



# Teacher's Guide

Gillian Flaherty and James Bean

**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,  
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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  
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First published in 2006  
First published in Pakistan 2007

Created and developed by International Language Teaching Services Limited, U.K.  
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ISBN-13: 978-0-19-597940-4

Second Impression 2009

Illustrations by  
Chantal Kees

Printed in Pakistan at  
Mehran Printers, Karachi.  
Published by  
Ameena Saiyid, Oxford University Press  
No. 38, Sector 15, Korangi Industrial Area,  
P.O. Box 8214, Karachi-74900, Pakistan.

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# Introduction

Welcome to *Grammar Club*! In writing this series, we have aimed to make learning English grammar lively and engaging for primary students. At the start of the book, students meet four young friends – Danny, Sarah, Meg, and Henry – the members of the “*Grammar Club*.” These characters guide students through the book, showing them how to use new grammar structures in familiar contexts. The delightful illustrations in the book are designed to make contexts and meanings clear. In *Grammar Club*, grammar really comes to life!

## **How to use *Grammar Club***

The Student’s Book is divided into ten six-page units, each with its own theme.

The opening page of each unit gives an overview of the unit’s content. At the top of the page is a context-setting picture. Encourage students to talk about this picture. Ask questions such as *Who is in the picture? Where is he/she? Where are they? What is he/she doing? What are they doing? and What else can you see in the picture?* Say the language that appears in the “speech bubbles” in these pictures; say it clearly and ask students to repeat it. Where possible, demonstrate the language using objects in the classroom.

In the middle of the page is a vocabulary activity that introduces the key words for the unit. This consolidates the theme of the unit.

At the bottom of the page is a summary of the grammar structures presented in the unit. This is designed as a reference for teachers and students. You may choose to read through it with the class, but it is not necessary to do so. The same information is introduced gradually through the unit. You may find it useful to refer to throughout the lesson, and some students may want to refer to it while completing activities.

In each unit, the opening page is followed by four pages of activities. This is where new structures are presented and students can practise using them. There is a wide variety of activities, including drawing activities and puzzles. The activities are graded within each unit, so students can develop skills and then use the language they have learned with confidence. Check the answers after students have completed the activities. You can do this with the whole class, eliciting answers from students, or ask students to check their answers in pairs.

The final page of each unit is a review page, covering the main structures of the unit. Some review pages also contain personalized activities in

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which students write about themselves using the structures they have learned.

At the end of the book, students complete Grammar Round-up — a review activity covering all ten units. The answers for Grammar Round-up are provided in the Student's Book so students can check their own work. They can then fill out a Grammar Club certificate saying they are members of the club. You might like to sign this certificate for them.

This Teacher's Guide contains step-by-step guidance to help you use the Student's Book effectively with your class. The language structures, sample language and key vocabulary for each unit are provided as well as the answers to all questions. There are also two review tests: Test 1 reviews units 1 to 5, and Test 2 reviews units 6 to 10. These tests may be photocopied for classroom use or self-study.

We hope you find *Grammar Club* an enjoyable and stimulating resource for your classroom.

*Gillian Flaherty and James Bean*

# Scope and sequence

## Structures

## Sample language

## Key vocabulary

### Unit 1

Book Page 9

**There is, there are**

Theme:

In the park

**There is, there are**

"Yes/No" questions with **Is there...?** and **Are there...?**

Prepositional phrases with **on** and **in**

There is a slide.

There are two swings.

Is there a slide?

Are there two slides?

There are three ducks on the pond.

There is a kite in the sky.

swing, seesaw,

slide, jungle gym,

merry-go-round,

bench, pond, duck,

drinking fountain,

kite, tree, sky, bird

### Unit 2

Book Page 15

**How many?**

Theme:

A birthday party

Questions with **How many...are there?**

**There is, there are**

Irregular plural: one child, two **children**

Adjectives

How many balloons are there?

There is one balloon.

There are six balloons.

There are three children.

How many small

presents are there?

candle, balloon,

card, cake, pizza,

present, drink,

piece, child,

children, big, small,

red, yellow, green,

orange

### Unit 3

Book Page 21

**Countable and uncountable nouns**

Theme:

Shopping

Countable nouns

**Some** used before plural

countable nouns

uncountable nouns

**Some** used before

uncountable nouns

"Yes/No" questions with

**Do you...?**

I have got six eggs.

I want some carrots.

I want some water.

Do you want some

bread?

egg, carrot, onion,

apple, banana,

orange, milk, water,

rice, soup, juice,

cheese, bread

### Unit 4

Book Page 27

**I like**

Theme:

On a picnic

Present simple of

the verb **to like**

"Yes/No" questions with

**Do you...?** and **Does**

**he/she...?**

Irregular plurals: two

**tomatoes**, two **potatoes**

**Don't** and **doesn't**

I like chocolate.

He likes yoghurt.

Do you like tomatoes?

Does he like grapes?

I don't like sausages.

She doesn't like beans.

chocolate, beans,

grapes, yoghurt,

sausages, chicken,

tomato, potato,

milk, onions,

ice cream, cheese

### Unit 5

Book Page 33

**Next to, between, in front of, and behind**

Theme:

In the bedroom

Questions with **Where...?**

Prepositions of place: **next to, between, in front of, behind**

Contractions: **it's, he's, she's**

Where is the rabbit?

The rabbit is next to the lamp.

It's between the lamp and the book.

She's in front of the dresser.

It's behind the chair.

bookcase, chair,

wardrobe, lamp,

dresser, curtains,

clock, rabbit, black,

blue,

	Structures	Sample language	Key vocabulary
<b>Unit 6</b> Book Page 39 <b>Whose?</b> Theme: Art	Questions with <b>Whose...?</b> Possessive 's Possessive adjectives: <b>my, your</b>	Whose pencil is this? It's Tina's pencil. This is my drawing. This is your crayon. Meg's painting is big.	painting, paints, paper, crayon, pencil, drawing, paintbrush, white
<b>Unit 7</b> Book Page 45 <b>Who? Where? What?</b> Theme: Hobbies and sports	Questions with <b>Who...?</b> <b>Where...?</b> and <b>What...?</b> Present continuous for something that is happening now	Who is that? That's Polly. Where does she live? She lives in England. What is she doing? She is reading a book. What is that? It's a surfboard.	e-pal, writing an e-mail, gardening, surfing, surfboard, reading, riding a horse, playing, chess, football, baseball, bat, trumpet, spade, Canada, the USA, England, Australia, Germany
<b>Unit 8</b> Book Page 51 <b>When?</b> Theme: My day (routines)	Present simple for routines Times <b>At</b> for times Questions with <b>When...?</b>	I get up at seven o'clock. I go to bed at half past eight. When do you go to school? When does he have lunch?	get up, go to school, go to bed, go home, have, breakfast, lunch, dinner, o'clock, quarter past, half past, quarter to
<b>Unit 9</b> Book Page 57 <b>Have got, has got, its, and their</b> Theme: Hair (appearance)	Describing physical appearance using <b>have got</b> and <b>has got</b> Adjectives "Yes/No" questions with <b>Has he/she got...?</b> Possessive pronouns: <b>its, their</b>	I have got straight black hair. Sally has got brown eyes. We have got long legs. Has he got big feet? Their eyes are blue. Its fur is brown.	short, long, curly, straight, blond, brown, black, white, blue, green, orange, pink, hair, eyes, ears, legs, feet, fur
<b>Unit 10</b> Book Page 63 <b>Always, sometimes, and never</b> Theme: After-school activities	Adverbs of frequency: <b>always, sometimes, and never</b> Present simple for routines	I always do my homework. She sometimes watches TV. He never tidies his room.	do homework, watch TV, feed, dog, take for a walk, tidy, room, lay the table, have a snack, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

---

# Unit 1 There is, there are

Theme	Structures	Sample language	Key vocabulary
In the park	<b>There is, there are</b> "Yes/No" questions with <b>Is there...?</b> and <b>Are there...?</b> Prepositional phrases with <b>on</b> and <b>in</b>	There is a slide. There are two swings. Is there a slide? Are there two slides? There are three ducks on the pond. There is a kite in the sky.	swing, seesaw, slide, jungle gym, merry-go-round, bench, pond, duck, drinking fountain, kite, tree, sky, bird

## Page 9

Ask students to look at the picture at the top of the page. Ask them where Danny and Sarah are, and what they are doing. (They are playing on swings.) Ask them how many swings they can see in the picture (two), and where they might see swings (in a park or playground). Say the sentence *There are two swings* and ask students to repeat it.

**Words to learn:** In the park

Write the words.

Beneath each small picture, students write the correct word or phrase from the list. You can ask students to check their answers in pairs.

## Page 10

Ask students to look at the large picture of the park, and then ask them to read the sentences on the left of the picture: *There is a slide* and *There are two swings*. This introduces *There is* and *There are*. Explain that we use *There is* with a singular noun and *There are* with a plural noun.

**A. Look at the picture. Write **There is** or **There are**.**

Students write *There is* or *There are* depending on whether the nouns are singular or plural. All the things in these sentences can be found in the picture. Ask students to find them.

**B. Put the words in the correct order.**

Show students how the words *two, are, There, seesaws* can be rearranged to make the sentence *There are two seesaws*. Students write sentences by rearranging the words into the correct order.

## Page 11

Ask students to read the questions and answers on the right of the picture. This introduces "Yes/No" questions with *Is there...?* and *Are there...?* All the questions relate to what can be seen in the picture.

**C. Look at the picture. Tick the correct answer.**

Students look for the objects in the picture and then tick *Yes, there is* or *No, there isn't* according to what they find. These nouns are all singular.

### D. Look at the picture. Tick the correct answer.

Students look for the objects in the picture and then tick *Yes, there are* or *No, there aren't* according to what they find. Students need to count the objects to answer the questions. These nouns are all plural.

### Page 12

The illustration at the top of the page introduces the use of prepositional phrases (such as *on the pond*) in *There is/There are* sentences. Ask students to look at the illustration and read the sentence *There are three ducks on the pond*. You could demonstrate this in class by placing four books on a desk, for example, and saying *There are four books on the desk*.

### E. Write the correct words.

Students look at the pictures and then complete the sentences by writing the missing words. They need to choose between *is* and *are*, and *boys* and *girls*.

### Page 13

#### F. Match the people to the places.

Students look at the picture at the top of the page, and then draw lines to connect the two parts of each sentence.

#### G. Write the correct words.

Students look at the pictures beside the sentences and then complete the sentences by writing the missing words.

### Page 14 Review

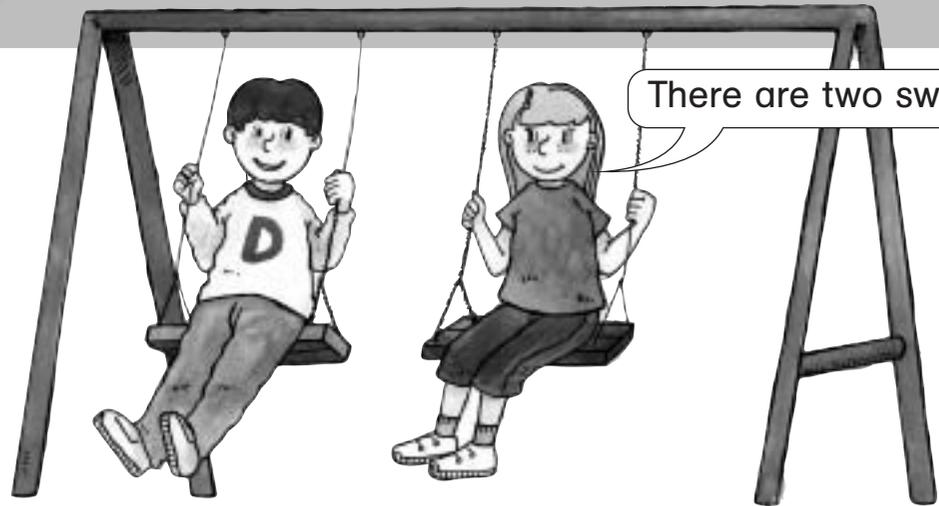
#### A. Find the mistakes in these sentences. Then write the sentences correctly.

This is an error correction activity. Students identify the mistakes in the sentences, then cross out the mistakes and rewrite the sentences correctly. All the sentences contain mistakes.

#### B. Write and draw.

Students look at the incomplete sentences and then draw any number they like of the things or people (kites in the sky, birds in the tree, boys on the seesaw). Then they write *There are* and the correct number, so that each sentence describes what they have drawn. Students can compare their drawings and sentences with other students.

# There is, there are



## Words to learn: In the park

Write the words.

bench

~~seesaw~~

slide

pond

drinking fountain

jungle gym

merry-go-round



seesaw



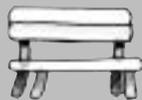
slide



pond



drinking fountain



bench



jungle gym



merry-go-round

### singular

There is...

**There is** a slide.

To make a question, we put **is** or **are** at the beginning of the sentence.

**Is there** a slide?

Yes, there is.

isn't = is not

### plural

There are...

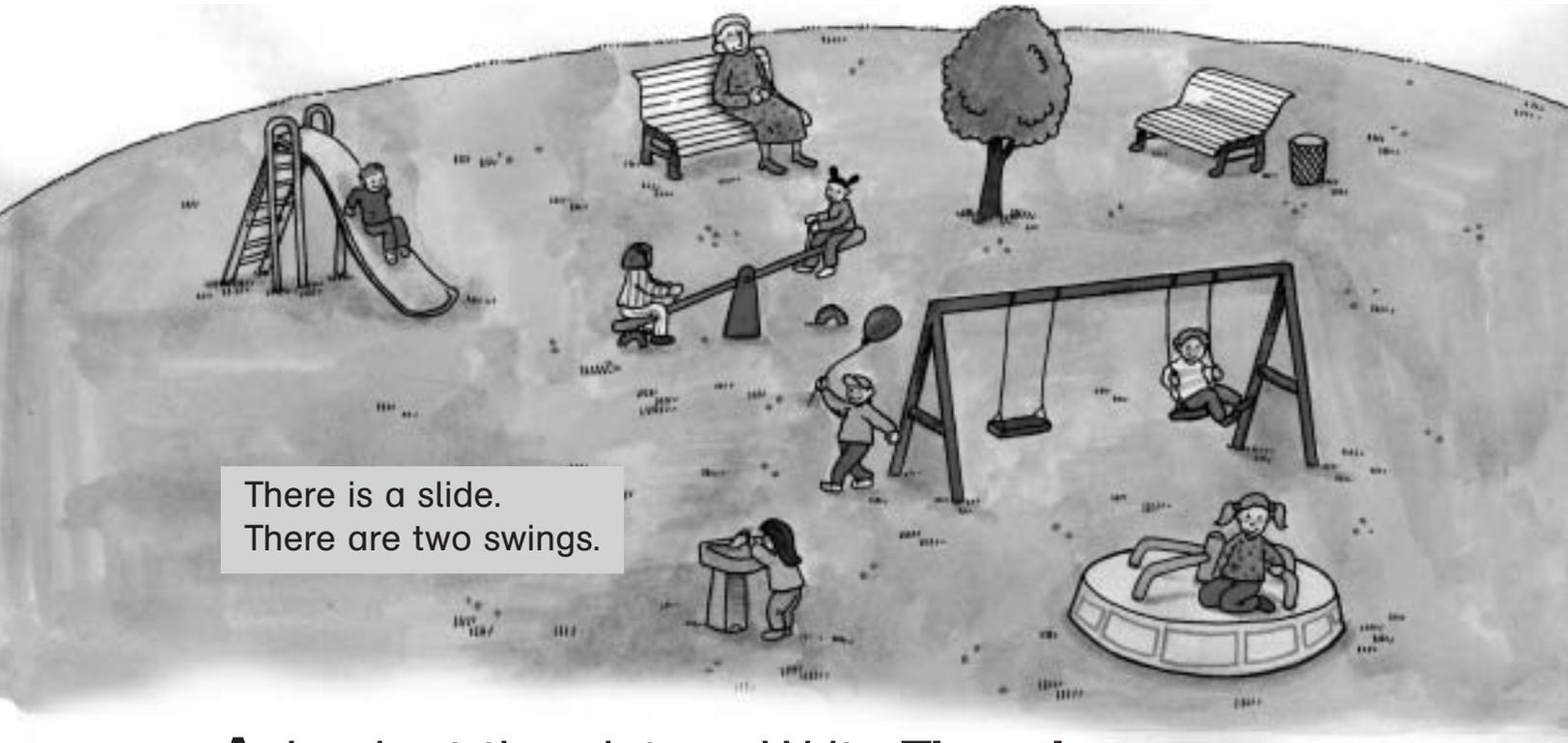
**There are** two swings.

