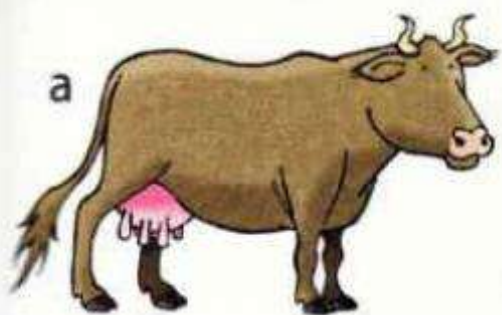
### 1 Circle the comparative adjectives.

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

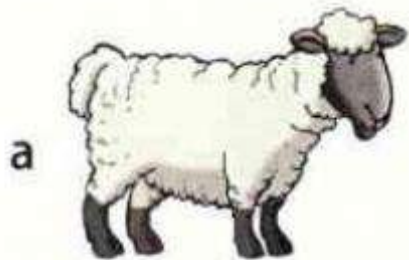
The hen is loud. The goose is louder. The donkey is slow. The cow is slower.



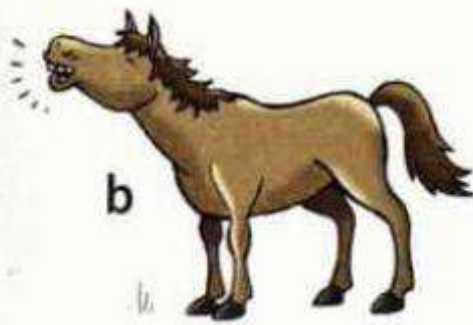
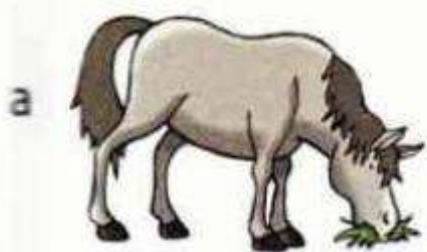
2 Choose **a** or **b**.



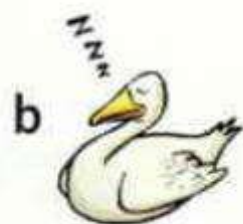
1 This cow is bigger. a



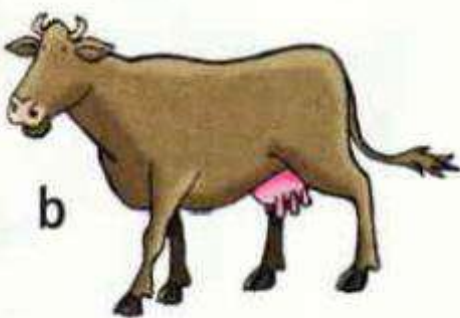
2 This animal is smaller. \_\_\_\_\_



3 This horse is louder. \_\_\_\_\_



4 This goose is quieter. \_\_\_\_\_



5 This animal is faster. \_\_\_\_\_

3 Complete the sentences. Use the adjectives in brackets.

1 The goose is bigger. (big)

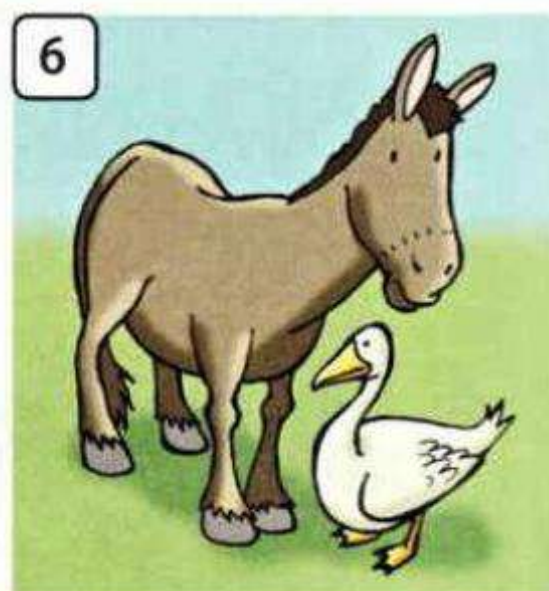
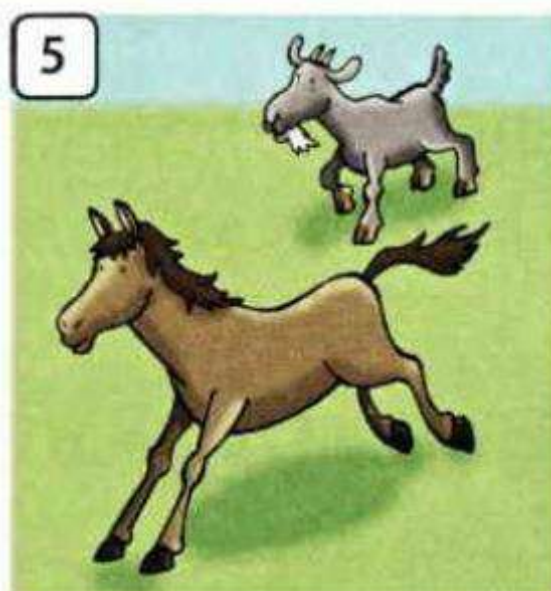
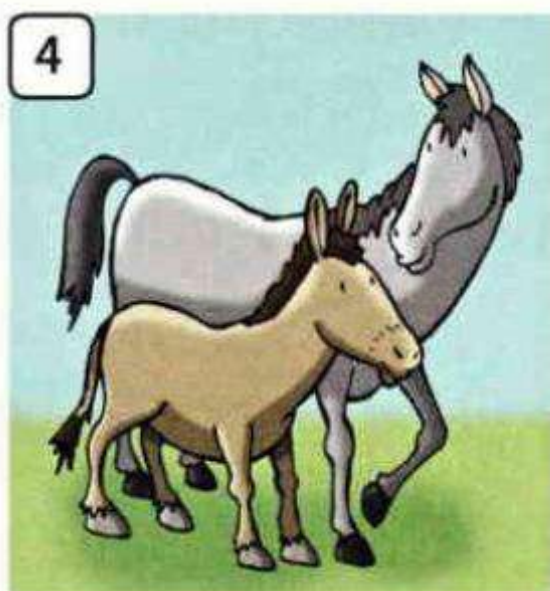
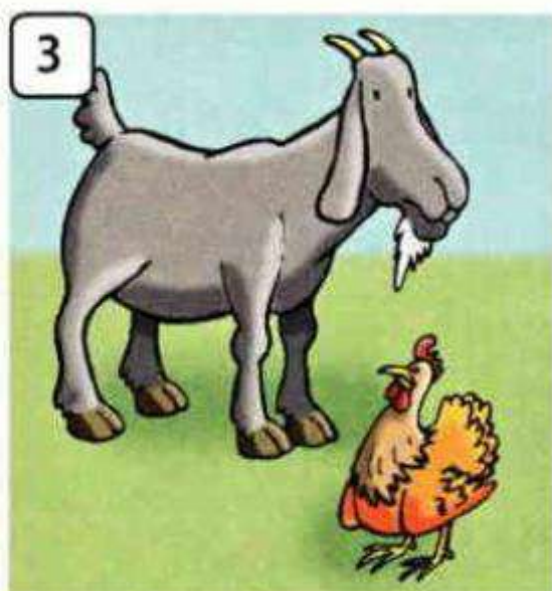
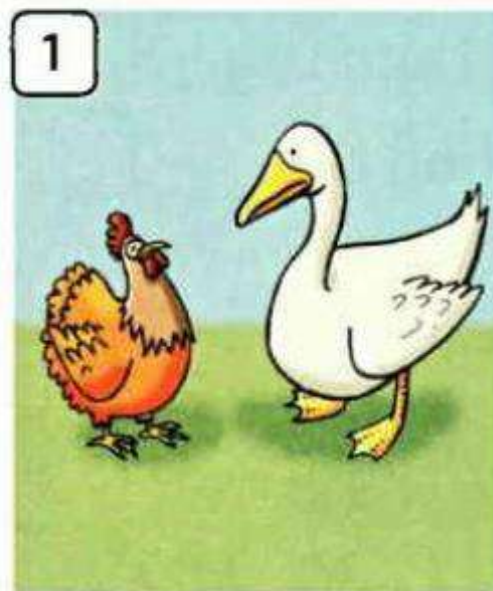
2 The \_\_\_\_\_ is \_\_\_\_\_. (loud)

