

CAMBRIDGE



# SUPER Grammar

**Practice Book 2**  
Emma Szlachta

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# There's / There are

The classroom is in a mess. Let's tidy.

There are some pencils and some pens ...

There's a ball. Let's put it in the cupboard.

Good idea.

... and there are some books. Let's put them on the bookcase.

Thank you. That's fantastic!

## Super Grammar

Use **there is / there's** and **there are** to say what singular and plural nouns you can see.

*There's a car.      There are some balls.*

### 1 Look and match.



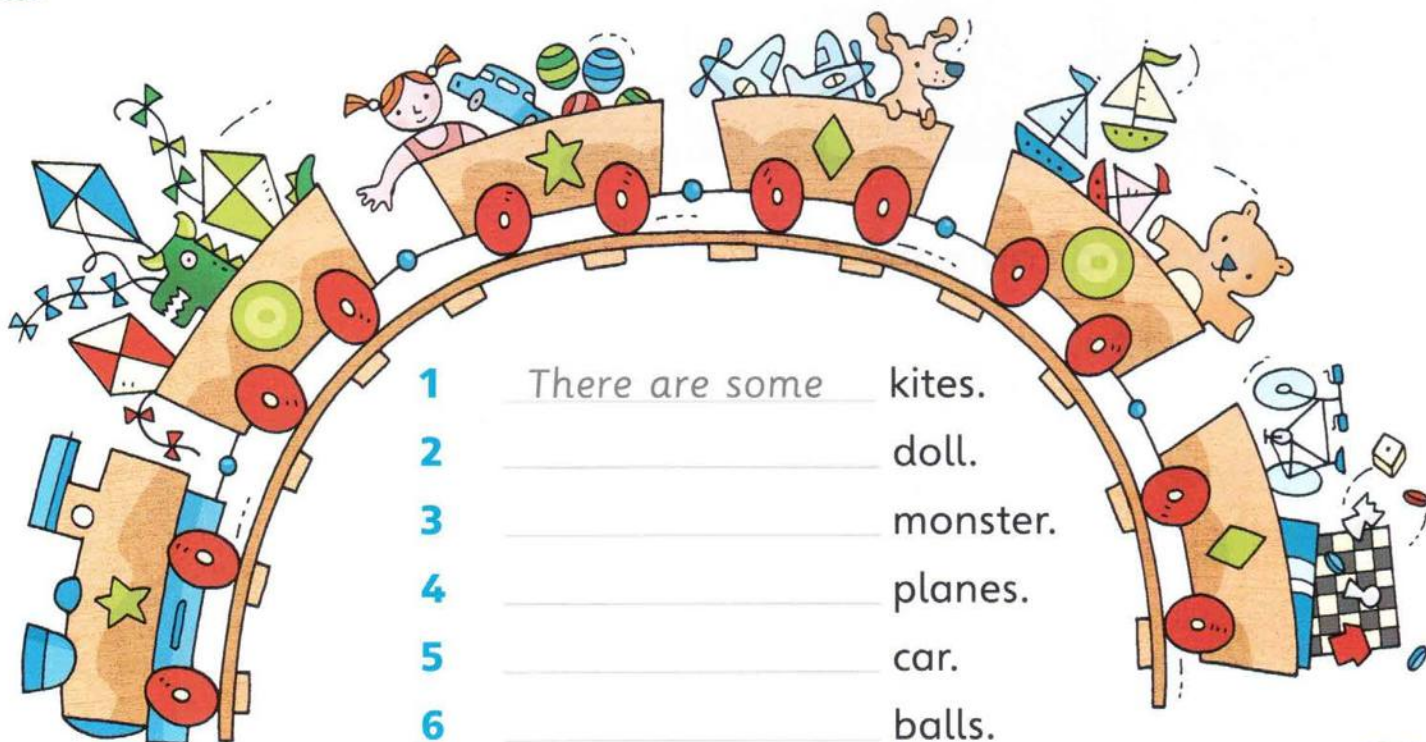


**2** Write *is* or *are*.



- 1 There is a red book.
- 2 There are some pencils.
- 3 There is an apple.
- 4 There is a clock.
- 5 There are some sweets.
- 6 There is a green pen.