**Are there** two slides?

No, there aren't.

aren't = are not

1 There is, there are



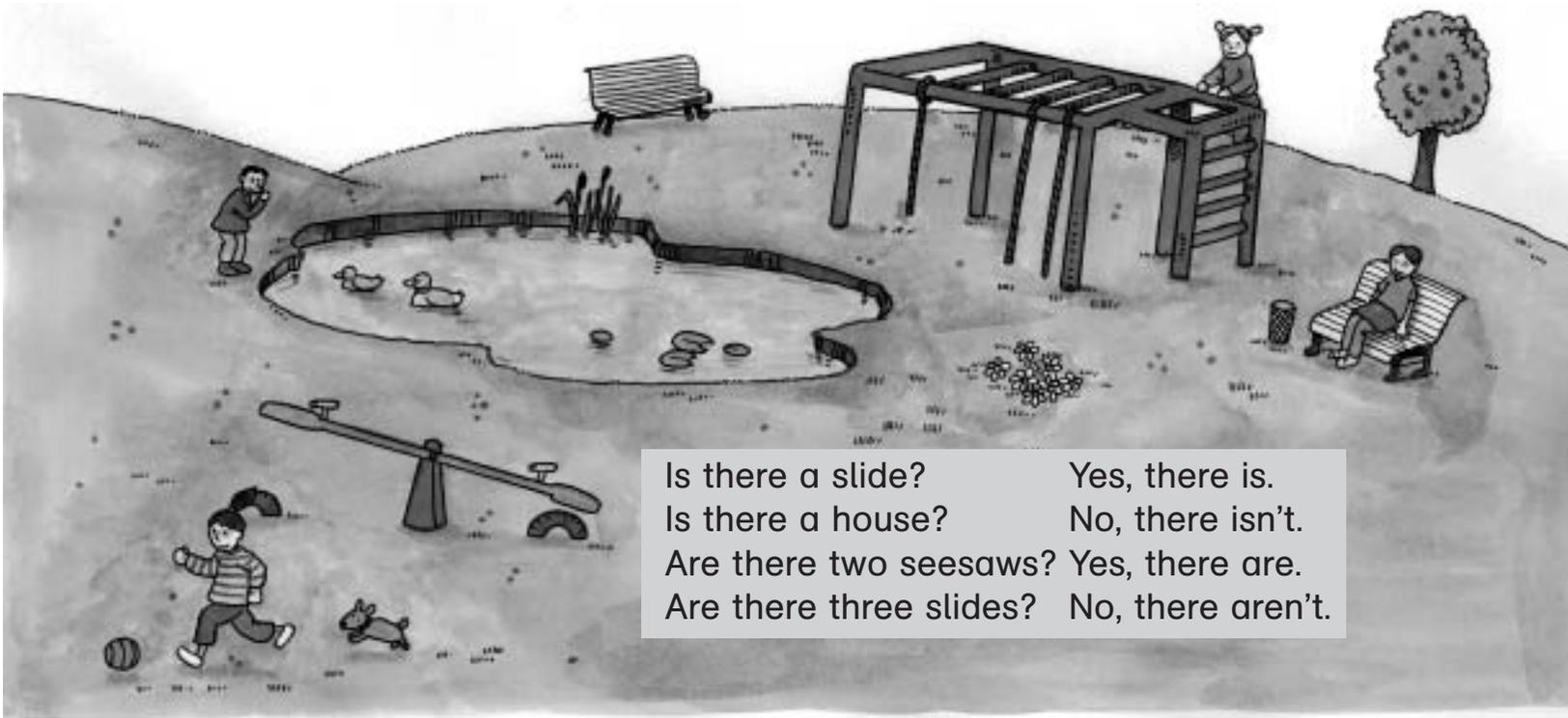
There is a slide.  
There are two swings.

**A.** Look at the picture. Write **There is** or **There are**.

1. There is a pond.
2. There are two seesaws.
3. There is a jungle gym.
4. There are four benches.
5. There is a drinking fountain.
6. There is a merry-go-round.

**B.** Put the words in the correct order.

1. two are There seesaws. There are two seesaws.
2. slide. is a There There is a slide.
3. benches. There four are There are four benches.
4. There a is pond. There is a pond.



Is there a slide? Yes, there is.  
 Is there a house? No, there isn't.  
 Are there two seesaws? Yes, there are.  
 Are there three slides? No, there aren't.

**C. Look at the picture. Tick the correct answer.**

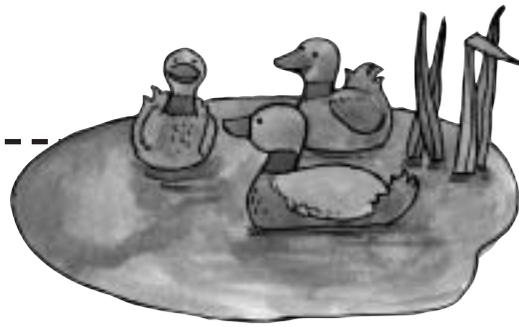
- |                               |                  |                                     |
|-------------------------------|------------------|-------------------------------------|
| 1. Is there a jungle gym?     | Yes, there is.   | <input checked="" type="checkbox"/> |
|                               | No, there isn't. | <input type="checkbox"/>            |
| 2. Is there a school?         | Yes, there is.   | <input type="checkbox"/>            |
|                               | No, there isn't. | <input checked="" type="checkbox"/> |
| 3. Is there a merry-go-round? | Yes, there is.   | <input checked="" type="checkbox"/> |
|                               | No, there isn't. | <input type="checkbox"/>            |
| 4. Is there a pond?           | Yes, there is.   | <input checked="" type="checkbox"/> |
|                               | No, there isn't. | <input type="checkbox"/>            |

**D. Look at the picture. Tick the correct answer.**

- |                               |                   |                                     |
|-------------------------------|-------------------|-------------------------------------|
| 1. Are there two ponds?       | Yes, there are.   | <input type="checkbox"/>            |
|                               | No, there aren't. | <input checked="" type="checkbox"/> |
| 2. Are there four benches?    | Yes, there are.   | <input checked="" type="checkbox"/> |
|                               | No, there aren't. | <input type="checkbox"/>            |
| 3. Are there two jungle gyms? | Yes, there are.   | <input type="checkbox"/>            |
|                               | No, there aren't. | <input checked="" type="checkbox"/> |
| 4. Are there two swings?      | Yes, there are.   | <input checked="" type="checkbox"/> |
|                               | No, there aren't. | <input type="checkbox"/>            |

1 **There is, there are**

There are three ducks on the pond.



**E. Write the correct words.**

1. There is a boy on the slide.



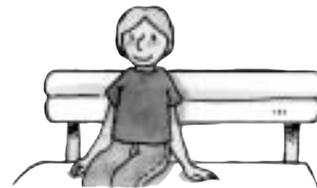
2. There are two boys on the slide.



3. There are three boys on the slide.



4. There is a girl on the bench.

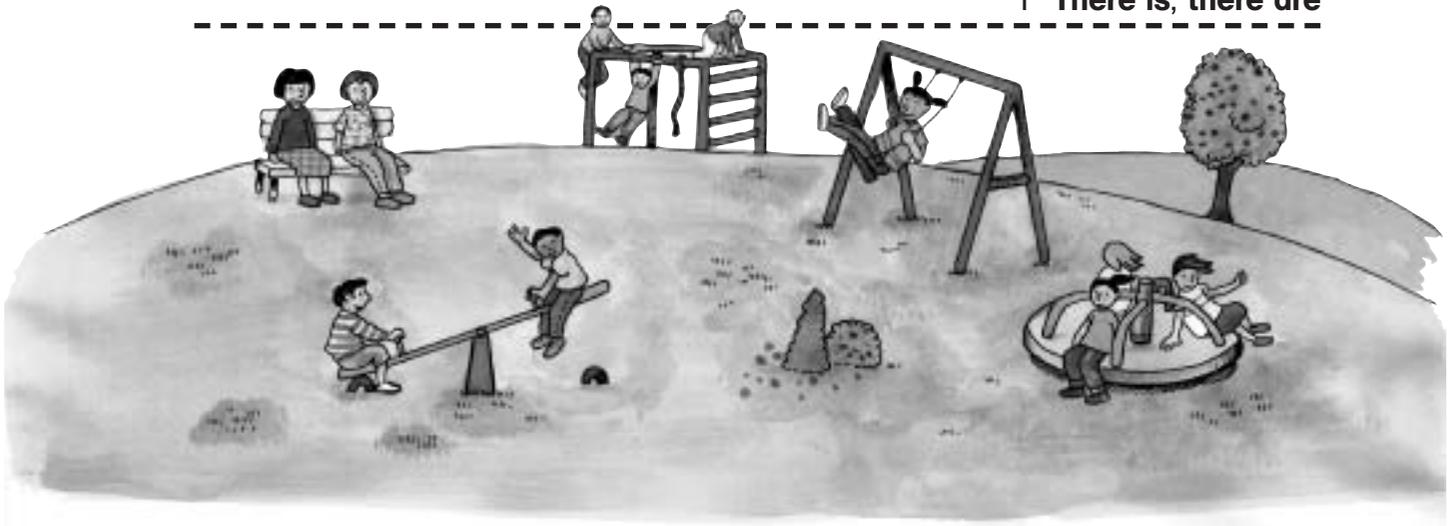


5. There are two girls on the bench.



6. There are three girls on the bench.





**F. Match the people to the places.**

1. There is a girl  on the bench.
2. There are two girls  on the swing.
3. There are two boys  on the merry-go-round.
4. There are three boys  on the seesaw.
5. There are three girls  on the jungle gym.

**G. Write the correct words.**



1. There is a kite in the sky.

2. There are two kites in the sky.



3. There are three birds in the tree.

4. There is a duck on the pond.



## Review

**A.** Find the mistakes in these sentences, then write the sentences correctly.



1. There ~~is~~ two swings. There are two swings.



2. There ~~are~~ a slide. There is a slide.



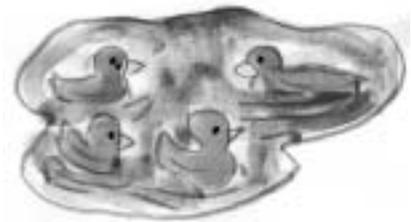
3. There are three ~~duck~~. There are three ducks.



4. There ~~is~~ four benches. There are four benches.

**B.** Write and draw.

1. There are four ducks on the pond.



2. \_\_\_\_\_ kites in the sky.

3. \_\_\_\_\_ birds in the tree.

4. \_\_\_\_\_ boys on the seesaw.

## Unit 2 How many?

Theme	Structures	Sample language	Key vocabulary
A birthday party	Questions with <b>How many...are there?</b> <b>There is, there are</b> Irregular plural: one child, two <b>children</b> Adjectives	How many balloons are there? There is one balloon. There are six balloons. There are three children. How many small presents are there?	candle, balloon, card, cake, pizza, present, drink, piece, child, children, big, small, red, yellow, green, orange

### Page 15

Ask students to look at the picture at the top of the page. Ask them what is happening in the picture. (Henry is having a birthday party and his mother is bringing a birthday cake to the table.) Make sure students understand what candles are. Say the question and answer: *How many candles are there? There are eight candles.* Ask students to repeat the question and the answer. You could also ask the students how old they think Henry is today. (Eight candles on the cake means that this is his eighth birthday.)

**Words to learn:** A birthday party

Write the words.

Beneath each small picture, students write the correct word from the list. You can ask students to check their answers in pairs.

### Page 16

The illustration at the top of the page introduces questions with *How many...are there?* Ask students to read the questions and answers. You could ask them to point to the cake and the two tables in the picture. Note that we always use *are there* in *How many* questions, even when the answer is singular: *How many cakes are there? There is one cake.*

**A. Write are there. Then write the numbers.**

Students count the objects in the illustration at the top of the page. They then complete the questions and answers by writing *are there* in the questions, and writing the correct number in the answers. The numbers are all given in the box.

### Page 17

The illustration at the top of the page introduces the concept of pieces of something. There is a single pizza in the left-hand picture. In the right-hand picture the pizza has been cut into eight pieces.

**B. Write the sentences.**

Students write complete sentences describing how many pieces of pizza are left in each picture, and beginning with *There are...* Note that for the last sentence, the beginning is given: *There is...*

### Page 18

The illustration at the top of the page consolidates the use of *There is* and *There are*, and introduces the irregular plural *children* (the plural of *child*). You could demonstrate this in class by asking *How many boys are there in this class?* *How many girls are there in this class?* and *How many children are there in this class?*

#### C. Answer the questions.

Students count the total number of children in each picture and then count the number of boys and girls. They answer the questions accordingly. Note the need for *There is* for the singular answers to questions about picture 3.

### Page 19

#### D. Put the words in the correct order. Then answer the questions.

Show students how the words *presents, How, there, small, are, many* can be rearranged to make the question *How many small presents are there?* Students write questions by rearranging the words into the correct order. They then write the answers to the questions by referring to the pictures.

### Page 20 Review

#### A. Count the things and write the answers.

Students answer the questions by counting the objects in the grid and writing complete sentences using *There are* or *There is*.

#### B. Write and draw.

Students complete the questions and answers by writing *How many*, and *There are* or *There is*. They then draw the objects described.

# How many?



## Words to learn: A birthday party

Write the words.

balloon  
~~cake~~  
present  
card  
pizza  
drink



cake



balloon



present



drink



card



pizza

To ask about a number of things, we use **How many...?**  
**How many balloons are there?** *There is one balloon.*  
*There are six balloons.*

**Irregular plural:** one child – two **children**

## 2 How many?



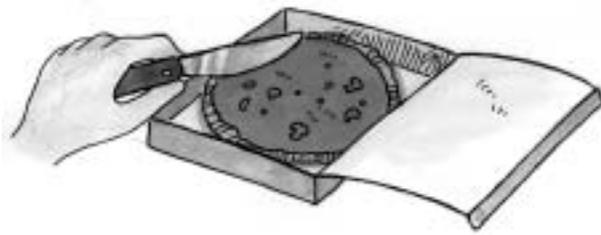
How many cakes are there?  
There is one cake.

How many tables are there?  
There are two tables.

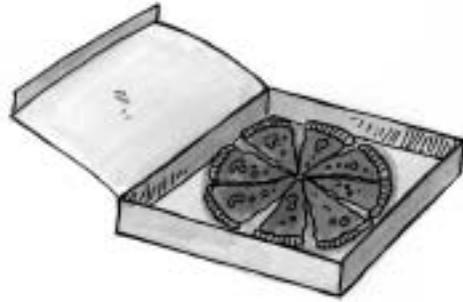
### A. Write **are there**, then write the numbers.

one five seven six ~~ten~~ eight

1. How many balloons are there ?  
There are ten balloons.
2. How many presents are there ?  
There are six presents.
3. How many cards are there ?  
There are five cards.
4. How many candles are there ?  
There are eight candles.
5. How many drinks are there ?  
There are seven drinks.
6. How many pizzas are there ?  
There is one pizza.

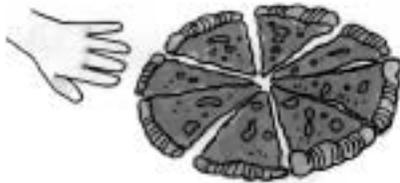


one pizza



eight pieces

**B. Write the sentences.**



1. There are eight pieces.



2. There are seven pieces.



3. There are six pieces.



4. There are five pieces.



5. There are four pieces.



6. There are three pieces.



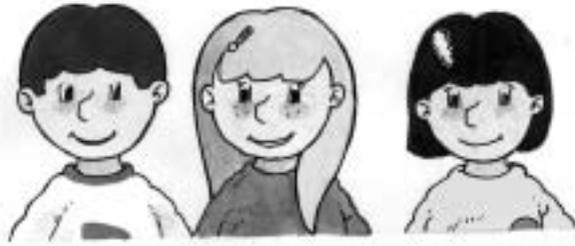
7. There are two pieces.



8. There is one piece.

## 2 How many?

---



There are three children.  
There are two girls.  
There is one boy.

### C. Answer the questions.



1. How many children are there?  
There are five children .  
How many girls are there?  
There is one girl .  
How many boys are there?  
There are four boys .



2. How many children are there?  
There are six children .  
How many girls are there?  
There are four girls .  
How many boys are there?  
There are two boys .



3. How many children are there?  
There are two children .  
How many girls are there?  
There is one girl .  
How many boys are there?  
There is one boy .

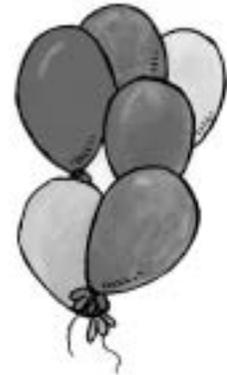
**D.** Put the words in the correct order, then answer the questions.

1. presents How there small are many  
 How many small presents are there ?  
 There are three small presents.



2. big are many How presents there  
 How many big presents are there ?  
 There are two big presents.

3. balloons red there many are How  
 How many red balloons are there ?  
 There are four red balloons.



4. yellow How balloons many there are  
 How many yellow balloons are there ?  
 There are two yellow balloons.