3 The \_\_\_\_\_ is \_\_\_\_\_. (slow)

4 The \_\_\_\_\_ is \_\_\_\_\_. (small)

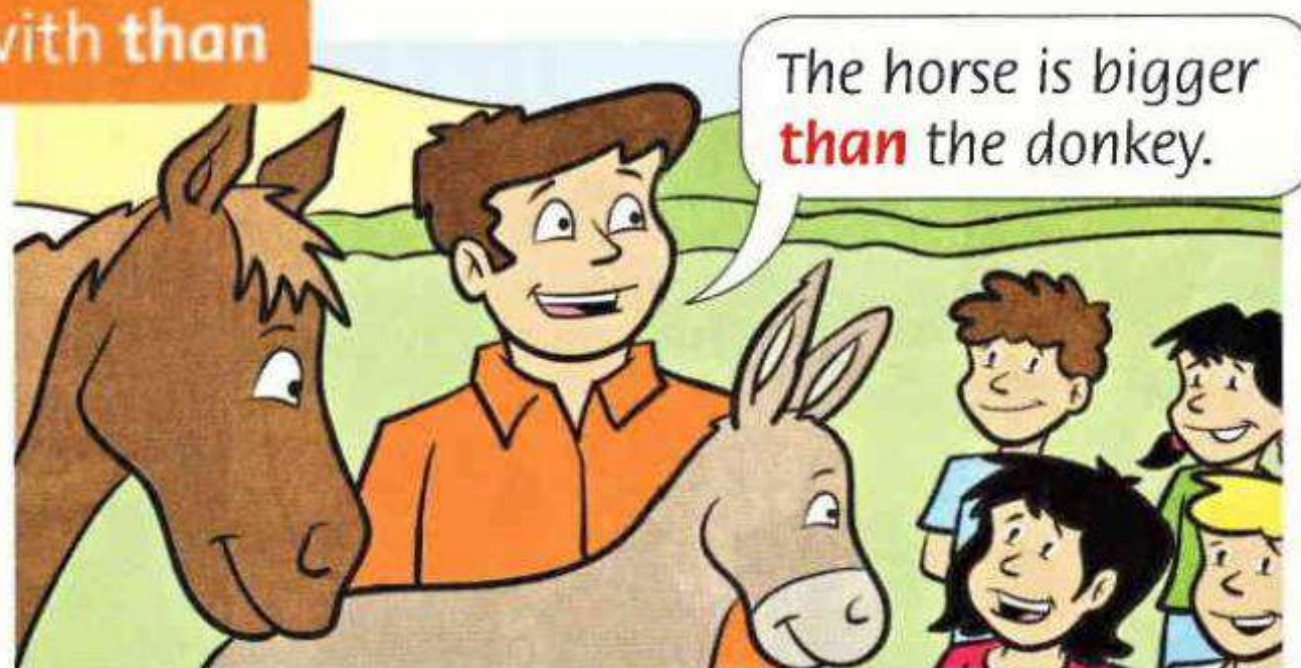
5 The \_\_\_\_\_ is \_\_\_\_\_. (fast)

6 The \_\_\_\_\_ is \_\_\_\_\_. (tall)





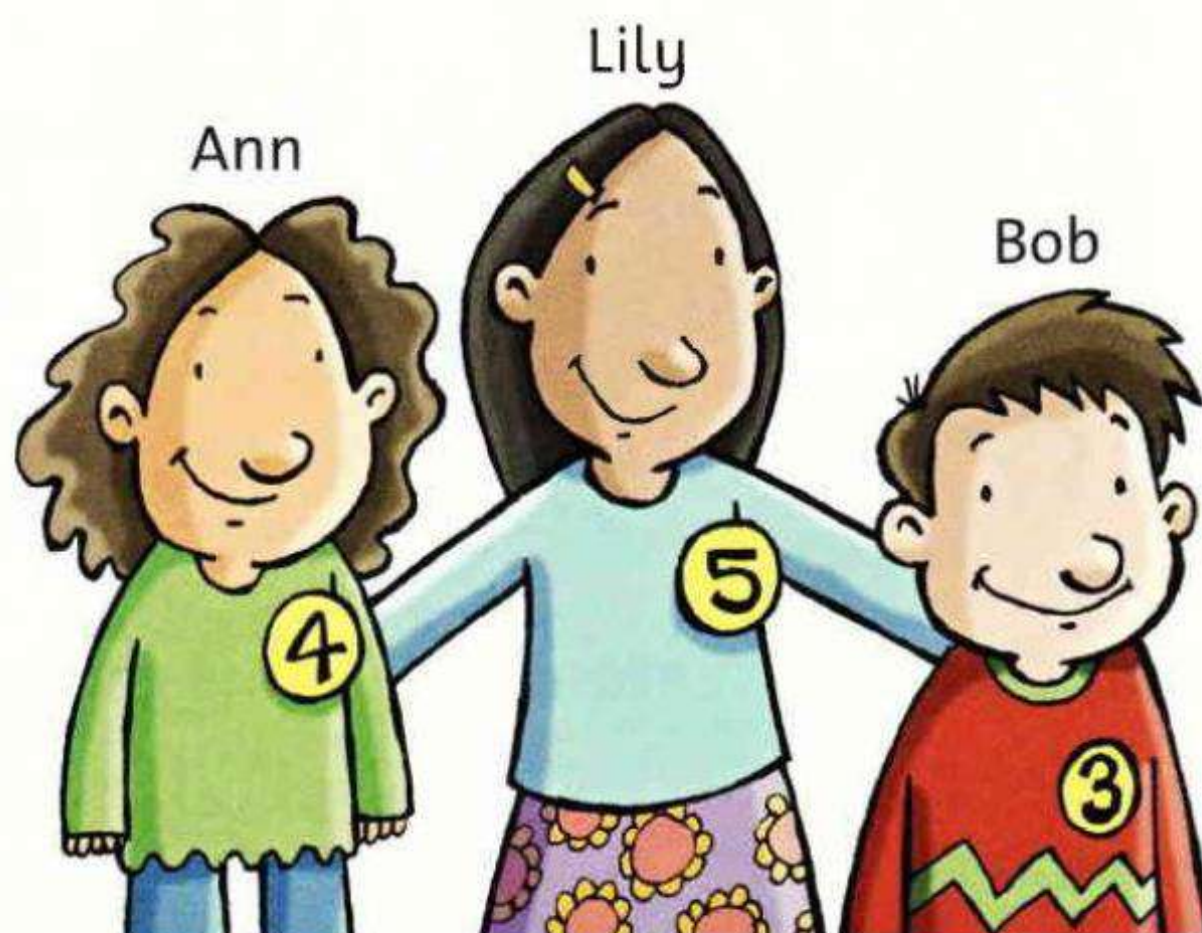
## Comparatives with than



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

### 4 Tick (✓) the correct one.

- |                             |                                     |
|-----------------------------|-------------------------------------|
| 1 Ann is older than Lily.   | <input type="checkbox"/>            |
| Ann is younger than Lily.   | <input checked="" type="checkbox"/> |
| 2 Lily is older than Bob.   | <input type="checkbox"/>            |
| Bob is older than Lily.     | <input type="checkbox"/>            |
| 3 Lily is shorter than Ann. | <input type="checkbox"/>            |
| Lily is taller than Ann.    | <input type="checkbox"/>            |
| 4 Bob is shorter than Lily. | <input type="checkbox"/>            |
| Bob is taller than Lily.    | <input type="checkbox"/>            |



### 5 Write sentences.

1 Bob / young / Ann

Bob is younger than Ann.