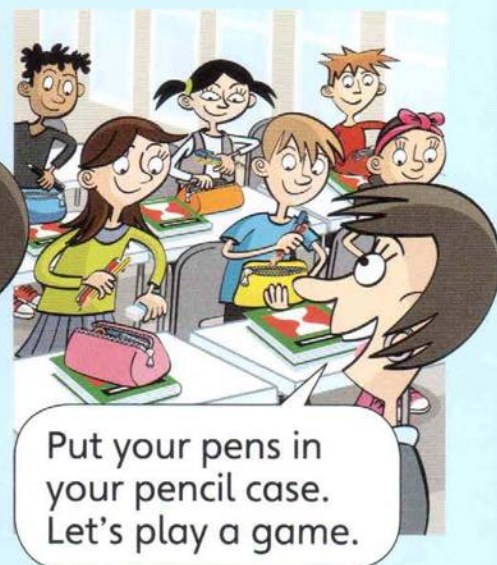
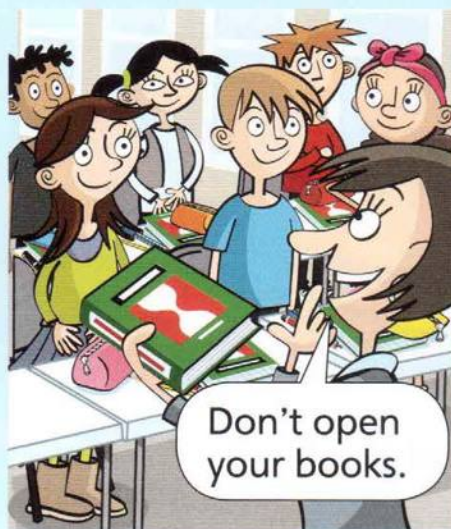
**3** Write *There are some* or *There is a*.



- 1 There are some kites.
- 2 There is a doll.
- 3 There are some monster.
- 4 There are some planes.
- 5 There is a car.
- 6 There are some balls.



# Imperatives



## Super Grammar

Use imperatives to give instructions.

*Stand up.*

*Sit down.*

*Put your book in your bag.*

*Don't stand up.*

*Don't sit down.*

*Don't close your books.*

### 1 Read and complete the sentences.

- 1 Open your books.
- 2 Sit \_\_\_\_\_.
- 3 Stand \_\_\_\_\_.
- 4 C \_\_\_\_\_ your bag.
- 5 Pass me y \_\_\_\_\_ r ru \_\_\_\_\_.
- 6 Don't o \_\_\_\_\_ y \_\_\_\_\_ r bags.

## 2 Complete the sentences with the words from the box.

Pass open down don't up sit

**Teacher** Hello class. Welcome back! It's good to see you all again. OK, <sup>1</sup> sit down please and <sup>2</sup> your books.

**Matt** Oh no. I haven't got a pencil. <sup>3</sup> me a pencil, please Sally.

**Sally** Shhh Matt. Here you are.

**Matt** Mrs Brown. I can't see the board.

**Teacher** Stand <sup>4</sup>, Matt ..., <sup>5</sup> sit down there ... sit <sup>6</sup> here.

**Matt** Thank you.



## 3 Write the instructions.

1 Don't sit down.

2

3

4

5

6

3



4



5



6



1



2





## Reading: a poem

1 Read the poem and write *True* (T) or *False* (F).

### A poem about my desk

The classroom is a mess.

Look at my desk!

There are some pens and a book.

An apple and a clock.

There are some pencils and a sausage!

A sausage? A sausage!

Don't sit down, Sue and Dan.

Put the pencils in your pencil case and  
the sausage in your bag.

Don't sit down, Anna and Alex.

Put the clock on the wall and  
the apple in your desk.

Don't sit down, let's tidy this mess.



- 1 The classroom isn't tidy.
- 2 There are two books.
- 3 There's a banana.
- 4 There's a clock.
- 5 There are some pencils.
- 6 There isn't a sausage.

|   |
|---|
| T |
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|   |
|   |
|   |
|   |

## Writing

- 1 What is on your desk? Write a list.

There's a \_\_\_\_\_

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There are some \_\_\_\_\_

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- 2 Write a poem about your desk.

### A poem about my desk

The classroom is a mess.

Look at my desk!

There are \_\_\_\_\_

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Look at my desk!

Don't sit down, let's tidy this mess.



# 1

# Telling the time



## Super Grammar

Use **What's the time?** to ask the time and **It's ... o'clock.** to answer. Use **When do you ...?** to ask about the time of an activity, too.