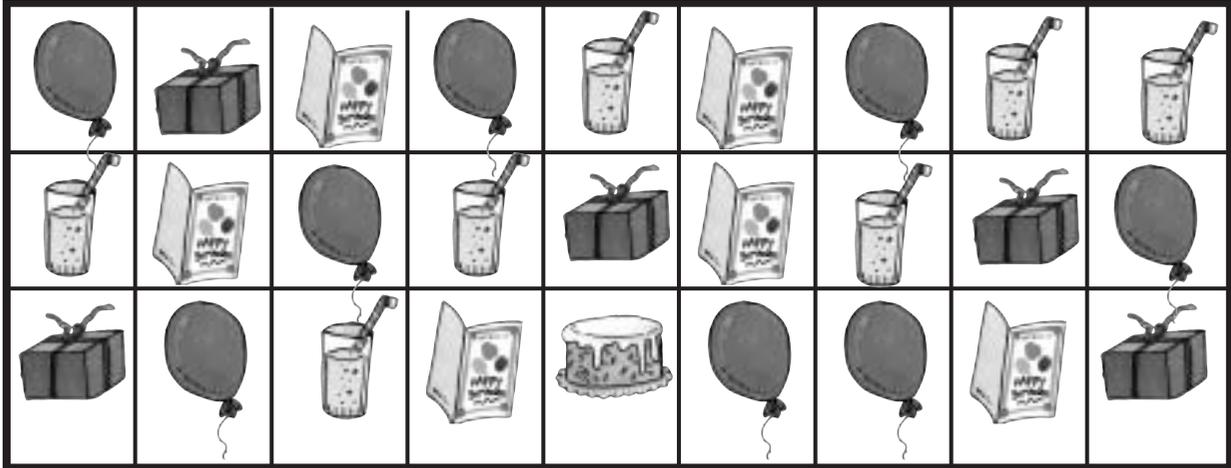
5. drinks orange How are many there  
 How many orange drinks are there ?  
 There are two orange drinks.



6. many drinks there How are green  
 How many green drinks are there ?  
 There are five green drinks.

## Review

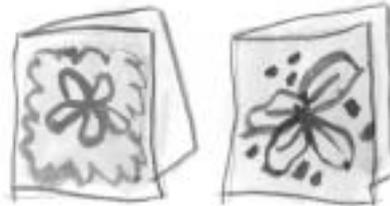
A. Count the things and write the answers.



1. How many presents are there? There are five presents.
2. How many balloons are there? There are eight balloons.
3. How many cards are there? There are six cards.
4. How many drinks are there? There are seven drinks.
5. How many cakes are there? There is one cake.

B. Write and draw.

1. How many cards are there?  
There are two cards.



2. How many balloons are there?  
There are three balloons.

3. How many drinks are there?  
There are two drinks.

4. How many candles are there?  
There is one candle.

## Unit 3 Countable and uncountable nouns

Theme	Structures	Sample language	Key vocabulary
Shopping	Countable nouns <b>Some</b> used before plural countable nouns uncountable nouns <b>Some</b> used before uncountable nouns "Yes/No" questions with <b>Do you...?</b>	I have got six eggs. I want some carrots. I want some water. Do you want some bread?	egg, carrot, onion, apple, banana, orange, milk, water, rice, soup, juice, cheese, bread

### Page 21

Ask students to look at the picture at the top of the page. Ask them where Meg and her mother are, and what they are doing. (They are in a supermarket, shopping.) Ask students what kinds of food and drink they can see in the picture (milk, cheese, yogurt, tomatoes, carrots, and onions). Say the sentence *I want some milk* and ask students to repeat it.

#### Words to learn: Shopping

Write the words.

Beneath each small picture, students write the correct word from the list. You can ask students to check their answers in pairs.

### Page 22

The box at the top of the page introduces the concept of *countable* nouns. Explain that these are nouns that we can count. For example, we can say *one egg, two eggs, three eggs* – or *I have six eggs*. Instead of using the number one before singular countable nouns, we can use *a* or *an*; for example, *I have an orange*. Instead of using a number before plural countable nouns, we can use *some*; for example, *I want some carrots*.

#### A. Draw these things.

Students draw the number of objects described.

#### B. Write **some**. Then count the things and write the number.

This activity is intended to show how *some* can be used with plural countable nouns instead of stating the exact number of things we are describing. Students write *some* before the plural nouns. Then they count the number of things shown and write the number in numerical form.

### Page 23

The box at the top of the page introduces the concept of *uncountable* nouns. Explain that these are nouns that we do not count. For example, we do not say: *one milk, two milks, three milks...*

We do not use **a** or **an** before uncountable nouns. However, we can use *some*

-----  
before uncountable nouns; for example, *Do you want some milk?*

**C. Write *some* before these uncountable nouns.**

Students complete the sentences by writing *some* before the nouns.

**D. Write *a* or *an* before the countable nouns. Write *some* before the uncountable nouns.**

Students decide whether the nouns are countable or uncountable. They write *a* or *an* before the countable ones, and *some* before the uncountable ones. They can consult the lists in the yellow boxes at the top of pages 22 and 23 for this activity.

## Page 24

**E. Shopping lists. Write the words.**

Students look at the pictures and then complete the shopping lists by writing the missing words. They need to write singular countable nouns after *a* and *an*, plural countable nouns after *some*, and *some* before the uncountable nouns.

## Page 25

The illustration at the top of the page introduces “Yes/No” questions with *Do you...?* Practise the answers *Yes, please* and *No, thank you* with students.

**F. Write sentences. Use *a*, *an*, or *some*.**

Students complete the sentences using *Do you want* and *a*, *an*, or *some*.

**G. Use the words to make questions.**

Students write *Do you want...?* questions using the words given plus *a*, *an*, or *some*. Note that in this activity they should not change the order of the words.

## Page 26 Review

**A. Which sentences have mistakes in them? Put ✓ beside the correct sentences and ✗ beside the ones with mistakes. Then write those sentences correctly.**

This is an error correction activity. Students identify which sentences are correct (✓) and which ones contain mistakes (✗). Then they rewrite the sentences that contain mistakes correctly.

**B. Put the words in the correct order. Then tick *Yes, please* or *No, thank you*.**

Students write *Do you want...?* questions by rearranging the words into the correct order. Then they look at the pictures and decide whether the person being offered food or drink will say *Yes, please* or *No, thank you*. Students tick the correct answer.



# Countable and uncountable nouns



## Words to learn: Shopping

Write the words.

- bread
- cheese
- soup
- juice
- carrot
- ~~egg~~
- onion
- rice

			
egg _____	juice _____	rice _____	onion _____
			
cheese _____	bread _____	soup _____	carrot _____

<p><b>Countable nouns</b>          We can count some nouns. For example, we can say:  <b>one egg, two eggs, three eggs...</b>  <i>I have got six eggs.</i></p> <p>We can use <b>some</b> before plural countable nouns.  <i>I want <b>some</b> carrots.</i></p>	<p><b>Uncountable nouns</b>          We cannot count some nouns. For example, we <b>cannot</b> say:  <b>one milk, two milks, three milks...</b></p> <p>We <b>don't</b> use <b>a</b> or <b>an</b> before uncountable nouns.          We can use <b>some</b> before uncountable nouns.  <i>Do you want <b>some</b> milk?</i></p>
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### 3 Countable and uncountable nouns

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#### Countable nouns

Here are some **countable** nouns:

egg carrot onion apple banana orange

We can use **a** or **an** before singular countable nouns.

We can use **some** before plural countable nouns.

#### A. Draw these things.

1. one apple



2. two eggs

3. three carrots

4. four onions

#### B. Write **some**. Then count the things and write the number.

1. an egg



some eggs



How many eggs are there?

6

2. a banana



some bananas



How many bananas are there?

4

3. an orange



some oranges



How many oranges are there?

5

**uncountable nouns**

Here are some **uncountable** nouns:

milk water rice soup juice cheese bread

We **don't** use **a** or **an** before uncountable nouns.

We can use **some** before uncountable nouns: **some milk**



**C. Write some before these uncountable nouns.**



1. I want some water.



2. I want some rice.



3. I want some soup.



4. I want some juice.

**D. Write a or an before the countable nouns.  
Write some before the uncountable nouns.**



1. some cheese



2. a carrot



3. an egg



4. an onion



5. some rice

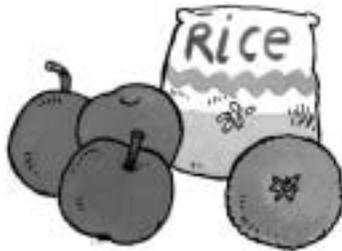


6. some milk

E. Shopping lists. Write the words.



an onion  
some eggs  
some milk



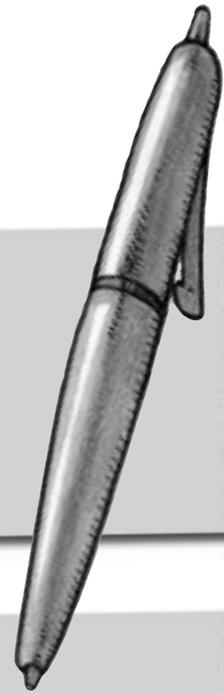
an orange  
some rice  
some apples

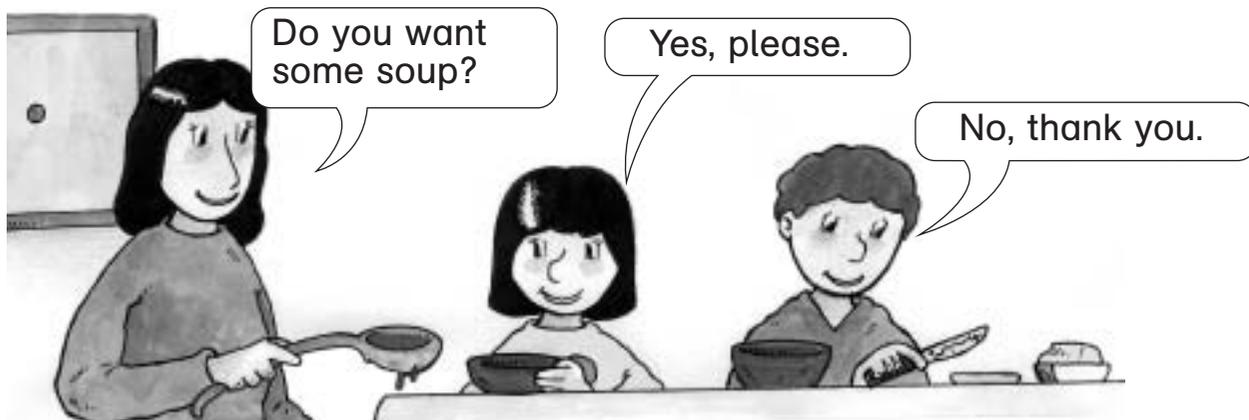


a carrot  
some juice  
some bananas



an orange  
some cheese  
some onions





**F. Write sentences. Use a, an, or some.**

1. Do you want an egg?



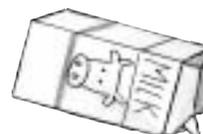
2. Do you want some bread?



3. Do you want a banana?



4. Do you want some milk?



5. Do you want some cheese?



**G. Use the words to make questions.**

1. you ► want ► carrot

Do you want a carrot?

2. you ► want ► oranges

Do you want some oranges?

3. you ► want ► apple

Do you want an apple?

4. you ► want ► rice

Do you want some rice?



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## Unit 4 I like

Theme	Structures	Sample language	Key vocabulary
On a picnic	Present simple of the verb <b>to like</b> "Yes/No" questions with <b>Do you...?</b> and <b>Does he/she...?</b> Irregular plurals: two <b>tomatoes</b> , two <b>potatoes</b> <b>Don't</b> and <b>doesn't</b>	I like chocolate. He likes yoghurt. Do you like tomatoes? Does he like grapes? I don't like sausages. She doesn't like beans.	chocolate, beans, grapes, yoghurt, sausages, chicken, tomato, potato, milk, onions, ice cream, cheese

### Page 27

Ask students to look at the picture at the top of the page. Ask them where Danny, Meg, Henry, and Sarah are sitting. (They are sitting at a table.) Tell students that the children are having a picnic, and explain what a picnic is. (A picnic is a meal eaten outside, for example in a park.) Say the sentence *I like chocolate* and ask students to repeat it.

**Words to learn:** On a picnic

Write the words.

Beneath each small picture, students write the correct word or phrase from the list. You can ask students to check their answers in pairs.

### Page 28

The illustration at the top of the page introduces the present simple of the verb *to like* in the first person and third person: *I like* and *He likes*. Point out the final *s* in *He likes*. Explain that we also add *s* for *She likes*.

#### A. Circle **like** or **likes**.

Students circle the correct form of the verb in each sentence – *likes* for *she* or *he*, and *like* for *I*. You could ask students to read the sentences aloud when they have finished, paying attention to their pronunciation of the final *s* in *likes*.

#### B. Write sentences.

Students write complete sentences, changing from the first person, given in the picture (*I like...*), to the third person (*She* or *He likes...*). You could ask students to read their sentences aloud.

### Page 29

The illustration at the top of the page introduces "Yes/No" questions with *Do you like...?* and the answers *Yes, I do* and *No, I don't*. You could practise these questions with students, asking them, for example, *Do you like tomatoes?* and getting them to respond. You could also point out the spelling of the irregular plurals *tomatoes* and *potatoes*. We add *es* to make plurals of some (but not all) words that end in *o*.

-----

**C. Put the words in the correct order.**

This activity gives practice writing *Do you like...?* questions. Students write questions by rearranging the words into the correct order.

**D. Look at the faces and the pictures. Then write sentences starting with I.**

Students look at the pictures of the faces and the food and write sentences. They write *I like* sentences beside the happy faces and *I don't like* sentences beside the unhappy faces.

**Page 30**

The illustration at the top of the page introduces negative sentences with *He/She doesn't like...* You could practise this further by indicating students in the class who responded *No, I don't* when they were asked if they liked various foods and then saying sentences beginning *He doesn't like...* or *She doesn't like...*

**E. Circle likes or doesn't like.**

Students circle *likes* or *doesn't like* depending on whether the children in the pictures look happy or unhappy with the food they have.

**F. Write like or likes.**

Students complete the sentences by writing *like* or *likes*.

**Page 31**

**G. Look at Sarah's project. Then check the correct answer.**

The picture at the top of the page is a project done by Sarah. Explain to students that Sarah has drawn two groups of foods. Those she likes are on the left and those she doesn't like are on the right. Students look at Sarah's project and then tick *Yes, she does* or *No, she doesn't* to answer the questions.

**H. Write likes or doesn't like.**

Students refer to Sarah's project again and then complete the sentences by writing *likes* or *doesn't like*.

**Page 32 Review**

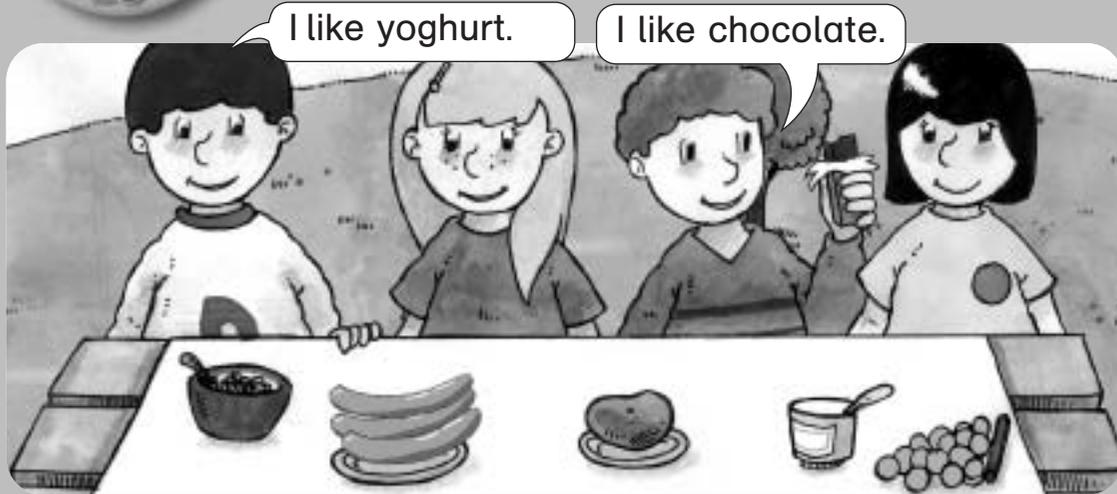
**A. Find the mistakes in these sentences. Then write the sentences correctly.**

This is an error correction activity. Students identify the mistakes in the sentences, then cross out the mistakes and rewrite the sentences correctly. All the sentences contain mistakes.

**B. What food do you like? What food don't you like? Write sentences in these boxes. Then draw the food you like and don't like.**

In this activity, students write about foods they like and dislike. They can then draw the foods they have written about.

# I like



**Words to learn:** On a picnic  
Write the words.

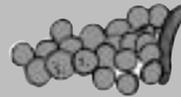
- beans
- tomato
- ~~potato~~
- grapes
- yoghurt
- sausages



potato



beans



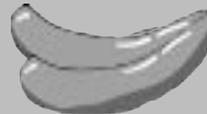
grapes



tomato



yoghurt



sausages

### Present simple

To make the present simple for **he** and **she**, we add **s** to the verb.

*I like chocolate.*

*He likes yoghurt.*

To make a negative, we use **don't** or **doesn't**.