3 Bob / small / Lily

2 Ann / short / Lily

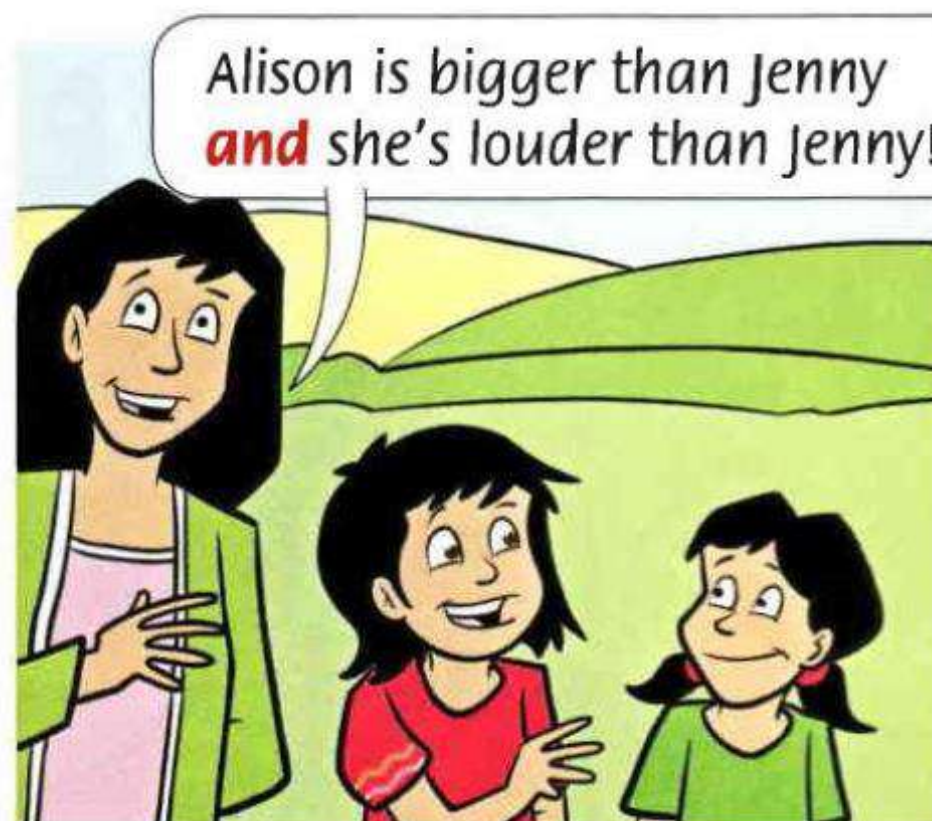
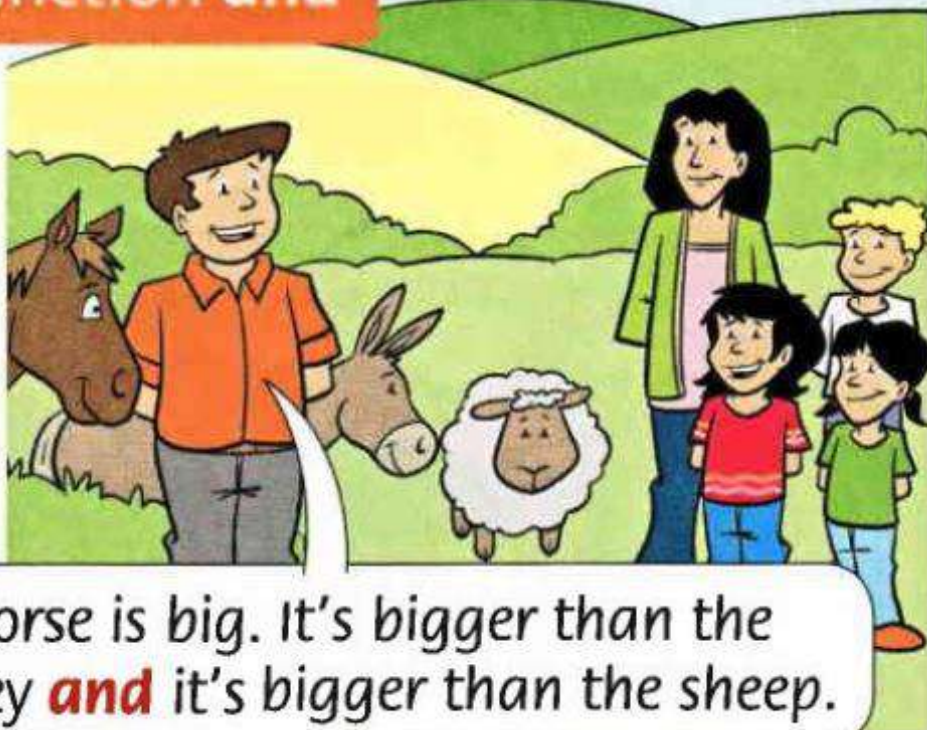
4 Lily / tall / Bob

5 Lily / old / Ann

6 Lily / big / Ann



## The conjunction and



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

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

- 1 Ann is younger than Lily and she's older than Bob. T
- 2 Ann is younger than Bob and she's bigger than Lily. \_\_\_\_\_
- 3 Lily is taller than Ann and she's taller than Bob. \_\_\_\_\_
- 4 Bob is older than Ann and he's older than Lily. \_\_\_\_\_

### 7 Write and to join the sentences.

- 1 The cow is bigger than the goat. The goat is bigger than the goose.  
This cow is bigger than the goat and the goat is bigger than the goose.
- 2 Ann is younger than Lily. Bob is younger than Ann.  
Ann is younger than Lily \_\_\_\_\_.
- 3 Open the window. Close the door.  
Open the window \_\_\_\_\_.
- 4 She's a doctor. He's a policeman.  
She's a doctor \_\_\_\_\_.
- 5 She works in a hospital. He works in a police station.  
She works in a hospital \_\_\_\_\_.
- 6 Jamie goes to school on Monday. He does his homework after school.  
Jamie goes to school \_\_\_\_\_.



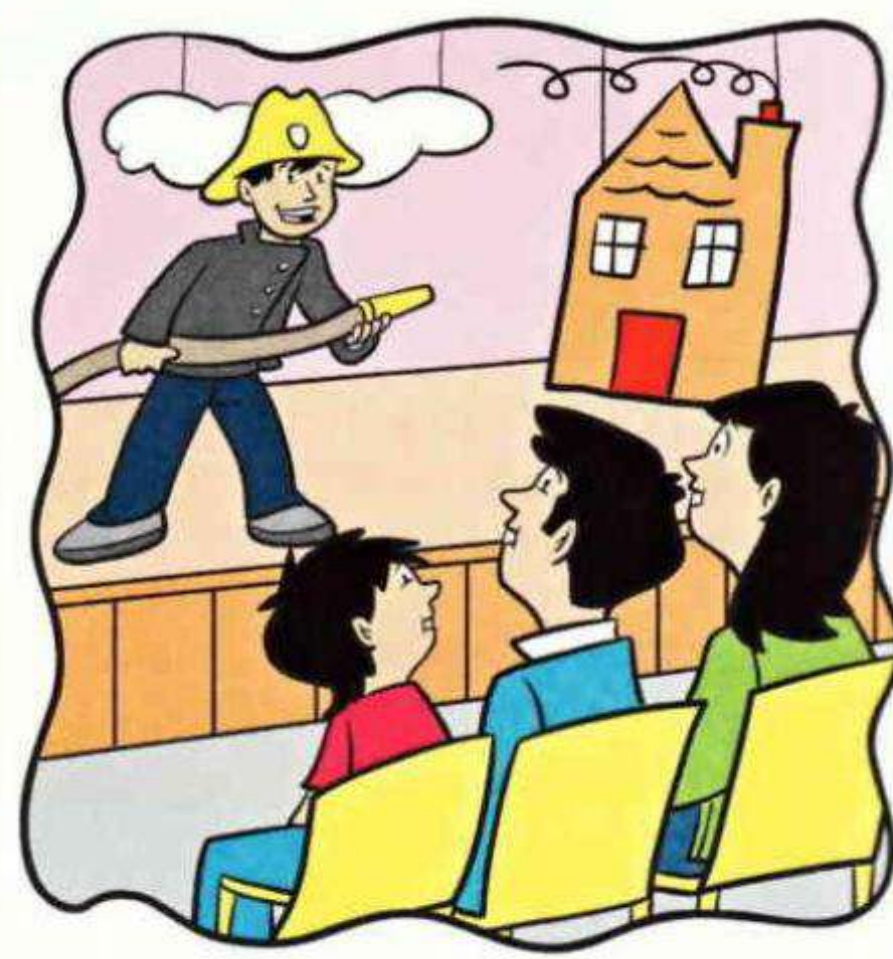
# 14 The school play

The past simple of be

## Was and were



Jamie's tired. Yesterday he **was** in the school play. He **was** a fireman.



Mum and Dad **were** happy.



**Was** and **were** are the past simple forms of the verb **be**. We use the past simple of **be** with adjectives to describe feelings in the past.