*I don't like sausages.*

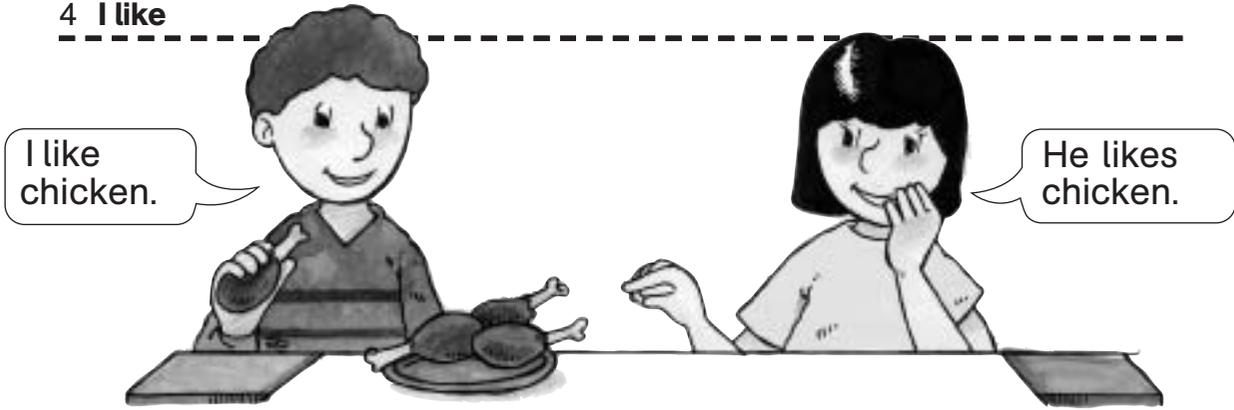
*She doesn't like beans.*

To make a question, we use **Do...?** Or **Does...?**

*Do you like beans?*

*Does he like grapes?*

**Irregular plurals:** one tomato – two **tomatoes**  
one potato – two **potatoes**



### A. Circle like or likes.

1. She **like** / **likes** chicken.
2. I **like** / **likes** sausages.
3. I **like** / **likes** bananas.
4. He **like** / **likes** rice.
5. She **like** / **likes** chocolate.

### B. Write sentences.

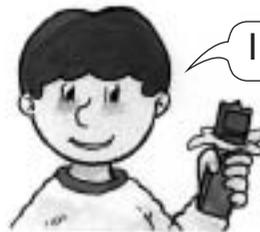
1.



I like grapes.

She likes grapes.

2.



I like chocolate.

He likes chocolate.

3.



I like beans.

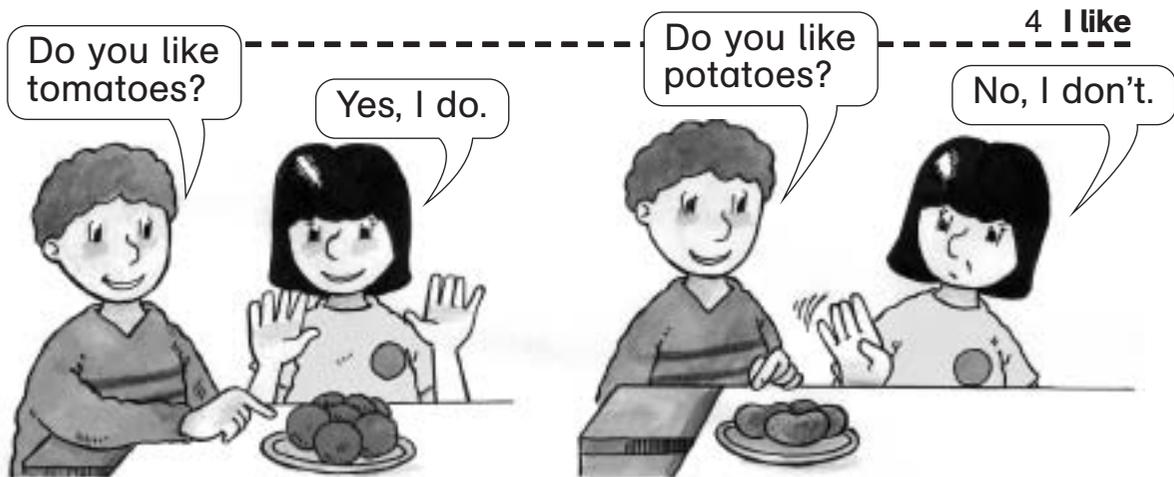
He likes beans.

4.



I like yoghurt.

She likes yoghurt.



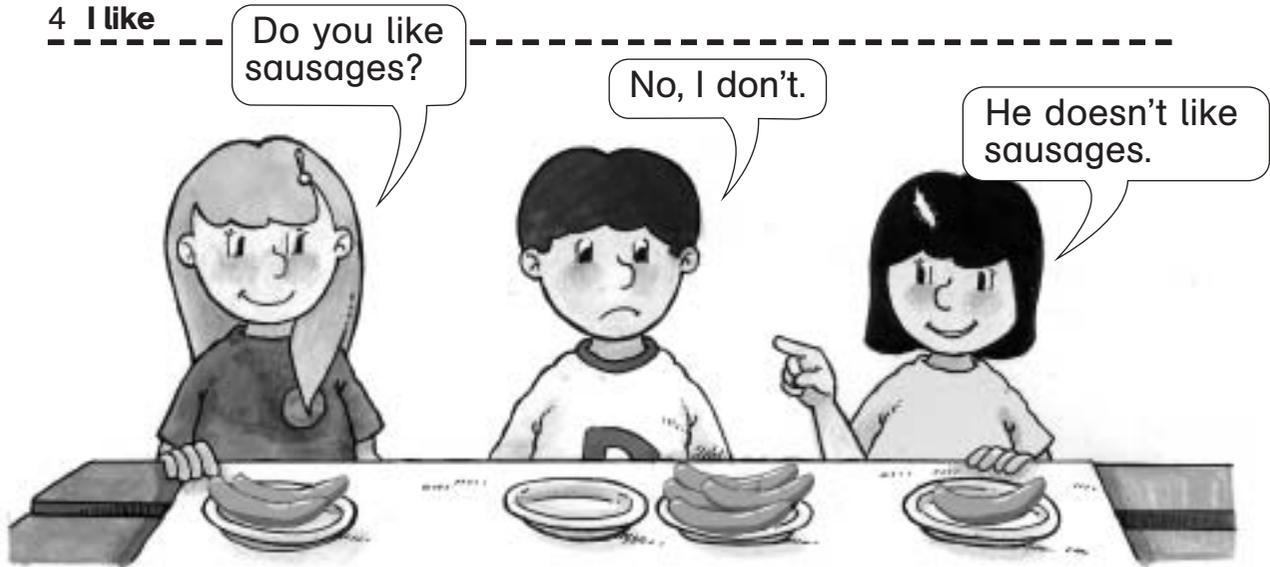
**C. Put the words in the correct order.**

1. chicken you Do like Do you like chicken?
2. chocolate like you Do Do you like chocolate?
3. like rice Do you Do you like rice?
4. Do potatoes like you Do you like potatoes?

**D. Look at the faces and the pictures, then write sentences starting with I.**

1.   I like grapes.
2.   I don't like beans.
3.   I like chocolate.
4.   I don't like yoghurt.
5.   I like potatoes.

4 I like



**E. Circle likes or doesn't like.**



1. He **likes** / **doesn't like** beans.



2. She **likes** / **doesn't like** chocolate.



3. She **likes** / **doesn't like** tomatoes.



4. He **likes** / **doesn't like** potatoes.

**F. Write like or likes.**

1. He likes beans.

2. I like apples.

3. I don't like yoghurt.

4. She likes rice.

5. He doesn't like milk.

6. He likes potatoes.

MY FOOD PROJECT by Sarah

I like these things	I don't like these things
 rice   yoghurt  chicken chocolate  ice cream 	 beans  tomatoes  onions 

**G.** Look at Sarah's project. Then check the correct answer.

- |                             |                  |                                     |
|-----------------------------|------------------|-------------------------------------|
| 1. Does she like chicken?   | Yes, she does.   | <input checked="" type="checkbox"/> |
|                             | No, she doesn't. | <input type="checkbox"/>            |
| 2. Does she like onions?    | Yes, she does.   | <input type="checkbox"/>            |
|                             | No, she doesn't. | <input checked="" type="checkbox"/> |
| 3. Does she like beans?     | Yes, she does.   | <input type="checkbox"/>            |
|                             | No, she doesn't. | <input checked="" type="checkbox"/> |
| 4. Does she like ice cream? | Yes, she does.   | <input checked="" type="checkbox"/> |
|                             | No, she doesn't. | <input type="checkbox"/>            |
| 5. Does she like rice?      | Yes, she does.   | <input checked="" type="checkbox"/> |
|                             | No, she doesn't. | <input type="checkbox"/>            |

**H.** Write **likes** or **doesn't like**.

- Sarah doesn't like tomatoes.
- Sarah likes yoghurt.
- Sarah likes chocolate.
- Sarah doesn't like onions.
- Sarah doesn't like beans.

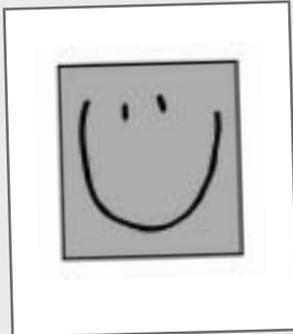
## Review

**A.** Find the mistakes in these sentences.  
Write the sentences correctly.

1. He likes ~~tomatos~~. He likes tomatoes.
2. I ~~doesn't~~ like cheese. I don't like cheese.
3. I like ~~potatos~~. I like potatoes.
4. Does he ~~likes~~ chocolate? Does he like chocolate?
5. She ~~don't~~ like sausages. She doesn't like sausages.
6. ~~Does~~ you like grapes? Do you like grapes?

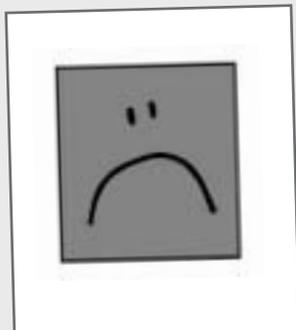
**B.** What food do you like? What food don't you like? Write sentences in these boxes.  
Draw the foods you like and don't like.

**I like**



I like  
I like  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I don't like**



I don't like  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Unit 5 Next to, between, in front of, and behind

Theme	Structures	Sample language	Key vocabulary
In the bedroom	Questions with <b>Where...?</b> Prepositions of place: <b>next to, between, in front of, behind</b> Contractions: <b>it's, he's, she's</b>	Where is the rabbit? The rabbit is next to the lamp. It's between the lamp and the book. She's in front of the chest of drawers. It's behind the chair.	bookcase, chair, wardrobe, lamp, chest of drawers, curtains, clock, rabbit, green, black, red, yellow, blue, orange

### Page 33

Ask students to look at the picture at the top of the page. Ask them where Danny and Sarah are. (They are in a bedroom.) Ask them what animal they can see in the picture (a rabbit). Say the question and the answer: *Where is the rabbit? It's next to the bookcase.* Ask students to repeat the question and the answer.

**Words to learn:** In the bedroom

Write the words.

Beneath each small picture, students write the correct word from the list. You can ask students to check their answers in pairs.

### Page 34

The illustrations at the top of the page introduce the prepositions *between* and *next to*. You could demonstrate *between* in class by placing three objects on a desk; for example, place a pen between a book and a bag, then say *The pen is between the book and the bag.* Then demonstrate *next to* by placing two objects next to each other; for example, place a pencil next to a ruler, then say *The pencil is next to the ruler* and also *The ruler is next to the pencil.*

**A. Circle next to or between.**

Students look at the picture of the four children and then circle *next to* or *between* to make the sentences correct.

**B. Write the colours of the books.**

Students look at the picture of the six books and write the correct colours – *black, green, red, yellow, blue, or orange*—to complete the sentences.

### Page 35

**C. Read the sentences. Then look at the five pictures. Write the correct sentences below the pictures.**

This activity gives practice writing complete sentences with *next to* and *between*. Students read the five sentences. Then they look at the five pictures

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and decide which sentence describes each picture. They then write the correct sentence below each picture.

### **Page 36**

The illustrations at the top of the page introduce the prepositions *behind* and *in front of*. You could demonstrate the prepositions in class by standing in front of a chair and saying *I am in front of the chair*, and then standing behind it and saying *I am behind the chair*.

#### **D. Write behind or in front of.**

Students complete the sentences by looking at the pictures and then writing *behind* or *in front of*.

#### **E. Tick the correct place.**

Students look at the pictures and then tick the correct ending for each sentence.

### **Page 37**

The illustrations at the top of the page introduce the contractions *it's* (for *it is*), *she's* (for *she is*), and *he's* (for *he is*), and also review the prepositions introduced on previous pages.

#### **F. Draw lines between the correct words.**

Students draw lines to connect the questions to the three parts of the correct answer. They need to connect the correct subject/verb contraction (*He's*, *It's*, or *She's*), the correct preposition, and the correct object.

#### **G. Now write the complete answers here.**

Students use the answers they created in Activity F to write complete sentences.

### **Page 38 Review**

#### **A. Put the words in the correct order. Then answer the questions using **He's**, **She's** or **It's**.**

Students write questions by rearranging the words into the correct order. Then, using the pictures, they write the complete answer to each question.

#### **B. Draw rabbits in these places:**

This is a drawing activity. Students draw rabbits in the places described in the phrases. Explain to students that the first rabbit has been drawn already (in front of the wardrobe), and that they have to draw the three others.

# Next to, between, in front of and behind



## Words to learn: In the bedroom

Write the words.

wardrobe  
lamp  
curtains  
chest of drawers  
chair



chest of drawers



wardrobe



curtains



lamp



chair

To ask about a place, we use **Where...?**

*Where is the rabbit?*

We use prepositions to show where things are.



**next to**



**between**



**behind**



**in front of**

*It's **behind** the chair.*

*He's **next to** Meg.*

*She's **in front of** the chest of drawers.*

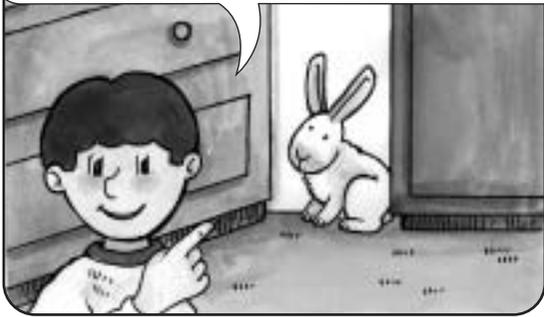
It's = It is

He's = He is

She's = She is

5 Next to, between, in front of, and behind

The rabbit is **between** the chest of drawers and the wardrobe.

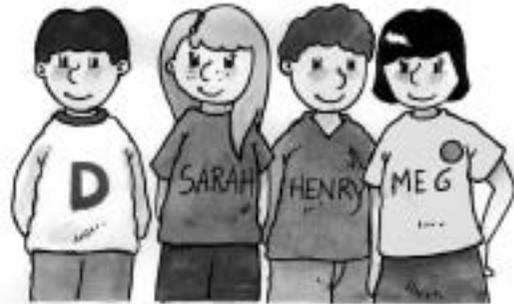


The rabbit is **next to** the lamp.



**A. Circle next to or between.**

1. Danny is next to / between Sarah.
2. Sarah is next to / between Danny and Henry.
3. Henry is next to / between Sarah and Meg.
4. Meg is next to / between Henry.



**B. Write the colours of the books.**



1. The green book is between the black book and the red book.
2. The yellow book is between the red book and the blue book.
3. The blue book is between the yellow book and the orange book.
4. The red book is between the green book and the yellow book.

**C.** Read the sentences, and look at the five pictures. Write the correct sentences below the pictures.

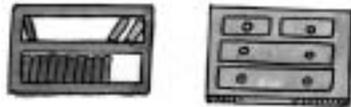
- a. The bookcase is next to the chest of drawers.
- ~~b. The chair is next to the bookcase.~~
- c. The chair is between the bookcase and the chest of drawers.
- d. The chair is next to the chest of drawers.
- e. The bookcase is between the chair and the chest of drawers.



1. The chair is next to the bookcase.



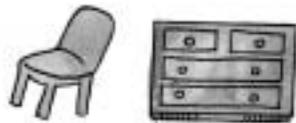
2. The chair is between the bookcase and the chest of drawers.



3. The bookcase is next to the chest of drawers.



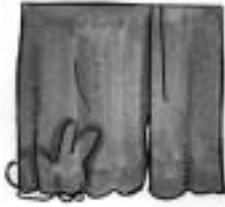
4. The bookcase is between the chair and the chest of drawers.



5. The chair is next to the chest of drawers.

5 Next to, between, in front of, and behind

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The rabbit is behind the curtains.

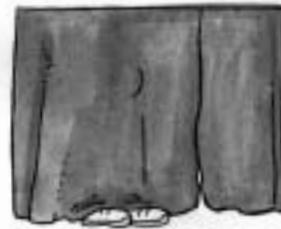


The rabbit is in front of the curtains.

**D. Write behind or in front of.**



1. Meg is behind Danny. 2. Meg is in front of Danny.



3. Henry is in front of the curtains. 4. Henry is behind the curtains.

**E. Tick the correct place.**



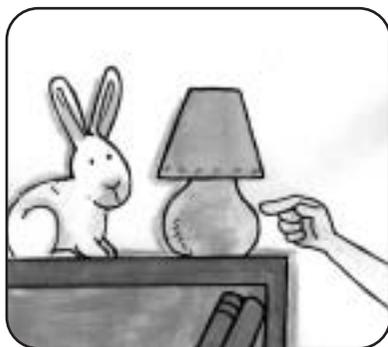
1. Meg is in front of Henry.   
next to Henry.



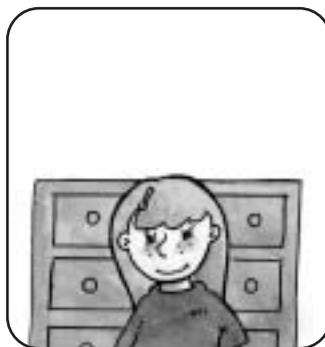
2. The rabbit is between the chest of drawers and the chair.   
behind the chest of drawers.



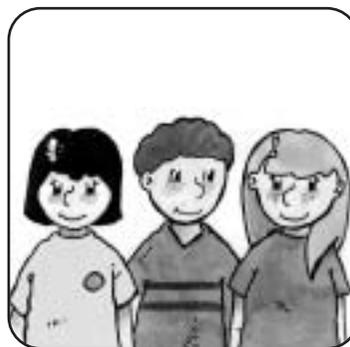
3. Sarah is in front of the rabbit.   
next to the rabbit.



Where is the rabbit?  
**It's** next to the lamp.



Where is Sarah?  
**She's** in front of  
the chest of drawers.



Where is Henry?  
**He's** between Meg  
and Sarah.

### F. Draw lines between the correct words.

1. Where is the lamp?  He's next to the rabbit.  
It's in front of Henry.

2. Where is Danny?  She's between the red book.  
It's behind the lamp and the book.

3. Where is the clock?  She's between the red book.  
It's behind the lamp and the book.

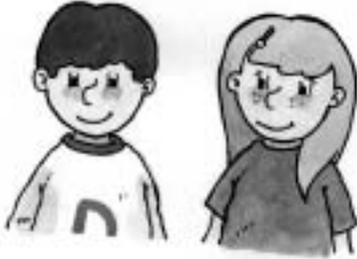
4. Where is Meg?  He's next to the rabbit.  
It's in front of Henry.

### G. Now write the complete answers here.

1. Where is the lamp? It's next to the red book.
2. Where is Danny? He's in front of the rabbit.
3. Where is the clock? It's between the lamp and the book.
4. Where is Meg? She's behind Henry.

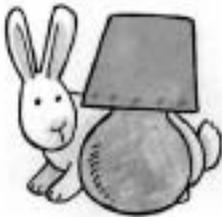
## Review

**A.** Put the words in the correct order.  
Answer the questions using **He's**, **She's** or **It's**.



1. is Danny Where

Where is Danny \_\_\_\_\_?  
He's next to Sarah.



2. the is Where rabbit

Where is the rabbit \_\_\_\_\_?  
It's behind the lamp.



3. Meg is Where

Where is Meg \_\_\_\_\_?  
She's in front of Danny.

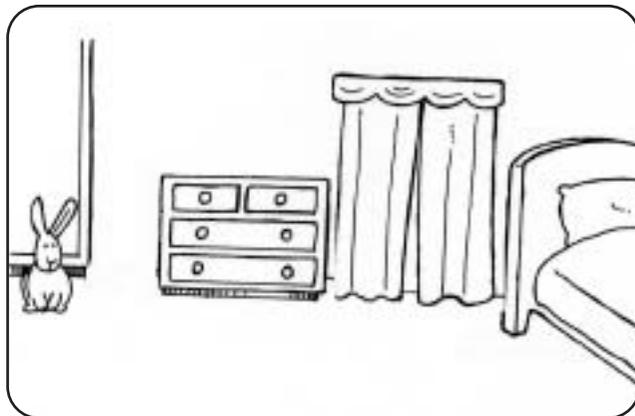


4. book is the Where

Where is the book \_\_\_\_\_?  
It's between the rabbit and the lamp.

**B.** Draw rabbits in these places:

- ~~1. in front of the wardrobe~~
2. between the wardrobe and the chest of drawers
3. next to the bed
4. in front of the curtains



# Test 1

## A. Complete these sentences. Start with **There is** or **There are**.

1.  \_\_\_\_\_ on the pond.
2.  \_\_\_\_\_ on the bench.
3.  \_\_\_\_\_ on the slide.
4.  \_\_\_\_\_ in the tree.
5.  \_\_\_\_\_ in the sky.

## B. Write **a**, **an**, or **some**.

- |                             |                              |
|-----------------------------|------------------------------|
| 1. I want _____ rice.       | 6. I have got _____ orange.  |
| 2. I have got _____ banana. | 7. I want _____ juice.       |
| 3. Do you want _____ milk?  | 8. Do you want _____ eggs?   |
| 4. I want _____ onions.     | 9. I want _____ carrot.      |
| 5. Do you want _____ apple? | 10. I have got _____ cheese. |

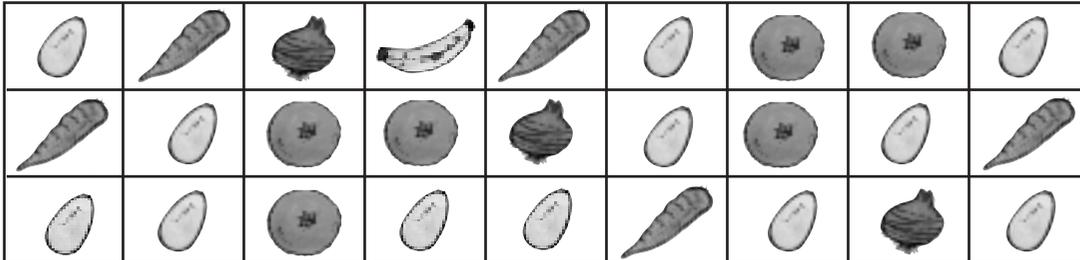
## C. Write **like** or **likes**.

- |                         |                               |
|-------------------------|-------------------------------|
| 1. I _____ chocolate.   | 6. He doesn't _____ rice.     |
| 2. I don't _____ beans. | 7. Does he _____ chicken?     |
| 3. He _____ bananas.    | 8. Sarah _____ ice cream.     |
| 4. Do you _____ milk?   | 9. Does she _____ grapes?     |
| 5. She _____ cheese.    | 10. She doesn't _____ onions. |

## D. Put the words in the correct order.

1. curtains He's the behind \_\_\_\_\_
2. next It's bed to the \_\_\_\_\_
3. in of Meg front She's \_\_\_\_\_
4. the chair It's behind \_\_\_\_\_
5. Sarah to He's next \_\_\_\_\_

E. Complete the questions. Count the things and write the answers as complete sentences.



1. Question: How many eggs \_\_\_\_\_ there?  
Answer: \_\_\_\_\_
2. Question: How \_\_\_\_\_ carrots \_\_\_\_\_ there?  
Answer: \_\_\_\_\_
3. Question: \_\_\_\_\_ oranges \_\_\_\_\_ there?  
Answer: \_\_\_\_\_
4. Question: \_\_\_\_\_ onions \_\_\_\_\_?  
Answer: \_\_\_\_\_
5. Question: \_\_\_\_\_ bananas \_\_\_\_\_?  
Answer: \_\_\_\_\_

F. Write the correct item in the blanks.



1. The carrot is between the \_\_\_\_\_ and the \_\_\_\_\_ .
2. The potato is next to the \_\_\_\_\_ .
3. The banana is between the \_\_\_\_\_ and the \_\_\_\_\_ .
4. The onion is next to the \_\_\_\_\_ .
5. The egg is between the \_\_\_\_\_ and the \_\_\_\_\_ .
6. The orange is between the \_\_\_\_\_ and the \_\_\_\_\_ .

---

## Unit 6 Whose?

Theme	Structures	Sample language	Key vocabulary
Art	Questions with <b>Whose...?</b> Possessive <b>'s</b> Possessive adjectives: <b>my, your</b>	Whose pencil is this? It's Tina's pencil. This is my drawing. This is your crayon. Meg's painting is big.	painting, paints, paper, crayon, pencil, drawing, paintbrush, big, small, yellow, blue, black, white, green, red

### Page 39

Ask students to look at the picture at the top of the page. Ask them what Meg is showing to her teacher. (She is showing him a painting on the wall.) Ask them who did the painting (Henry). Say the question and the answer: *Whose painting is this? It's Henry's painting.* Ask students to repeat the question and the answer. If there is students' artwork on your classroom wall, you could demonstrate by pointing to a student's painting and asking *Whose painting is this?* and getting students to respond. If not, pick up an object belonging to a student and ask, for example, *Whose pen is this?*

**Words to learn:** Art

Write the words.

Beneath each small picture, students write the correct word from the list. You can ask students to check their answers in pairs.

### Page 40

The illustrations at the top of the page introduce the use of *Whose* and the possessive *'s*. Explain the difference between a painting (a picture done using paints and a paintbrush) and a drawing (a picture done using pencils, crayons or pens).

**A. Write the names with 's.**

Students look at the pictures and write the name of the person on the painting with *'s*.

**B. Complete the questions. Then write the answers.**

Students complete the questions by writing *is this* and then answer them by writing complete sentences including the correct names with *'s*.

### Page 41

**C. Write the questions. Complete the answers.**

Students write *Whose...is this?* questions about the things in the pictures. Then they complete the answers by writing *It's* and the correct names with *'s*.

### Page 42

The illustration at the top of the page introduces the possessive pronoun *my* with *This is* and *These are*.

---

**D. Write *This is my* or *These are my*.**

Students write *This is my* or *These are my* depending on whether the objects described are singular or plural.

**E. Put the words in the correct order.**

Students write sentences by rearranging the words into the correct order.

**Page 43**

**F. Use the words to make sentences.**

Students use the prompt words to write complete sentences. They need to add 's to the names and include *is* or *are*. Note that students do not change the order of the prompt words.

**G. Use the words to make sentences.**

The illustration in the middle of the page contrasts the possessive pronouns *my* and *your*.

Students use the prompt words to write complete sentences. They need to include *is*. Note that students do not change the order of the prompt words.

**Page 44 Review**

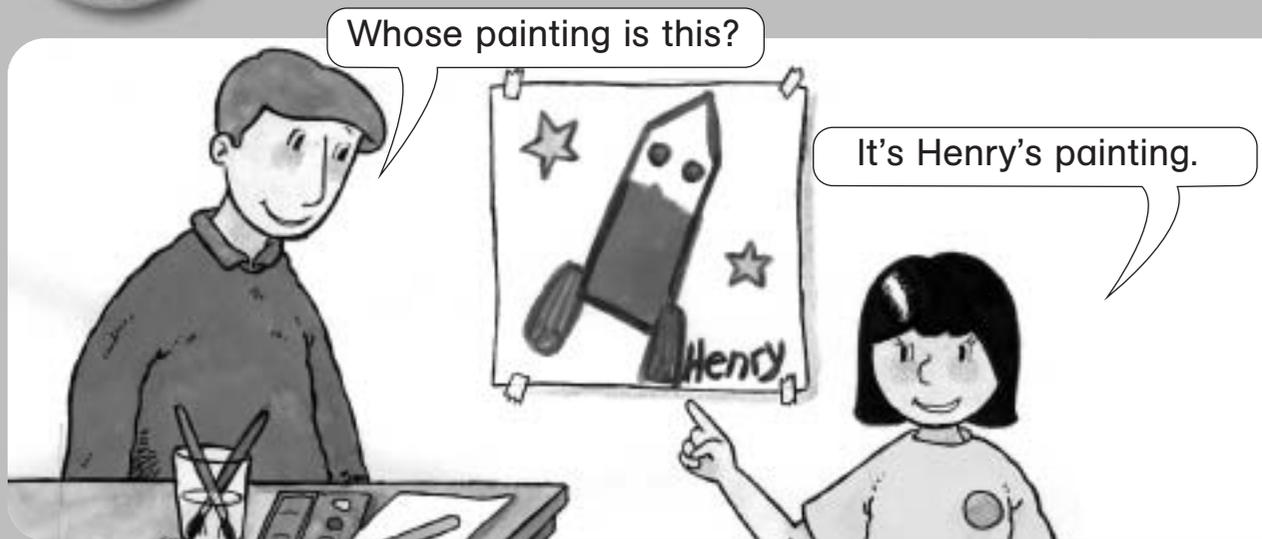
**A. Finish the drawings for Henry, Meg, Danny, and Sarah. Then write sentences below the drawings.**

This is a drawing and writing activity. Students complete the half-finished drawings—of a house, a plane, a fish, and a bicycle—and then write sentences below them to say whose drawings they are, using the names on the drawings.

**B. Now do your own drawing. Draw anything you like. Then complete the sentence below using **your name + 's**.**

Students do a drawing of their own. Tell them they can draw anything they like. When they have done it, they write their own names with 's to complete the sentence. If necessary, help them with the spelling of their own names in English.

# Whose?



## Words to learn: Art

Write the words.

- paints
- crayon
- ~~paintbrush~~
- paper
- pencil
- drawing



paintbrush



paints



pencil



crayon



drawing



paper

To ask who something belongs to, we use **Whose...?**  
**Whose** pencil is this?                      **Whose** crayon is that?

To show who something belongs to, we write the person's name + 's.

*It's Tina's pencil.*

*It's Jim's crayon.*

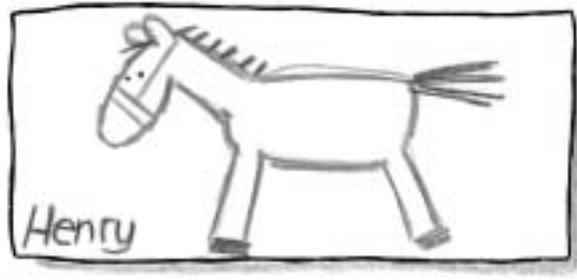
To say that something belongs to the person we are talking to, we use **your**.

*This is your paper.*

6 Whose?



Whose painting is this?  
It's Sarah's painting.



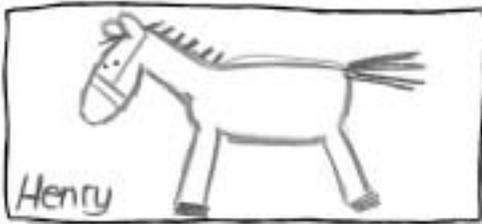
Whose drawing is this?  
It's Henry's drawing.

**A.** Write the names with 's.



1. Whose painting is this? 2. Whose painting is this? 3. Whose painting is this?  
It's Meg's painting. It's Henry's painting. It's Danny's painting.

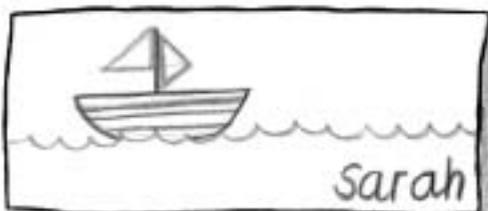
**B.** Complete the questions. Then write the answers.



1. Whose drawing is this ?  
It's Henry's drawing.



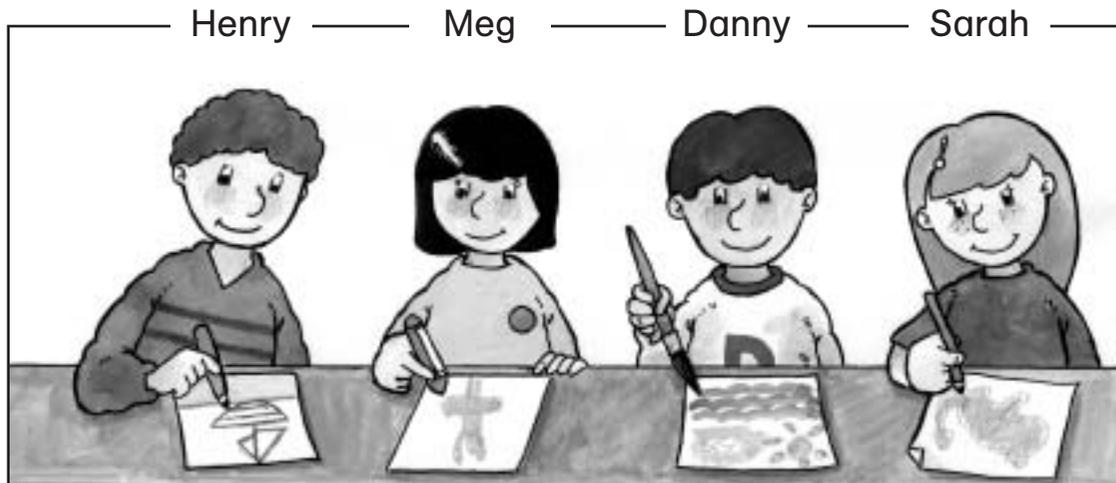
2. Whose drawing is this ?  
It's Meg's drawing.



3. Whose drawing is this ?  
It's Sarah's drawing.



4. Whose drawing is this ?  
It's Danny's drawing.



**C.** Write the questions. Complete the answers.

1. Whose paintbrush is this?  
It's Danny's paintbrush.



2. Whose drawing is this?  
It's Sarah's drawing.



3. Whose crayon is this?  
It's Meg's crayon.



4. Whose pencil is this?  
It's Henry's pencil.



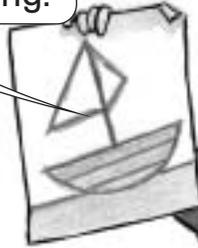
5. Whose painting is this?  
It's Danny's painting.