Today (Tuesday)

*I **am** hot.*

*Jamie **is** tired.*

*Mum and Dad **are** tired.*

Yesterday (Monday)

*I **was** cold.*

*Jamie **was** happy.*

*Mum and Dad **were** happy.*

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

## 1 Circle the past simple forms of **be**.

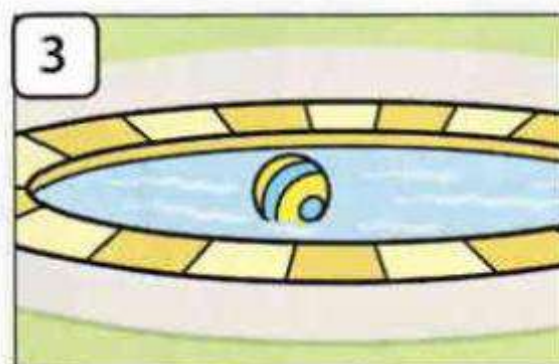
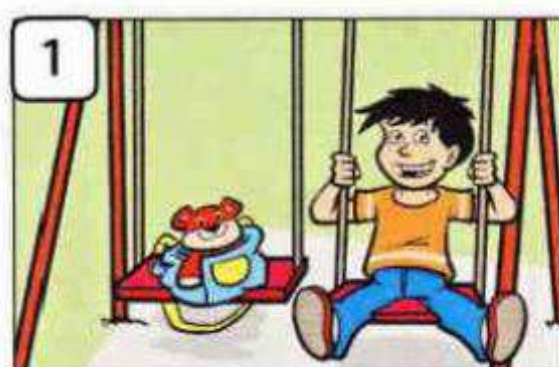
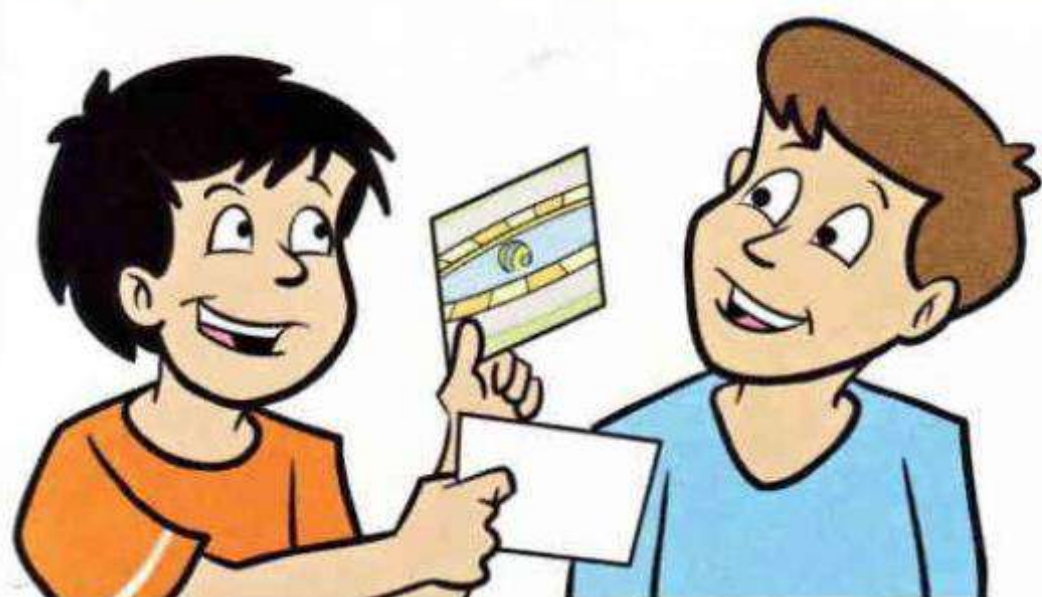
Yesterday I was at the park. My friends were at the park. It was windy. There was a boy and a kite. The kite was in the tree. The boy was sad. There was a tall man. The kite was on the ground. Then it was in the sky. We were all happy.





2 Look and write. Use the past simple of **be** and the words from the box.

~~at the park~~ hungry wet naughty happy kind



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

3 Where were they yesterday? Look and write.



She was at the zoo.



\_\_\_\_\_.



\_\_\_\_\_.



\_\_\_\_\_.





Jamie was a fireman. His friend Dave **wasn't** a fireman. He was a policeman. Alison **wasn't** in the play.



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

## Affirmative

I **was**  
you **were**  
he **was**  
she **was**  
it **was**  
we **were**  
you **were**  
they **were**

## Negative (short form)

I **wasn't**  
you **weren't**  
he **wasn't**  
she **wasn't**  
it **wasn't**  
we **weren't**  
you **weren't**  
they **weren't**

wasn't = was not  
weren't = were not



## 4 Circle the correct past simple negative form of **be**.

- Mum and Dad **wasn't** / **weren't** sad.
- Alison **wasn't** / **weren't** good.
- Jamie **wasn't** / **weren't** a policeman.
- It **wasn't** / **weren't** sunny yesterday.
- We **wasn't** / **weren't** in the living room.



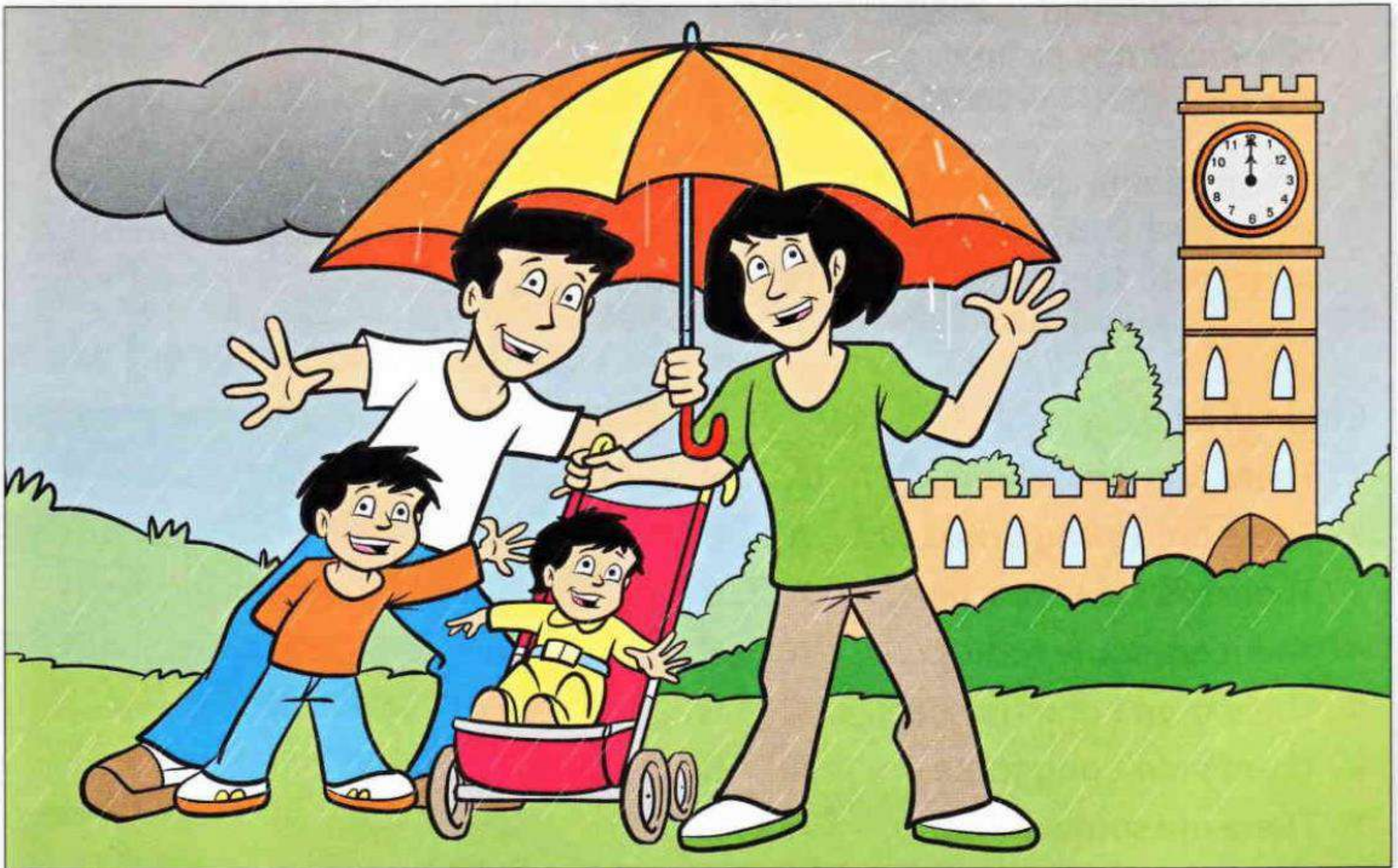
**5 Make the sentences negative.**

- 1 Jamie was a policeman. Jamie wasn't a policeman.
- 2 Dave was a fireman. \_\_\_\_\_.
- 3 Mum and Dad were sad. \_\_\_\_\_.
- 4 Alison was in the play. \_\_\_\_\_.
- 5 Yesterday it was sunny. \_\_\_\_\_.

**6 Write. Use the correct affirmative or negative form of the verb **be**.**

Jamie's school play was about jobs. Jamie (1) was a fireman.  
Dave (2) \_\_\_\_\_ a fireman. He (3) \_\_\_\_\_ a policeman. Other girls and  
boys (4) \_\_\_\_\_ doctors and nurses. Alison (5) \_\_\_\_\_ in the play.  
She (6) \_\_\_\_\_ sad. Mum and Dad (7) \_\_\_\_\_ happy.