6. Whose drawing is this?  
It's Henry's drawing.



This is my drawing.



These are my pencils.



**D. Write This is my or These are my.**

1.

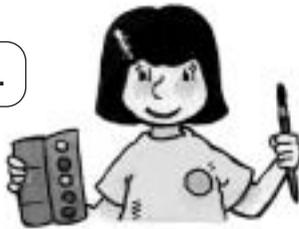
This is my paper.



These are my paintbrushes.

2.

These are my paints.



This is my \_\_\_\_\_ paintbrush.

3.

This is my \_\_\_\_\_ pencil.



These are my \_\_\_\_\_ crayons.

**E. Put the words in the correct order.**

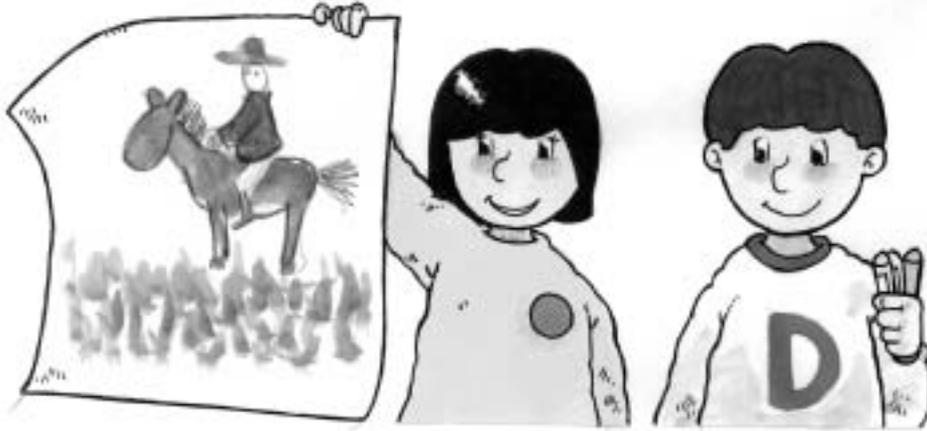
This is your crayon.



1. is painting. your This This is your painting.

2. your is This pencil. This is your pencil.

3. paper. your This is This is your paper.



### F. Use the words to make sentences.

1. Meg ► painting ► big      Meg's painting is big.
2. Danny ► crayons ► yellow      Danny's crayons are yellow.
3. Sarah ► painting ► small      Sarah's painting is small.
4. Henry ► paper ► blue      Henry's paper is blue.
5. Sarah ► pencils ► black      Sarah's pencils are black.

My crayon is green.  
Your crayon is red.

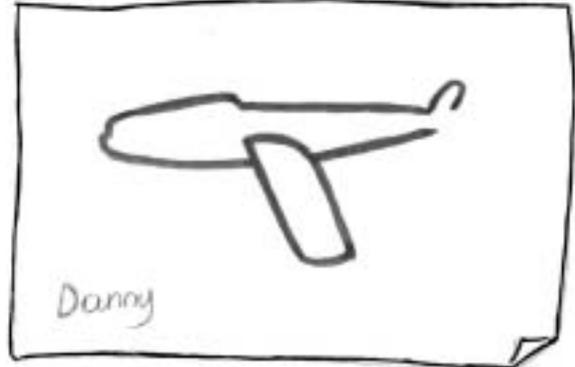
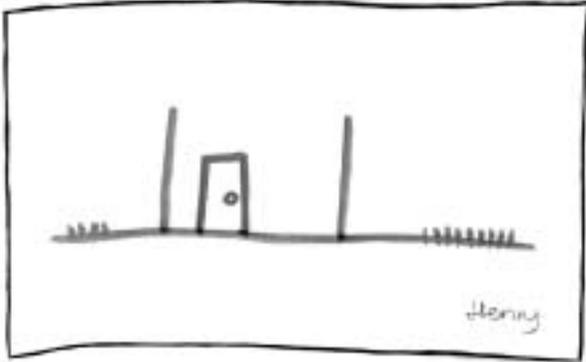


### G. Use the words to make sentences.

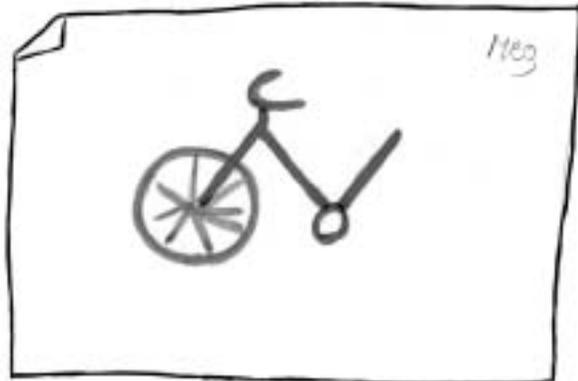
1. My ► pencil ► blue      Your ► pencil ► yellow  
My pencil is blue.      Your pencil is yellow.
2. My ► painting ► big      Your ► painting ► small  
My painting is big.      Your painting is small.
3. My ► paper ► white      Your ► paper ► blue  
My paper is white.      Your paper is blue.

## Review

**A.** Finish the drawings for Henry, Meg, Danny, and Sarah. Write sentences below the drawings.



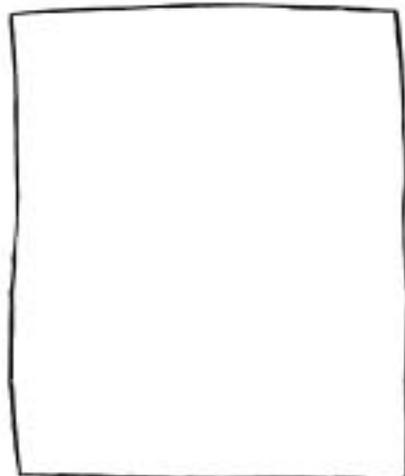
1. This is Henry's drawing. 2. This is Danny's drawing.



3. This is Sarah's drawing. 4. This is Meg's drawing.

**B.** Now do your own drawing.  
Draw anything you like.  
Complete the sentence below  
using ***your name + 's***.

This is \_\_\_\_\_ drawing.



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## Unit 7 Who? Where? What?

Theme	Structures	Sample language	Key vocabulary
Hobbies and sports	Questions with <b>Who...? Where...?</b> and <b>What...?</b> Present continuous for something that is happening now	Who is that? That's Polly. Where does she live? She lives in England. What is she doing? She is reading a book. What is that? It's a surfboard.	pen pal, writing a letter, gardening, surfing, surfboard, reading, riding a horse, playing, chess, football, cricket, bat, trumpet, spade, Canada, the USA, England, Australia, Germany

### Page 45

Ask students to look at the picture at the top of the page. Ask them what Sarah is showing to Danny. (She is showing him a photograph.) Say the question and the answer: *Who is that? That's my e-pal.* Ask students to repeat the question and the answer.

**Words to learn:** Hobbies and sports  
Write the words.

Beneath each small picture, students write the correct word or phrase from the list. You can ask students to check their answers in pairs.

### Pages 46 and 47

The illustration at the top of the page introduces questions with *Who...?* and *Where...?* Explain to students that Sarah is showing Danny her photo album. Explain what an e-pal is (a person—usually living in a different country—who you write e-mails to and get e-mails from but who you have not met). The first picture is of a girl called Casey who lives in Canada. Say the questions and the answers: *Who is that? That's Casey. Where does she live? She lives in Canada.* Ask students to repeat the questions and the answers.

**A. Write the words.**

Students complete the questions and answers using the questions and answers about Casey as a model.

### Page 48

The illustration at the top of the page introduces questions with *What...?* which are used to ask about objects.

**B. Write the questions. Complete the answers.**

Students write *What is that?* and then complete the answers by writing *It's*.

**C. Write Who, Where, or What.**

Students complete the questions by writing *Who*, *Where*, or *What*. Tell students that they will need to read both the question and the answer to be able to decide which word to write.

---

## Page 49

The illustration on the top left of the page introduces questions with *What...?* used with the present continuous. These questions are used to ask about something that is happening now.

**D. Complete the questions. Then write the answers.**

Students complete the questions by writing *What is* and *doing*. Then they look at the pictures on the right and choose the correct answer from the box at the top right of the page.

## Page 50 Review

**A. Write the answers.**

Students write the correct answers to the questions, using *He/She lives in...* and the name of the country being pointed to on the globe.

**B. Draw a picture of your friend. Then complete the questions and answers.**

This is a drawing and writing activity. Students draw a picture of one of their friends. Then they complete the questions and answers, using information about that friend.



# Who? Where? What?

Who is that?



That's my e-pal.



## Words to learn: Hobbies and sports

Write the words.

playing chess

~~surfing~~

riding a horse

gardening

playing the trumpet

playing cricket



surfing

riding a horse

playing the trumpet



playing chess

gardening

playing cricket

To ask about a person, we use **Who...?**

**Who** is that? That's Matt.

To ask about a place, we use **Where...?**

**Where** does he live? He lives in England.

To ask about a thing or action, we use **What...?**

**What** is that? It's a bat.

**What** is he doing? He's playing cricket.

That's = That is

We use the **present continuous** to talk about something that is happening now.

**What is she doing?** She **is reading** a book.

7 Who? Where? What?

Look. I have five e-pals.



Who is that?

That's Casey.

Where does she live?

She lives in Canada.

**A.** Write the words.



1. Who is that?

That's Justin.

Where does he live?

He lives in the USA.

2. Who is that?  
That's Polly.  
Where does  
she live?  
She lives  
in England.



3. Who is  
that?  
That's Ben.  
Where does  
he live?  
He lives  
in Australia.

4. Who is that?  
That's Anna.  
Where does  
she live?  
She lives  
in Germany.



## 7 Who? Where? What?

---

What is that?  
It's a surfboard.



### B. Write the questions. Complete the answers.

1. What is that ? It's a trumpet.



2. What is that ? It's a cricket bat.



3. What is that ? It's a football.



4. What is that ? It's a spade.



### C. Write **Who**, **Where**, or **What**.

1. Where do you live? I live in the USA.

2. Who is that? That's my sister.

3. What is that? It's a baseball bat.

4. Where does John live? He lives in Germany.

5. What are you doing? I'm reading a book.

6. What is that? It's a spade.

7. Who is that? That's Polly.

8. Where does she live? She lives in England.

What is Meg doing?  
She is playing cricket.



He is playing football.  
He is reading a book.  
He is playing chess.  
~~She is gardening.~~  
She is writing a letter.  
She is riding a horse.  
She is playing the trumpet.

**D. Complete the questions.  
Then write the answers.**

1. What is Anna doing?  
She is gardening.



2. What is Ben doing?  
He is playing chess.



3. What is Casey doing?  
She is riding a horse.



4. What is Polly doing?  
She is playing the trumpet.



5. What is Danny doing?  
He is playing football.



6. What is Henry doing?  
He is reading a book.



7. What is Sarah doing?  
She is writing a letter.



## Review

### A. Write the answers.

1. Where does Justin live? He lives in the USA.



2. Where does Polly live? She lives in England.



3. Where does Ben live? He lives in Australia.



4. Where does Anna live? She lives in Germany.



5. Where does Casey live? She lives in Canada.



### B. Draw a picture of your friend. Complete the questions and answers.

1. Who \_\_\_\_\_?  
That's \_\_\_\_\_

2. Where \_\_\_\_\_ live?  
\_\_\_\_\_



---

## Unit 8 When?

Theme	Structures	Sample language	Key vocabulary
My day (routines)	Present simple for routines Times <b>At</b> for times Questions with <b>When...?</b>	I get up at seven o'clock. I go to bed at half past eight. When do you go to school? When does he have lunch?	get up, go to school, go to bed, go home, have, breakfast, lunch, dinner, o'clock, quarter past, half past, quarter to

### Page 51

Ask students to look at the picture at the top of the page. Ask them where they think the children in the thought bubble are going. (They are going to school.) Explain that Sarah's grandmother is asking her about her day. Say the question and the answer: *When do you go to school? I go to school at half past eight.* Ask students to repeat the question and answer.

**Words to learn:** My day

Write the words.

Beneath each small picture, students write the correct phrase from the list. You can ask students to check their answers in pairs.

### Page 52

The illustration at the top of the page introduces *at* to talk about times. Explain that Sarah is getting out of bed in the morning, and that the clock shows seven o'clock. Make sure students are able to tell the time from a clock. You might like to review the times on the clocks on page 7 of the Student's Book with students.

**A. Write the words.**

Students complete the sentences by writing the words for the activities shown in the pictures. Tell them that they can refer back to the vocabulary activity on page 51. After they have completed this activity, you could review the times shown on the clocks.

### Page 53

**B. Circle the correct word.**

Students circle *at* or *to* in each sentence. This activity consolidates the use of *at* used with times.

**C. Match the times. Then draw the hands on the clocks.**

This activity gives students practice in recognizing times in word, clock-face, and digital forms. Students draw lines to connect the words (for example, half past seven) and clock faces with the digital times (7:30). They then draw the hands on the clock faces to show the correct times.

---

## Page 54

The two letters at the top of the page introduce questions with *When...?* and give more examples of *at* with times. Explain that the e-mail on the left is from Sarah to her e-pal Justin in the USA, and the one on the right is Justin's reply to Sarah. You might like to read the e-mail aloud, or ask students to read them aloud.

### D. Write **When do you**.

Students complete the e-mail by writing *When do you*. Explain that this is another e-mail from Sarah to a e-pal.

### E. Write the words.

Students complete the e-mail by writing the words from the box below. Explain that this is Polly's reply to Sarah.

## Page 55

### F. Write the words.

Students look at the pictures and choose the correct phrase from the box to complete each sentence.

### G. Write **does she** or **does he**. Then write the correct time.

For each exercise, students complete the question by writing *does she* or *does he*. Then they look at the clock and write the correct time.

## Page 56 Review

### A. Put the words in the correct order.

Students write questions and answers by rearranging the words into the correct order.

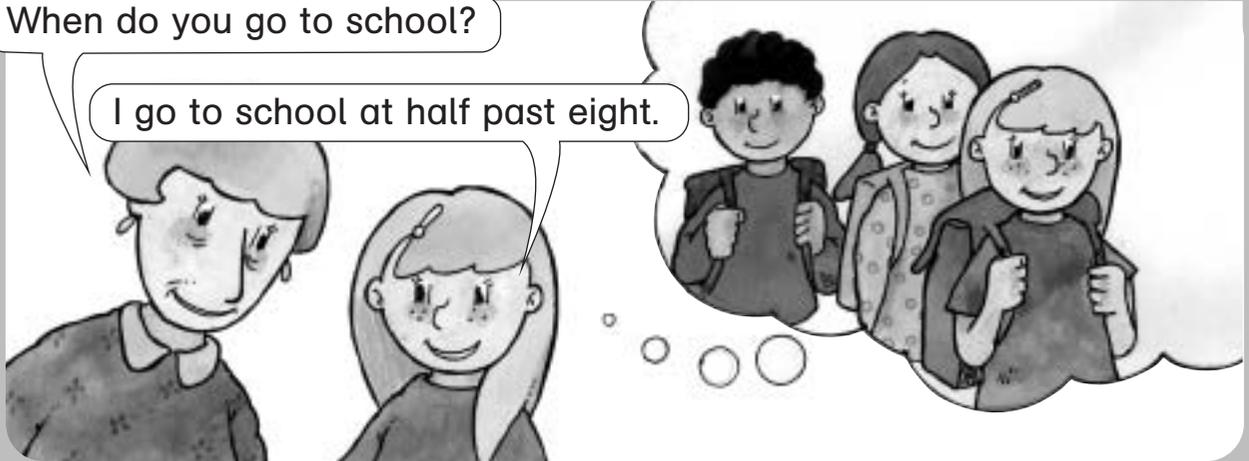
### B. Now answer these questions about **you**.

Students answer the questions about themselves. You could ask them to compare their answers with each other or ask for responses from the class as a whole.

# When?

When do you go to school?

I go to school at half past eight.



## Words to learn: My day

Write the words.

go to bed  
have breakfast



get up



go home



have breakfast

~~get up~~  
have lunch  
go home  
have dinner



have lunch



go to bed



have dinner

To ask about a time, we use **When...?**

**When** do you go to school? **When** does he have lunch?

We use **at** before a time.

*I go to school **at** eight o'clock.*

We use **present simple** to describe routines or what someone does most days.