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



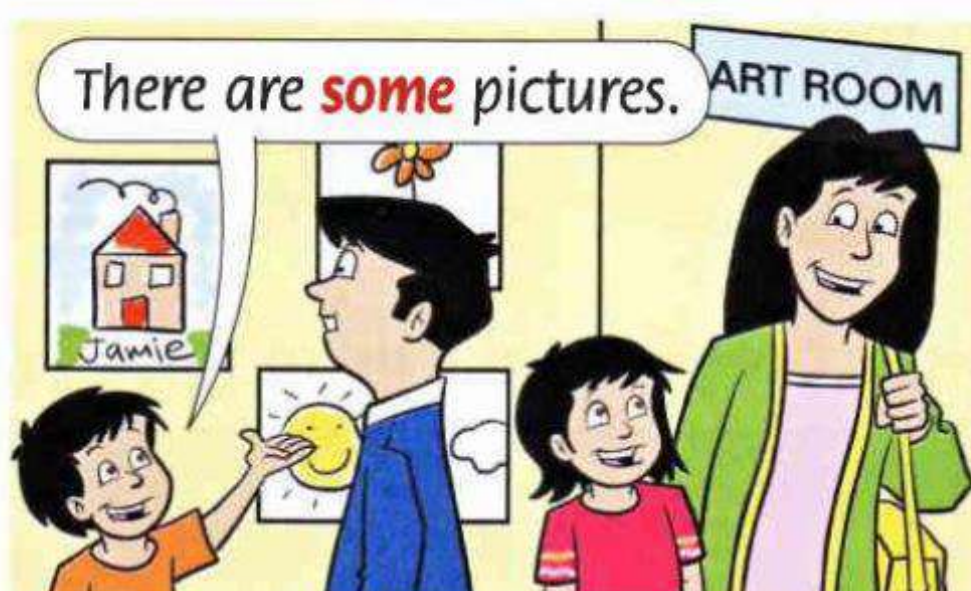
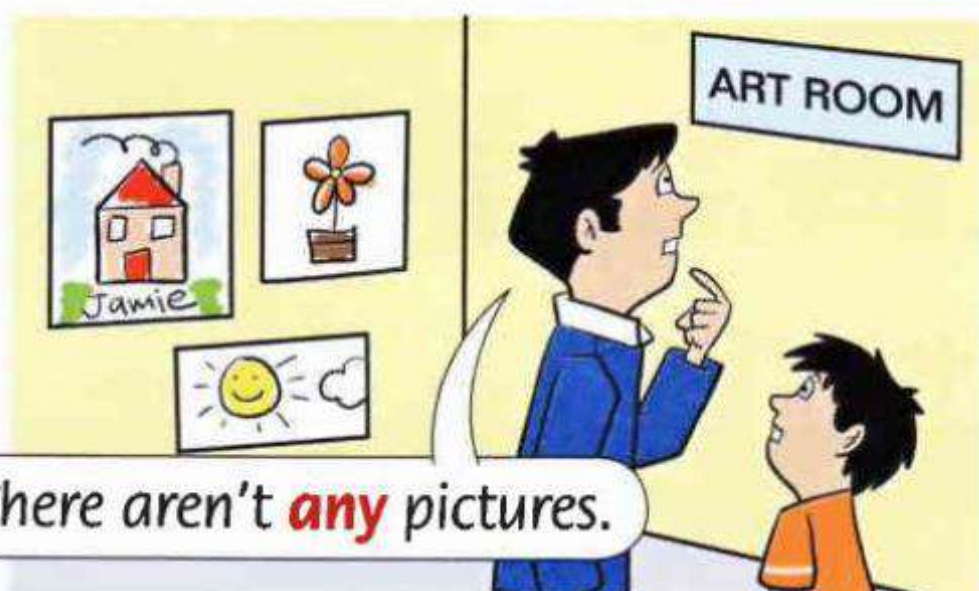
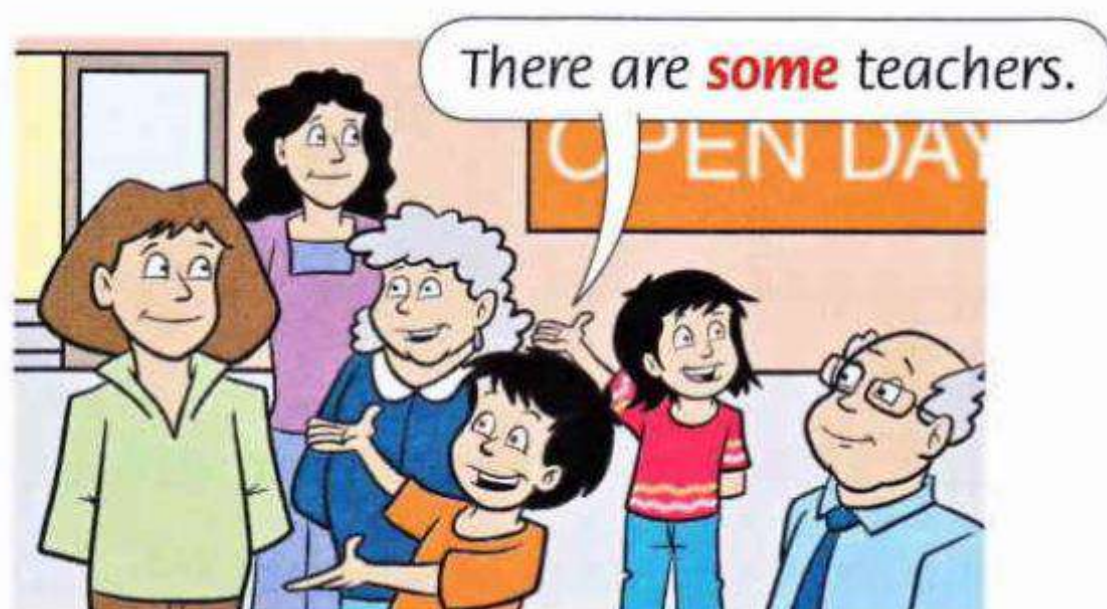
- |                               |                                  |
|-------------------------------|----------------------------------|
| 1 It wasn't sunny. <u>T</u>   | 2 Jamie was sad. _____           |
| 3 Alison was little. _____    | 4 Mum and Dad weren't dry. _____ |
| 5 It wasn't 12 o'clock. _____ | 6 Mum and Dad were happy. _____  |



# 15 School open day

Quantifiers (*some, any*)  
Ordinal numbers  
Irregular plural nouns

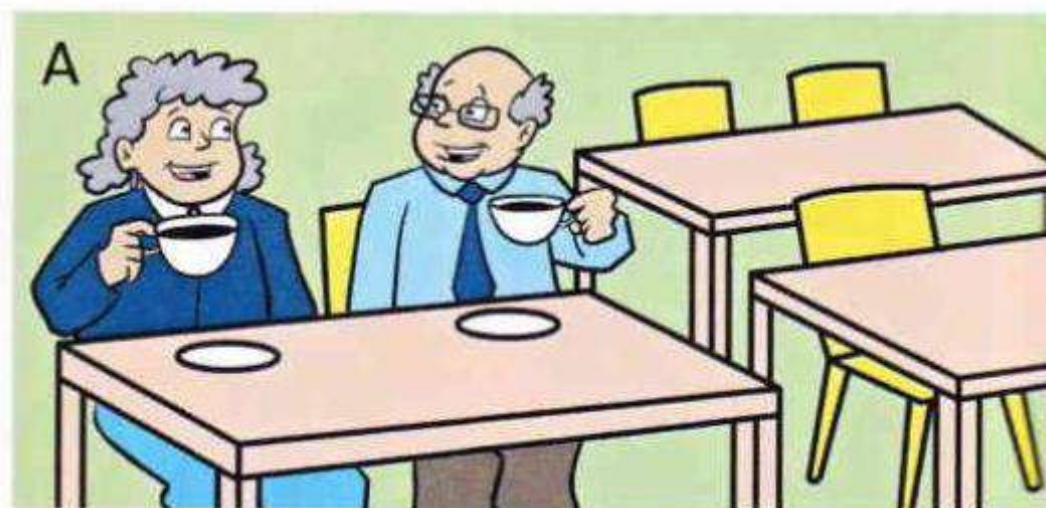
## Some and any



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

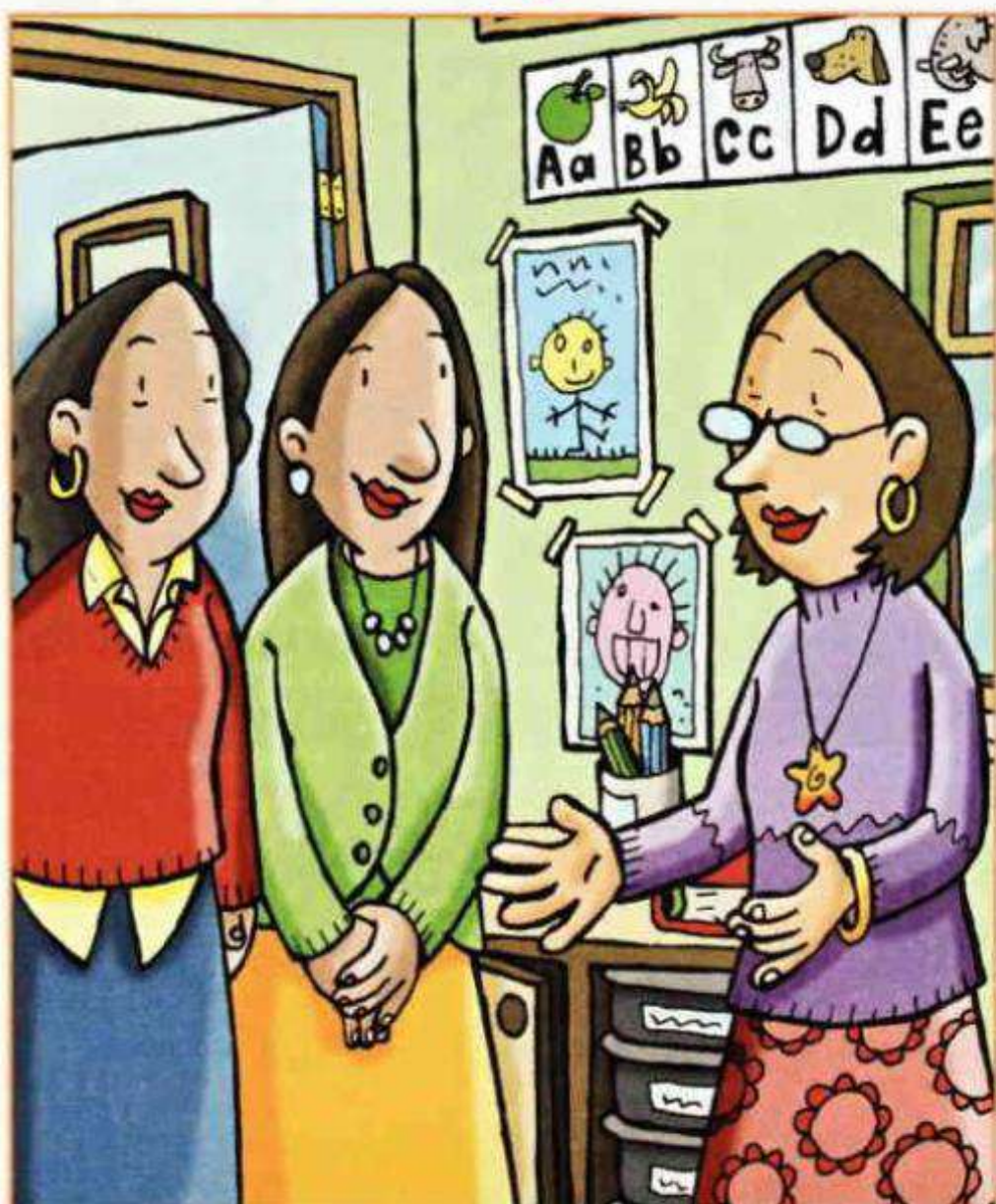
### 1 Circle A or B.

- |                              |                                    |                         |
|------------------------------|------------------------------------|-------------------------|
| 1 There are some chairs.     | <input checked="" type="radio"/> A | B                       |
| 2 There aren't any drinks.   | A                                  | <input type="radio"/> B |
| 3 There are some teachers.   | A                                  | <input type="radio"/> B |
| 4 There are some tables.     | A                                  | <input type="radio"/> B |
| 5 There aren't any teachers. | A                                  | <input type="radio"/> B |
| 6 There aren't any tables.   | A                                  | <input type="radio"/> B |
| 7 There are some drinks.     | A                                  | <input type="radio"/> B |
| 8 There aren't any chairs.   | A                                  | <input type="radio"/> B |

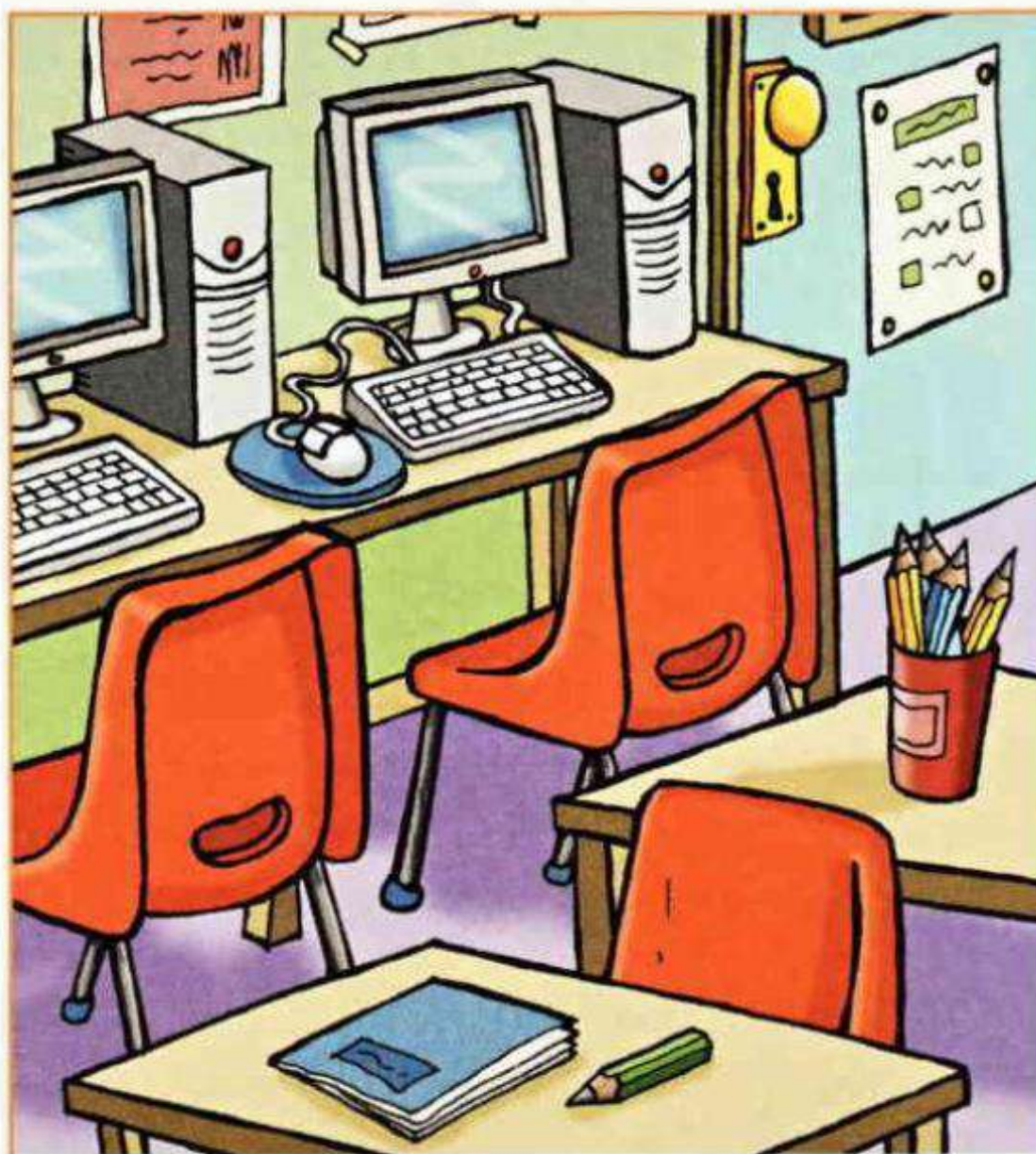




## 2 Write **some** or **any**.



- 1 There aren't any children.
- 2 There are \_\_\_\_\_ women.
- 3 There aren't \_\_\_\_\_ men.
- 4 There are \_\_\_\_\_ pictures.



- 5 There are \_\_\_\_\_ computers.
- 6 There aren't \_\_\_\_\_ cupboards.
- 7 There are \_\_\_\_\_ posters.
- 8 There aren't \_\_\_\_\_ children.

## 3 Make the sentences negative.

- 1 There are some children. There aren't any children.
- 2 There are some pictures. \_\_\_\_\_
- 3 There are some teachers. \_\_\_\_\_
- 4 There are some pegs. \_\_\_\_\_
- 5 There are some chairs. \_\_\_\_\_

## 4 Make the sentences positive.

- 1 There aren't any cars. There are some cars.
- 2 There aren't any cupboards. \_\_\_\_\_
- 3 There aren't any teachers. \_\_\_\_\_
- 4 There aren't any prizes. \_\_\_\_\_
- 5 There aren't any pictures. \_\_\_\_\_



## Ordinal numbers



The **third** prize for English is for Jamie.