**I**

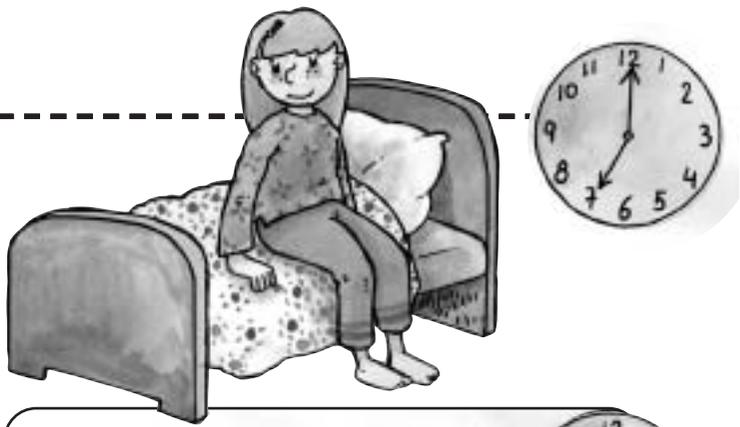
*I go home at four o'clock.*

**he or she**

*She goes home at four o'clock.*

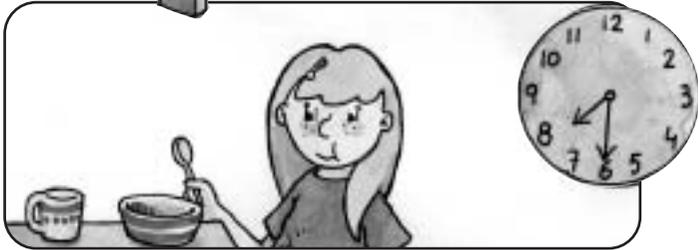
8 When?

I get up at seven o'clock.



**A. Write the words.**

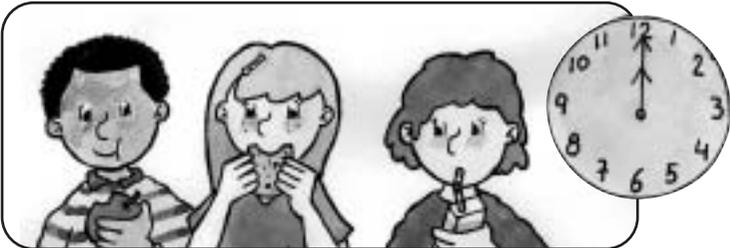
1. I have breakfast  
at half past seven.



2. I go to school  
at half past eight.



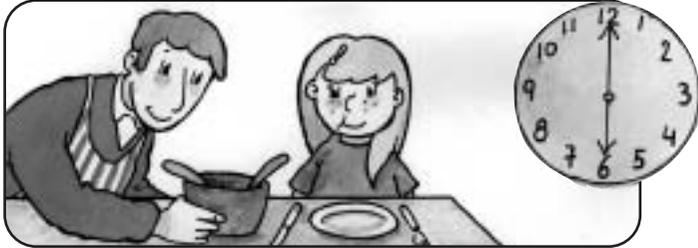
3. I have lunch  
at twelve o'clock.



4. I go home  
at quarter past three.



5. I have dinner  
at six o'clock.



6. I go to bed  
at eight o'clock.



**B. Circle the correct word.**

- I go **at** / **to** school **at** / **to** eight o'clock.
- I go home **at** / **to** three o'clock.
- I go **at** / **to** bed **at** / **to** half past eight.

**C. Match the times, and draw the hands on the clocks.**

1. half past seven		
2. quarter past eight		
3. twelve o'clock		
4. quarter past three		
5. quarter to seven		



Dear Justin,  
 Please tell me about your day  
 in the USA.  
 When do you get up?  
 When do you go to school?  
 When do you go home?  
 When do you have dinner?  
 When do you go to bed?

Your e-pal,  
 Sarah



Dear Sarah,  
 Thank you for your letter.  
 I get up at half past six.  
 I go to school at quarter to  
 eight.  
 I go home at three o'clock.  
 I have dinner at six o'clock.  
 I go to bed at half past eight.

Your e-pal,  
 Justin

**D. Write When do you.**

Dear Polly,  
 Please tell me about your day  
 in England.  
 When do you get up?  
When do you go to school?  
When do you go home?  
When do you have dinner?  
When do you go to bed?

Your e-pal,  
 Sarah

**E. Write the words.**

**Dear Sarah,**  
**Thank you for your letter.**  
**I get up at half past seven.**  
**I go to school at nine o'clock.**  
**I go home at four o'clock.**  
**I have dinner at half past**  
**six.**  
**I go to bed at nine o'clock.**

**Your e-pal,**  
**Polly**



## F. Write the words.

He has   She has   ~~He gets up~~   She gets up   He goes   She goes



1. He gets up at six thirty.



2. He has dinner at six o'clock.



3. She gets up at seven thirty.



4. He goes to bed at eight thirty.



5. She has dinner at six thirty.



6. She goes to bed at nine o'clock.

G. Write **does she** or **does he**, then write the correct time.

1. When does she go to school?  
She goes to school at nine o'clock.



2. When does he go home?  
He goes home at three o'clock.



3. When does she go home?  
She goes home at four o'clock.



## Review

### A. Put the words in the correct order.

1. up. you When get do  
When do you get up? \_\_\_\_\_

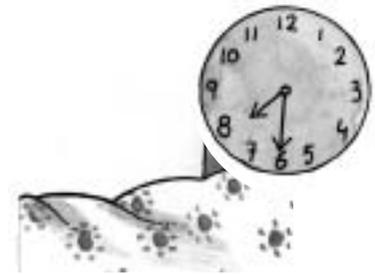
2. get I up at o'clock. seven  
I get up at seven o'clock. \_\_\_\_\_

3. you do have When breakfast.  
When do you have breakfast \_\_\_\_\_?

4. half past at have I breakfast seven.  
I have breakfast at half past seven. \_\_\_\_\_

5. bed. When you do to go  
When do you go to bed \_\_\_\_\_?

6. o'clock. at eight go I to bed  
I go to bed at eight o'clock. \_\_\_\_\_



### B. Now answer these questions about *you*.

1. When do you get up? I get up at \_\_\_\_\_
2. When do you go to school? \_\_\_\_\_
3. When do you go home? \_\_\_\_\_
4. When do you go to bed? \_\_\_\_\_

## Unit 9 **Have got, has got, its, and their**

Theme	Structures	Sample language	Key vocabulary
Hair (appearance)	Describing physical appearance using <b>have got</b> and <b>has got</b> Adjectives “Yes/No” questions with <b>Has he/she got...?</b> Possessive pronouns: <b>its, their</b>	I have got straight black hair. Sally has got brown eyes. We have got long legs. Has he got big feet? Their eyes are blue. Its fur is brown.	short, long, curly, straight, blond, brown, black, white, blue, green, orange, pink, small, big, hair, eyes, ears, legs, feet, fur

### Page 57

Ask students to look at the picture at the top of the page. Ask them who they can see in the picture (Meg and Henry). Explain that the children are talking about their hair. Say the sentences *I have got straight black hair. I have got curly brown hair.* Ask students to repeat them. You could demonstrate this in class by talking about your own hair; for example, *I have got long black hair.*

#### **Words to learn:** Hair

Write the words.

Beneath each small picture, students write the correct word from the list. You can ask students to check their answers in pairs.

### Page 58

#### **A. Write I have got.**

Students complete the sentences by writing *I have got*. Check that students understand the meanings of the words used to describe hair: *straight, curly, long, short, black, brown, blond.*

#### **B. Write the sentences. Then draw the hair.**

This is a writing and drawing activity. Students use the words as prompts to write complete sentences. Then, using coloured pencils, they draw the hair onto the faces as it is described in the sentences.

### Page 59

The illustration at the top of the page introduces the use of *has got* for describing physical appearance with the pronouns *he, she, and it*, and with names.

#### **C. Circle have or has.**

Students circle the correct word in each sentence.

#### **D. Write have got or has got.**

The illustration in the middle of the page introduces the use of *have got* with the pronouns *they* and *we*. Explain that the little girl is talking about the tall

---

boys. The boys are twin brothers—they are the same age and they look the same.

Students write *have got* or *has got* depending on the pronoun that begins each sentence.

### **Page 60**

The illustration at the top of the page introduces “Yes/No” questions with *Has he got...?* to ask about appearance. Ask students what the man in the picture is (a clown).

#### **E. Write Yes, he has or No, he hasn’t.**

Students look at the pictures and then write *Yes, he has* or *No, he hasn’t* to answer the questions.

### **Page 61**

The illustration at the top of the page introduces the possessive pronoun *their*.

#### **F. Complete the sentences.**

Students complete the sentences by writing *Their* and *are*.

#### **G. Complete the sentences.**

The illustration in the middle of the page introduces the possessive pronoun *its*. Explain that we use *its* when we are talking about animals or things, not people. Note that *its* is spelled without an apostrophe. It is different from *it’s* (*it is*).

To complete the sentences about the first dog, students write *Its*. To complete the sentences about the second dog, students write *Its* and the correct words to describe the dog’s appearance; for example, *Its fur is white*.

### **Page 62 Review**

#### **A. Find the mistakes in these sentences. Then write the sentences correctly.**

This is an error correction activity. Students identify the mistakes in the sentences, then cross out the mistakes and rewrite the sentences correctly. All the sentences contain mistakes.

#### **B. Draw yourself. Complete the sentences.**

This is a drawing and writing activity. Students draw themselves—they only need to draw their faces—and then complete the sentences about themselves.

#### **C. Draw your friend. Complete the sentences.**

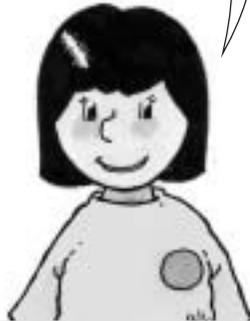
This is another drawing and writing activity. Now students draw a friend or classmate—they only need to draw their face—and then complete the sentences about that friend or classmate.



# Have got, has got, its, and their

I have got straight black hair.

I have got curly brown hair.



## Words to learn: Hair

Write the words.

short  
blond  
brown  
~~curly~~  
straight  
long



curly



long



straight



short



brown



blond

### Have got and has got

When you describe yourself you can use **have got**.

*I **have got** brown hair. I **have got** blue eyes.*

When you describe someone else you can use **has got**.

*Brian **has got** black hair. Sally **has got** brown eyes.*

We can use **their** to describe more than one person or thing.

***Their** eyes are blue. **Their** T-shirts are pink.*

We can use **its** to describe an animal.

***Its** fur is white. **Its** ears are small.*

**A. Write I have got.**

I have got straight black hair.

1.



I have got curly brown hair.

2.



I have got long blond hair.

3.



I have got short brown hair.

4.



**B. Write the sentences and draw the hair.**

1. curly / blond I have got curly blond hair.



2. long / brown I have got long brown hair.



3. short / black I have got short black hair.



4. short / blond I have got short blond hair.



5. curly / brown I have got curly brown hair.





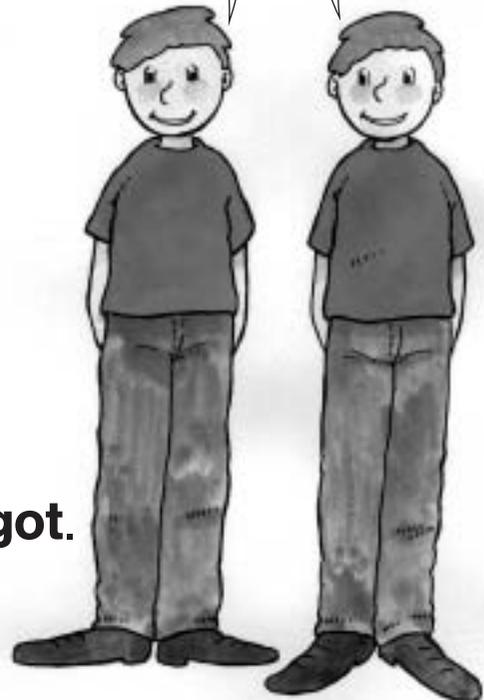
**C. Circle have or has.**

1. I have / has got brown hair.
2. Fred have / has got blue eyes.
3. Mary have / has got long black hair.
4. I have / has got short curly hair.
5. Dave have / has got short blond hair.

They have got long legs.  
They have got big feet.



We have got long legs.  
We have got big feet.



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

1. He has got short legs.
2. They have got curly hair.
3. She has got curly hair.
4. We have got short hair.
5. He has got big feet.

9 Have got, has got, its, and their



Has he got big feet?  
Yes, he has.

Has he got curly hair?  
No, he hasn't.

**E. Write Yes, he has or No, he hasn't.**



1. Has he got curly brown hair?  
Yes, he has.



2. Has he got long legs?  
No, he hasn't.



3. Has he got short black hair?  
No, he hasn't.



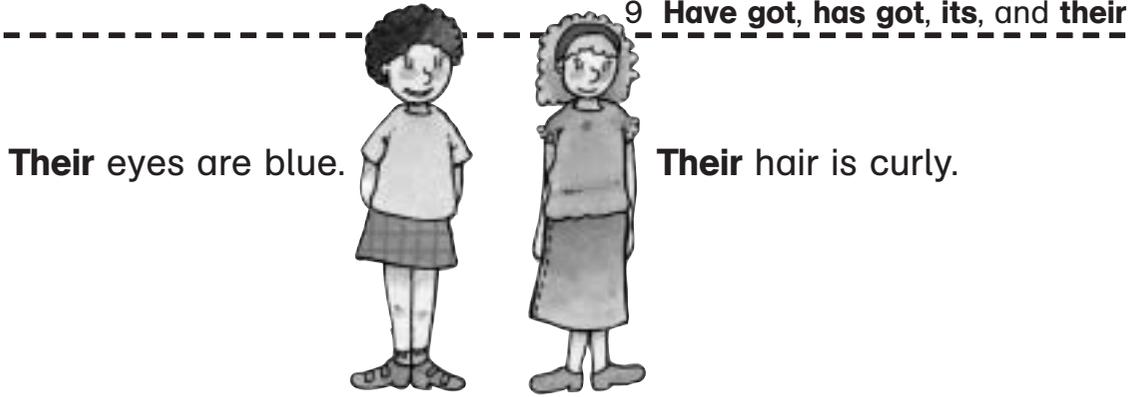
4. Has he got long blond hair?  
No, he hasn't.



5. Has he got long legs?  
Yes, he has.



6. Has he got curly black hair?  
Yes, he has.

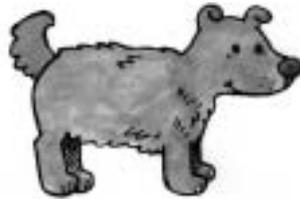


**Their** eyes are blue.

**Their** hair is curly.

**F. Complete the sentences.**

1. Their T-shirts are pink.
2. Their skirts are orange.
3. Their shoes are green.
4. Their legs are long.



Its fur is brown.  
Its legs are short.

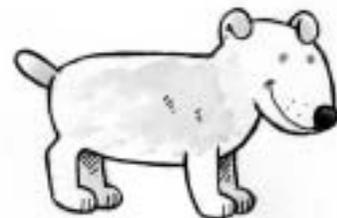
Its ears are small.

**G. Complete the sentences.**

1. Its fur is black.  
Its legs are long.  
Its ears are big.



2. Its fur is white .  
Its legs are short .  
Its ears are small .



## Review

### A. Find the mistakes in these sentences. Write the sentences correctly.

- |   |   |
|---|---|
| 1. I <del>has</del> got curly blond hair. | <u>I have got curly blond hair.</u>           |
| 2. Carrie have got long legs.             | <u>Carrie has got long legs.</u>              |
| 3. We has got blue eyes.                  | <u>We have got blue eyes.</u>                 |
| 4. They has got straight<br>black hair.   | <u>They have got straight<br/>black hair.</u> |
| 5. Has she has black hair?                | <u>Has she got black hair?</u>                |
| 6. Is Kelly got small feet?               | <u>Has Kelly got small feet?</u>              |
| 7. Their shoes is black.                  | <u>Their shoes are black.</u>                 |
| 8. Their hair are brown.                  | <u>Their hair is brown.</u>                   |
| 9. Its fur are white.                     | <u>Its fur is white.</u>                      |
| 10. Its eyes is pink.                     | <u>Its eyes are pink.</u>                     |

### B. Complete the sentences, and then draw yourself.

1. I have got \_\_\_\_\_ hair.
2. \_\_\_\_\_ eyes.

### C. Complete the sentences. and then draw your friend.

1. \_\_\_\_\_ hair.
2. \_\_\_\_\_ eyes.

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## Unit 10 **Always, sometimes, and never**

Theme	Structures	Sample language	Key vocabulary
After-school activities	Adverbs of frequency: <b>always</b> , <b>sometimes</b> , and <b>never</b> Present simple for routines	I always do my homework. She sometimes watches TV. He never tidies his room.	do homework, watch TV, feed, dog, take for a walk, tidy, room, lay the table, have a snack, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

### Page 63

Ask students to look at the picture at the top of the page. Explain that Meg is showing her homework diary, and that she has a gold star for each day she has done her homework. The diary shows that she has done her homework every day—she *always* does her homework. Say the sentence *I always do my homework*. Ask students to repeat it.

**Words to learn:** After school

Write the words.

Beneath each small picture, students write the correct phrase from the list. You can ask students to check their answers in pairs.

### Page 64

The illustration at the top of the page introduces *always*. Explain that Meg is telling Danny what she does after school. Meg uses *always* because she takes her dog for a walk after school every day. Say the question and the answer: *What do you do after school? I always take my dog for a walk*. Ask students to repeat the question and the answer.

**A. Write I always.**

The children in the pictures are talking about what they do every day after school. Students complete the sentences by writing *I always*. You could ask students in the class if there is anything they do every day after school. Ask them to use sentences beginning with *I always*...

**B. Put the words in the correct order.**

Students write *I always*... sentences by rearranging the words into the correct order.

### Page 65

**C. Circle the correct words.**

Students circle the correct form of the verb in each sentence. Note that in the sentences beginning with *He* or *She*, all the correct verbs have a final s.

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**D. Complete the sentences using *always*.**

Students complete the sentences by writing *always* and the correct phrase to describe what the child is doing. Tell them that they can refer back to the vocabulary activity on page 63.

**Page 66**

The illustration at the top of the page introduces *never*. Danny's room looks messy because he never tidies it. Say the sentence *He never tidies his room*. Ask students to repeat it.

**E. Write *He never* or *She never*.**

Students complete the sentences by writing *He never* or *She never* depending on whether the sentence is about a boy or a girl.

**F. Put the words in the correct order.**

Students write *He/She never...* sentences by rearranging the words into the correct order.

**Page 67**

The illustration at the top of the page introduces *sometimes*. In some of the pictures, the girl is watching TV, but in others she is not. This indicates that at times she watches TV and at other times she does not. Say the sentence *She sometimes watches TV*. Ask students to repeat it.

**G. Write the words.**

Students complete the sentences by choosing the correct verb—and the correct verb form—from the box.

**H. Use the words to make sentences. Use the correct forms of the verbs.**

Students use the prompt words to write complete sentences. Explain to them that they may need to change verb forms and add some words. They do not change the order of the prompt words.

**Page 68 Review**

**A. Henry shares the chores at home with his brother and sister. Look at this chart. Then write *always*, *sometimes*, or *never*.**

The chart shows the chores Henry and his brother and sister do at home. There are three chores, and we can see who has to do each chore on each of the seven days of the week. For example, on Monday Robbie has to feed the dog; on Sunday Suzy has to lay the table for dinner. Students have to look at the chart and then write *always*, *sometimes*, or *never* to complete the sentences.

You may need to guide students to begin with. First look at sentence 1: *Henry never feeds the dog*. If you look across from *Feed the dog* on the left of the chart, you will see that Henry's name doesn't appear on any day. This means that Henry *never* feeds the dog. To complete sentence 2, look across from *Feed the dog* on the left of the chart. Robbie's name appears on some days. So the correct word to write is *sometimes*.

**B. What do *you* do after school? Write sentences.**

Students write complete sentences to describe their after-school activities using *always*, *sometimes*, and *never*.

# Always, sometimes, and never



## Words to learn: After school

Write the words.

- ~~watch TV~~
- feed the dog
- tidy my room
- have a snack
- lay the table



watch TV



lay the table



feed the dog



have a snack



tidy my room

To say how often we do something, we use **always**, **sometimes** or **never**.

**always** = all the time or every time

**sometimes** = not always or part of the time

**never** = not at any time

### Present simple

I

*I do my homework.*

*I watch TV.*

*I tidy my room.*

he or she

*He **does** his homework.*

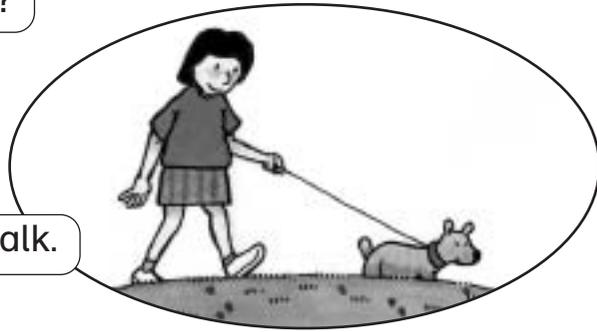
*She **watches** TV.*

*He **tidies** his room.*

What do you do after school?



I always take my dog for a walk.



### A. Write I always.

What do you do after school?

1. I always tidy my room.



2. I always do my homework.



3. I always feed my dog.



### B. Put the words in the correct order.

1. TV. watch I always I always watch TV.

2. have snack. I always a I always have a snack.

3. always dog. my I feed I always feed my dog.

4. room. my always tidy I I always tidy my room.

**C. Circle the correct words.**

1. He always **take** / **takes** his dog for a walk.
2. I always **have** / **has** a snack.
3. She always **feed** / **feeds** her dog.
4. I always **lay** / **lays** the table.
5. He always **do** / **does** his homework.

**D. Complete the sentences using *always*.**

1. She always has a snack after school.



2. Meg always feeds her dog after school.



3. Henry always does his homework after school.



4. Sarah always cleans her room after school.



He never tidies his room.



**E. Write He never or She never.**

1. She never does her homework.



2. She never watches TV.



3. He never takes his dog for a walk.



4. She never has a snack after school.



5. He never walks to school.



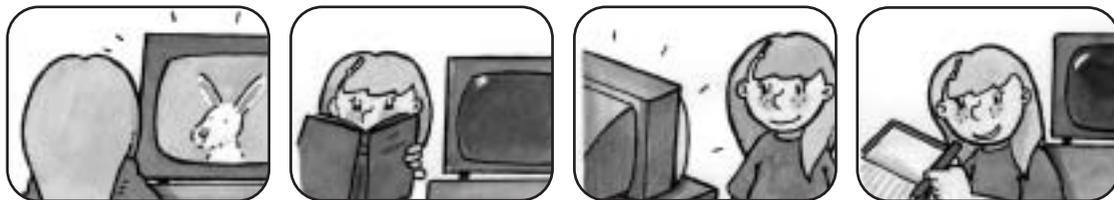
**F. Put the words in the correct order.**

1. never her tidies She room. She never tidies her room.

2. never does homework. He his He never does his homework.

3. feeds He dog. never his He never feeds his dog.

4. She the never lays table. She never lays the table.



She sometimes watches TV.

### G. Write the words.

watch take ~~takes~~ has watches have

1. He sometimes takes his dog for a walk.
2. I sometimes take my dog for a walk.
3. I sometimes watch TV.
4. She sometimes has a snack.
5. I sometimes have a snack.
6. He sometimes watches TV.

### H. Use the words to make sentences. Use the correct forms of the verbs.

1. She ► sometimes ► tidy ► room  
She sometimes tidies her room.
2. He ► never ► have ► snack  
He never has a snack.
3. I ► sometimes ► lay ► table  
I sometimes lay the table.
4. He ► never ► have ► breakfast  
He never has breakfast.
5. She ► always ► walk ► school  
She always walks to school.

## Review

**A.** Henry shares the chores at home with his brother and sister. Look at this chart. Then write **always**, **sometimes**, or **never**.

Our chore chart - Who does what!							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Feed the dog	Robbie	Suzy	Robbie	Suzy	Robbie	Suzy	Robbie
Take the dog for a walk	Henry	Henry	Henry	Henry	Henry	Henry	Henry
Lay the table for dinner	Suzy	Henry	Suzy	Henry	Suzy	Henry	Suzy

- Henry never feeds the dog.
- Robbie sometimes feeds the dog.
- Suzy sometimes feeds the dog.
- Henry always takes the dog for a walk.
- Suzy never takes the dog for a walk.
- Henry sometimes lays the table for dinner.
- Robbie never lays the table for dinner.
- Suzy sometimes lays the table for dinner.

**B.** What do **you** do after school? Write sentences.

- I always \_\_\_\_\_.
- I sometimes \_\_\_\_\_.
- I never \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

## Test 2

### A. Write **Who, Where, What, or When.**

1. \_\_\_\_\_ does he live? He lives in Canada.
2. \_\_\_\_\_ is that? It's a potato.
3. \_\_\_\_\_ are you doing? I'm writing a letter.
4. \_\_\_\_\_ does Maggie live? She lives in England.
5. \_\_\_\_\_ do you get up? I get up at seven o'clock.
6. \_\_\_\_\_ is that? That's my brother.
7. \_\_\_\_\_ is Jackie doing? She is reading a book.
8. \_\_\_\_\_ is that? It's a paintbrush.
9. \_\_\_\_\_ is that? That's Justin.
10. \_\_\_\_\_ do you go to bed? I go to bed at nine o'clock.

### B. Use these words to complete the sentences.

1. \_\_\_\_\_ painting is this?
2. \_\_\_\_\_ Danny's painting.
3. Whose drawing \_\_\_\_\_ this?
4. It's \_\_\_\_\_ drawing.
5. \_\_\_\_\_ is my paintbrush.
6. \_\_\_\_\_ are my crayons.
7. My \_\_\_\_\_ is red.
8. Your pencil is \_\_\_\_\_.

is It's Whose  
Meg's This crayon  
These blue

### C. Write **have got** or **has got**.

1. I \_\_\_\_\_ black hair.
2. We \_\_\_\_\_ brown eyes.
3. Peter \_\_\_\_\_ blue eyes.
4. She \_\_\_\_\_ curly hair.
5. They \_\_\_\_\_ long hair.

**D. Complete this table by writing the times in words as well as in numbers.**

- |   |  |
|---|--|
| 1.  half past eight 8:30 | 2.  quarter to five _____ |
| 3.  _____                | 4.  _____                 |
| 5.  _____                |  |

**E. Put the words in the correct order.**

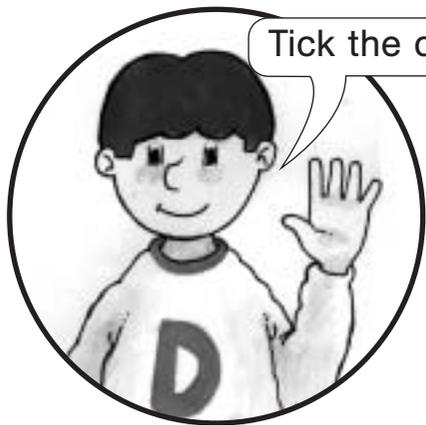
1. walk I school always to \_\_\_\_\_.
2. He his never does homework \_\_\_\_\_.
3. blond got Carol has hair \_\_\_\_\_.
4. blue has eyes got Jeff \_\_\_\_\_.
5. long They got have hair \_\_\_\_\_.
6. gets at six up o'clock She \_\_\_\_\_.
7. at half dinner six We have past \_\_\_\_\_.
8. Max in Australia lives \_\_\_\_\_.
9. football is Cory playing \_\_\_\_\_.
10. my crayons are These \_\_\_\_\_.

**F. Use these words to complete the sentences.**

have has tidy tidies watch  
watches feed feeds lay lays

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. I sometimes _____ TV.      | 6. I sometimes _____ my room. |
| 2. He never _____ TV.         | 7. I always _____ the table.  |
| 3. Al never _____ his room.   | 8. She never _____ the table. |
| 4. Katy never _____ a snack.  | 9. I sometimes _____ the cat. |
| 5. I sometimes _____ a snack. | 10. Mia always _____ the dog. |

# Grammar Round-up



Tick the correct sentences from 1 to 10.

1.

There is two boy on the slide. \_\_\_  
There are two boy on the slide. \_\_\_  
There are two boys on the slide. \_\_\_



2.

How many candles  
are there? \_\_\_  
How many candles  
there are? \_\_\_  
Are there how  
many candles? \_\_\_



3.

I want a rice. \_\_\_  
I want an rice. \_\_\_  
I want some rice. \_\_\_



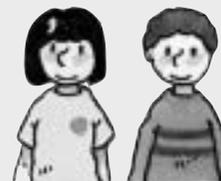
4.

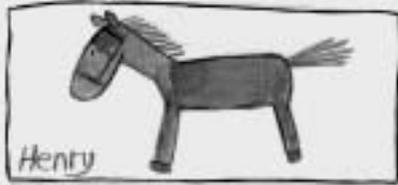
He don't like beans. \_\_\_  
He doesn't like beans. \_\_\_  
He doesn't likes beans. \_\_\_



5.

Meg is next to Henry. \_\_\_  
Meg is in front of Henry. \_\_\_  
Meg is behind Henry. \_\_\_





6.

Whose painting this is? \_\_\_  
 Whose painting is this? \_\_\_  
 Whose painting this? \_\_\_



7.

What is she do? \_\_\_  
 Where is she doing? \_\_\_  
 What is she doing? \_\_\_

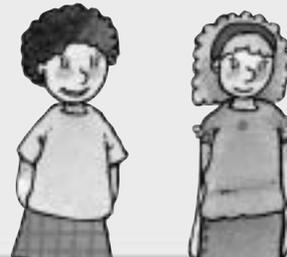


8.

When you get up? \_\_\_  
 When do you get up? \_\_\_  
 When does you get up? \_\_\_

9.

Their hair is curly. \_\_\_  
 They hair is curly. \_\_\_  
 Its hair is curly. \_\_\_



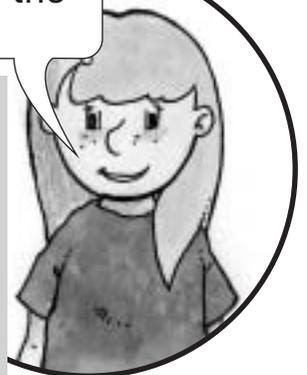
10.



She never watch TV. \_\_\_  
 She never watches TV. \_\_\_  
 Never she watches TV. \_\_\_

Well done! Here are the correct sentences.

1. There are two boys on the slide.
2. How many candles are there?
3. I want some rice.
4. He doesn't like beans.
5. Meg is next to Henry.
6. Whose painting is this?
7. What is she doing?
8. When do you get up?
9. Their hair is curly.
10. She never watches TV.



# Test answer keys

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## Test 1, pages 49 and 50

Total score: 50

### A

1. There is a duck on the pond.
2. There are two girls on the bench.
3. There are two boys on the slide.
4. There are three birds in the tree.
5. There is a kite in the sky.

(5 points)

### B

1. I want some rice.
2. I have got a banana.
3. Do you want some milk?
4. I want some onions.
5. Do you want an apple?
6. I have got an orange.
7. I want some juice.
8. Do you want some eggs?
9. I want a carrot.
10. I have got some cheese.

(10 points)

### C

1. I like chocolate.
2. I don't like beans.
3. He likes bananas.
4. Do you like milk?
5. She likes cheese.
6. He doesn't like rice.
7. Does he like chicken?
8. Sarah likes ice cream.
9. Does she like grapes?
10. She doesn't like onions.

(10 points)

### D

1. He's behind the curtains.
2. It's next to the bed.
3. She's in front of Meg.
4. It's behind the chair.
5. He's next to Sarah.

(5 points)

### E

1. *Question:* How many eggs are there?      *Answer:* There are twelve eggs.
2. *Question:* How many carrots are there?      *Answer:* There are five carrots.
3. *Question:* How many oranges are there?      *Answer:* There are six oranges.
4. *Question:* How many onions are there?      *Answer:* There are three onions.
5. *Question:* How many bananas are there?      *Answer:* There is one banana.

(10 points)

### F

1. The carrot is between the egg and the onion .
2. The potato is next to the orange .
3. The banana is between the egg and the orange .
4. The onion is next to the carrot .
5. The egg is between the banana and the carrot .
6. The orange is between the potato and the banana .

(10 points)

## Test 2, pages 91 and 92

Total score: 50

### A

1. Where does he live? He lives in Canada.
2. What is that? It's a potato.
3. What are you doing? I'm writing a letter.
4. Where does Maggie live? She lives in England.
5. When do you get up? I get up at seven o'clock.
6. Who is that? That's my brother.
7. What is Jackie doing? She is reading a book.
8. What is that? It's a paintbrush.
9. Who is that? That's Justin.
10. When do you go to bed? I go to bed at nine o'clock.

(10 points)

### B

1. Whose painting is this? 2. It's Danny's painting. 3. Whose drawing is this?
4. It's Meg's drawing. 5. This is my paintbrush. 6. These are my crayons.
7. My crayon is red. 8. Your pencil is blue.

(8 points)

### C

1. I have got black hair. 2. We have got brown eyes. 3. Peter has got blue eyes.
4. She has got curly hair. 5. They have got long hair.

(5 points)

### D

- |                              |              |
|------------------------------|--------------|
| 1. half past eight           | 8:30         |
| 2. quarter to five           | 4:45         |
| 3. <u>quarter past three</u> | <u>3:15</u>  |
| 4. <u>six o'clock</u>        | <u>6:00</u>  |
| 5. <u>twelve o'clock</u>     | <u>12:00</u> |

(7 points)

### E

- |                                     |                                |
|-------------------------------------|--------------------------------|
| 1. I always walk to school.         | 2. He never does his homework. |
| 3. Carol has got blond hair.        | 4. Jeff has got blue eyes.     |
| 5. They have got long hair.         | 6. She gets up at six o'clock. |
| 7. We have dinner at half past six. | 8. Max lives in Australia.     |
| 9. Cory is playing football.        | 10. These are my crayons.      |

(10 points)

### F

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1. I sometimes <u>watch</u> TV.     | 2. He never <u>watches</u> TV.       |
| 3. Al never <u>tidies</u> his room. | 4. Katy never <u>has</u> a snack.    |
| 5. I sometimes <u>have</u> a snack. | 6. I sometimes <u>tidy</u> my room.  |
| 7. I always <u>lay</u> the table.   | 8. She never <u>lays</u> the table.  |
| 9. I sometimes <u>feed</u> the cat. | 10. Mia always <u>feeds</u> the dog. |

(10 points)