The **second** prize for English is for Emma.



The **first** prize for English is for Tony.



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

Cardinal	Ordinal	Cardinal	Ordinal
1 one	1 <sup>st</sup> first	6 six	6 <sup>th</sup> sixth
2 two	2 <sup>nd</sup> second	7 seven	7 <sup>th</sup> seventh
3 three	3 <sup>rd</sup> third	8 eight	8 <sup>th</sup> eighth
4 four	4 <sup>th</sup> fourth	9 nine	9 <sup>th</sup> ninth
5 five	5 <sup>th</sup> fifth	10 ten	10 <sup>th</sup> tenth

### 5 Write the ordinal numbers.

I was at the school open day yesterday. The winner of the (1) first prize for English was Tony. The winner of the (2) \_\_\_\_\_ prize for English was Emma. The winner of the (3) \_\_\_\_\_ prize for English was Jamie.

### 6 Write the ordinal numbers.

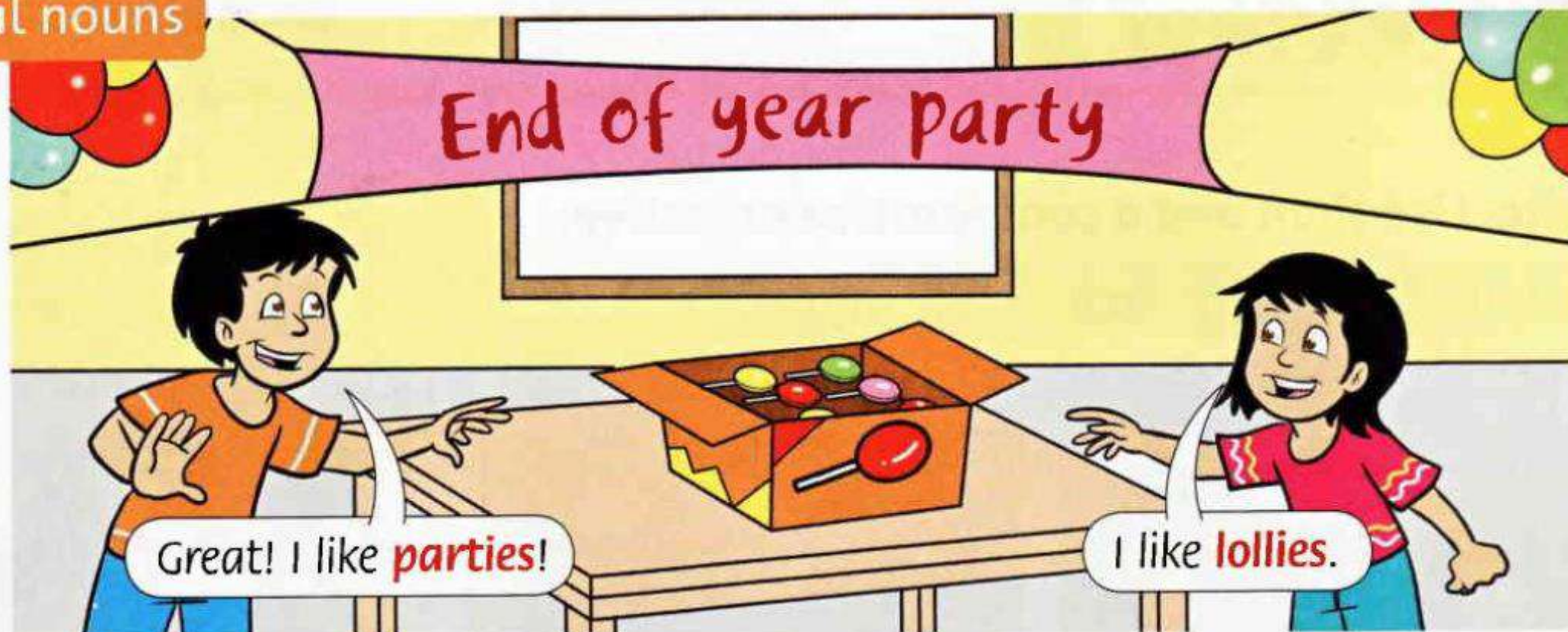
Alice is first.  
 Karen is \_\_\_\_\_.  
 Kate is \_\_\_\_\_.  
 Helen is \_\_\_\_\_.  
 Amy is \_\_\_\_\_.  
 Megan is \_\_\_\_\_.



Megan Amy Helen Kate Karen Alice



## Plural nouns



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

one boy    two boys

Some plural nouns are different. They are irregular plurals.

**Singular**

**Plural**

one lolly

two lollies

one family

two families

one tomato

three tomatoes

one sandwich

three sandwiches

one shelf

four shelves

one child

two children

one woman

two women

one man

two men

## 7 Circle the regular plurals. Underline the irregular plurals.

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

## 8 Complete the table.

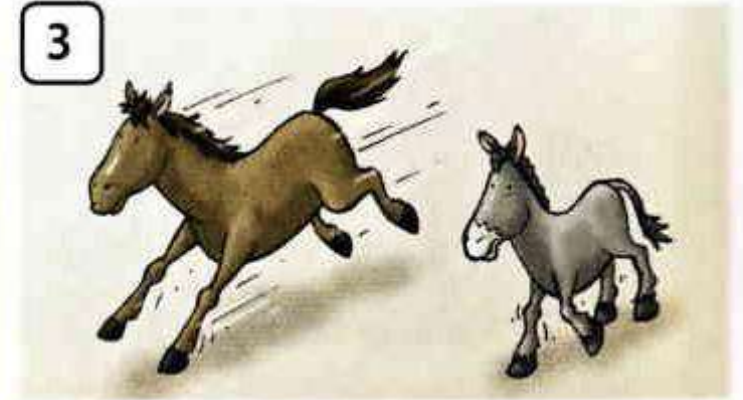
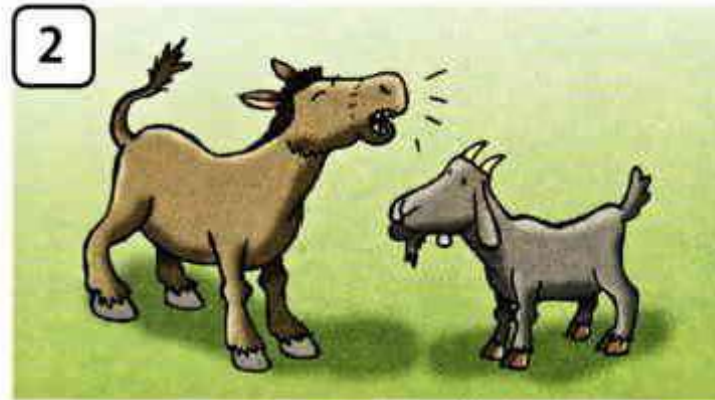
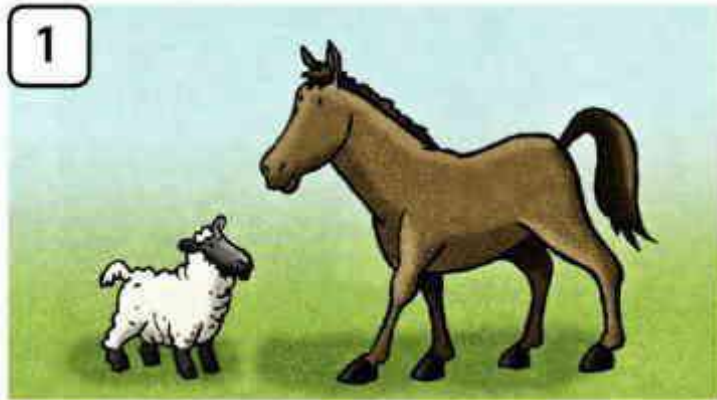
singular	shelf	pastry	sandwich			lolly
plural	shelves			parties	families	



# Review 5

## 1 Write. Use **than** and a comparative adjective.

small loud big fast slow quiet



1 The horse is bigger than the sheep.

The sheep \_\_\_\_\_.

2 The donkey \_\_\_\_\_.

The goat \_\_\_\_\_.

3 The horse \_\_\_\_\_.

The donkey \_\_\_\_\_.

## 2 Where were they yesterday?

1 Dad at 9 o'clock (work)

He was at work at 9 o'clock.

2 Jamie at 9 o'clock (school)

\_\_\_\_\_.

3 Jamie and Dave at 5 o'clock (park)

\_\_\_\_\_.

4 Mum and Dad at 8 o'clock (home)

\_\_\_\_\_.

5 Alison at 8 o'clock (bed)

\_\_\_\_\_.

## 4 Write negative sentences about yesterday.

1 Jamie at 6 o'clock (school)

He wasn't at school at 6 o'clock.

2 Dad at 9 o'clock (home)

\_\_\_\_\_.

3 Jamie and Dave at 9 o'clock (park)

\_\_\_\_\_.

4 Alison at 5 o'clock (bed)

\_\_\_\_\_.

5 Mum and Dad at 8 o'clock (work)

\_\_\_\_\_.



## 5 Write sentences.

- 1 teachers (✓) There are some teachers.
- 2 pupils (X) There aren't any pupils.
- 3 tables (X) \_\_\_\_\_.
- 4 chairs (✓) \_\_\_\_\_.
- 5 prizes (✓) \_\_\_\_\_.
- 6 boards (X) \_\_\_\_\_.

## 5 Write.

Cardinal	Ordinal
1 one	<u>first</u>
2 two	_____
3 three	_____
4 four	_____
5 five	_____
6 six	_____
7 seven	_____
8 eight	_____

## 6 Write.

Singular	Plural
1 family	<u>families</u>
2 lolly	_____
3 party	_____
4 pastry	_____
5 child	_____
6 man	_____
7 woman	_____
8 sandwich	_____



# Grammar reference

## Starter Unit, Units 4–5

### Have got

#### Affirmative

##### Short form

I've got  
you've got  
he's got  
she's got  
it's got  
we've got  
you've got  
they've got

##### Long form

I have got  
you have got  
he has got  
she has got  
it has got  
we have got  
you have got  
they have got

#### Negative

##### Short form

I haven't got  
you haven't got  
he hasn't got  
she hasn't got  
it hasn't got  
we haven't got  
you haven't got  
they haven't got

##### Long form

I have not got  
you have not got  
he has not got  
she has not got  
it has not got  
we have not got  
you have not got  
they have not got

#### Interrogative

have I got?  
have you got?  
has he got?  
has she got?  
has it got?  
have we got?  
have you got?  
have they got?

#### Short answers

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

## Unit 2

### Be (present simple)

#### Affirmative

##### Short form

I'm  
you're  
he's  
she's  
it's  
we're  
you're  
they're

##### Long form

I am  
you are  
he is  
she is  
it is  
we are  
you are  
they are

#### Negative

##### Short form

I'm not  
you aren't  
he isn't  
she isn't  
it isn't  
we aren't  
you aren't  
they aren't

##### Long form

I am not  
you are not  
he is not  
she is not  
it is not  
we are not  
you are not  
they are not

#### Interrogative

am I?  
are you?  
is he?  
is she?  
is it?  
are we?  
are you?  
are they?

#### Short answers

Yes, I am. No, I'm not.  
Yes, you are. No, you aren't.  
Yes, he is. No, he isn't.  
Yes, she is. No, she isn't.  
Yes, it is. No, it isn't.  
Yes, we are. No, we aren't.  
Yes, you are. No, you aren't.  
Yes, they are. No, they aren't.



## Unit 3 Can

### Affirmative

#### Short form

I can  
you can  
he can  
she can  
it can  
we can  
you can  
they can

### Negative

#### Short form

I can't  
you can't  
he can't  
she can't  
it can't  
we can't  
you can't  
they can't

#### Long form

I cannot  
you cannot  
he cannot  
she cannot  
it cannot  
we cannot  
you cannot  
they cannot

### Interrogative

Can I?  
Can you?  
Can he?  
Can she?  
Can it?  
Can we?  
Can you?  
Can they?

### Short answers

Yes, I can.	No, I can't.
Yes, you can.	No, you can't.
Yes, he can.	No, he can't.
Yes, she can.	No, she can't.
Yes, it can.	No, it can't.
Yes, we can.	No, we can't.
Yes, you can.	No, you can't.
Yes, they can.	No, they can't.

## Unit 5

### Subject pronouns

I  
you  
he  
she  
it  
we  
they

### Possessive adjectives

my  
your  
his  
her  
its  
our  
their

## Units 6–9 The present simple: like

### Affirmative

#### Short form

I like  
you like  
he likes  
she likes  
it likes  
we like  
you like  
they like

### Negative

#### Short form

I **don't** like  
you **don't** like  
he **doesn't** like  
she **doesn't** like  
it **doesn't** like  
we **don't** like  
you **don't** like  
they **don't** like

#### Long form

I **do not** like  
you **do not** like  
he **does not** like  
she **does not** like  
it **does not** like  
we **do not** like  
you **do not** like  
they **do not** like

### Interrogative

do I like?  
do you like?  
does he like?  
does she like?  
does it like?  
do we like?  
do you like?  
do they like?

### Short answers

Yes, I <b>do</b> .	No, I <b>don't</b> .
Yes, you <b>do</b> .	No, you <b>don't</b> .
Yes, he <b>does</b> .	No, he <b>doesn't</b> .
Yes, she <b>does</b> .	No, she <b>doesn't</b> .
Yes, it <b>does</b> .	No, it <b>doesn't</b> .
Yes, we <b>do</b> .	No, we <b>don't</b> .
Yes, you <b>do</b> .	No, you <b>don't</b> .
Yes, they <b>do</b> .	No, they <b>don't</b> .



## Units 11–12 The present continuous: wear

### Affirmative

#### Short form

I'm wearing  
you're wearing  
he's wearing  
she's wearing  
it's wearing  
we're wearing  
you're wearing  
they're wearing

#### Long form

I **am** wearing  
you **are** wearing  
he **is** wearing  
she **is** wearing  
it **is** wearing  
we **are** wearing  
you **are** wearing  
they **are** wearing

### Negative

#### Short form

I'm **not** wearing  
you **aren't** wearing  
he **isn't** wearing  
she **isn't** wearing  
it **isn't** wearing  
we **aren't** wearing  
you **aren't** wearing  
they **aren't** wearing

#### Long form

I **am not** wearing  
you **are not** wearing  
he **is not** wearing  
she **is not** wearing  
it **is not** wearing  
we **are not** wearing  
you **are not** wearing  
they **are not** wearing

### Interrogative

**am** I wearing?  
**are** you wearing?  
**is** he wearing?  
**is** she wearing?  
**is** it wearing?  
**are** we wearing?  
**are** you wearing?  
**are** they wearing?

### Short answers

Yes, I <b>am</b> .	No, I'm <b>not</b> .
Yes, you <b>are</b> .	No, you <b>aren't</b> .
Yes, he <b>is</b> .	No, he <b>isn't</b> .
Yes, she <b>is</b> .	No, she <b>isn't</b> .
Yes, it <b>is</b> .	No, it <b>isn't</b> .
Yes, we <b>are</b> .	No, we <b>aren't</b> .
Yes, you <b>are</b> .	No, you <b>aren't</b> .
Yes, they <b>are</b> .	No, they <b>aren't</b> .

## Unit 14 Be (past simple)

### Affirmative

I **was**  
you **were**  
he **was**  
she **was**  
it **was**  
we **were**  
you **were**  
they **were**

### Negative

#### Short form

I **wasn't**  
you **weren't**  
he **wasn't**  
she **wasn't**  
it **wasn't**  
we **weren't**  
you **weren't**  
they **weren't**

#### Long form

I **was not**  
you **were not**  
he **was not**  
she **was not**  
it **was not**  
we **were not**  
you **were not**  
they **were not**

### Interrogative

**was** I?  
**were** you?  
**was** he?  
**was** she?  
**was** it?  
**were** we?  
**were** you?  
**were** they?

### Short answers

Yes, I <b>was</b> .	No, I <b>wasn't</b> .
Yes, you <b>were</b> .	No, you <b>weren't</b> .
Yes, he <b>was</b> .	No, he <b>wasn't</b> .
Yes, she <b>was</b> .	No, she <b>wasn't</b> .
Yes, it <b>was</b> .	No, it <b>wasn't</b> .
Yes, we <b>were</b> .	No, we <b>weren't</b> .
Yes, you <b>were</b> .	No, you <b>weren't</b> .
Yes, they <b>were</b> .	No, they <b>weren't</b> .

## Unit 15 Irregular plurals

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



# Grammar Friends

For 6 – 12 years

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

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

## Beginner – Elementary (A2)

*For students preparing for the Cambridge ESOL Young Learner's exams:*

Starters: Grammar Friends 1 and 2

Movers: Grammar Friends 3 and 4

Flyers: Grammar Friends 5 and 6

**OXFORD**  
UNIVERSITY PRESS

[www.oup.com/elt](http://www.oup.com/elt)

OXFORD ENGLISH

ISBN 978-0-19-478013-1



9 780194 780131