**What's the time?**

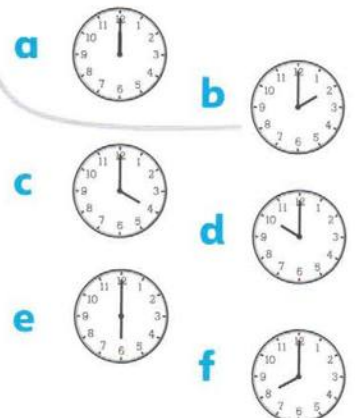
**It's nine o'clock.**

**When do you have breakfast?**

**At seven o'clock.**

## 1 Read and match.

- 1 What's the time? It's two o'clock.
- 2 When do you have lunch? At twelve o'clock.
- 3 What's the time? It's ten o'clock.
- 4 When do you go to bed? At eight o'clock.
- 5 What's the time? It's four o'clock.
- 6 When do you get up? At six o'clock.



## 2 Write the words.

time ten do When at o'clock

Mary Tell me about your day. What <sup>1</sup> time do you get up?

Hugo OK. Well, I get up <sup>2</sup> \_\_\_\_\_ seven o'clock.

Mary <sup>3</sup> \_\_\_\_\_ do you go to school?

Hugo At nine <sup>4</sup> \_\_\_\_\_.

Mary And when <sup>5</sup> \_\_\_\_\_ you play in the park?

Hugo On Saturday at <sup>6</sup> \_\_\_\_\_ o'clock.

## 3 Write sentences.



1 I get up at six  
o'clock.



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



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



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



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



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



# Present simple, 3rd person



Eva gets up at seven o'clock.



She goes to school at eight o'clock.



She has lunch at twelve o'clock.



She brushes her teeth and then she goes to bed at eight o'clock.

## Super Grammar

Use the **present simple third person** (gets, goes) to talk about what other people do.

*Eva gets up at seven o'clock. She goes to school at eight o'clock.*

### 1 Match the sentences with the pictures.

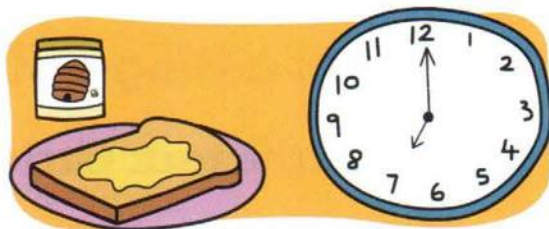
- 1 He has dinner at six o'clock with his family. d
- 2 He goes to work at eight o'clock at night. \_\_\_\_\_
- 3 He comes home at six o'clock in the morning. \_\_\_\_\_
- 4 He has breakfast at seven o'clock. \_\_\_\_\_
- 5 He plays in the park at eight o'clock. \_\_\_\_\_
- 6 He goes to bed at nine o'clock in the morning. \_\_\_\_\_





## 2 Match to complete the sentences.

- |                |   |   |
|----------------|---|---|
| 1 Emma gets    | a | breakfast and brushes her teeth.                        |
| 2 Kate has     | b | to bed at eight o'clock.                                |
| 3 Dan gets     | c | her teeth in the morning and in the evening.            |
| 4 Hugo goes    | d | up at nine o'clock on Saturdays and she plays football. |
| 5 Lucy brushes | e | in the park after school.                               |
| 6 Fred plays   | f | dressed in jeans and a T-shirt.                         |



## 3 Read and write the words.

has leaves arrives gets starts works

Alison is a teacher. She <sup>1</sup> works in a big school in New York. In the morning, she <sup>2</sup> the house at seven o'clock and <sup>3</sup> at school at eight o'clock. She <sup>4</sup> two classes in the morning and then she has lunch. She <sup>5</sup> her afternoon class at one o'clock and the children go home at four o'clock. She leaves school at six o'clock and <sup>6</sup> home and has dinner. What a long day!





## Reading: a blog entry

- 1 Read the text. Circle the correct words.

### MyBlog by Suzy James

#### My mum

My mum is fantastic! She gets up at six o'clock and walks me and my brother to school at eight o'clock. Then she goes to work on the bus. She has a busy day at work and she has lunch at her desk. Then at four o'clock she gets me and my brother from school and she helps me with my school work. She cooks and we all have dinner at five o'clock. On Fridays we have pizza – it's my favourite dinner. I go to bed at eight o'clock and mum goes to bed at ten o'clock – she has a long day.



- 1 Mum gets up at six / eight o'clock.
- 2 She *walks* / goes by bus to work.
- 3 She has lunch at *work* / one o'clock.
- 4 She *works some more* / helps Suzy with her work at home.
- 5 Mum *has* / They have dinner at five o'clock.
- 6 Suzy / Mum goes to bed at ten o'clock.

## Writing

- 1 Write notes about your mum or dad. Use the words from the box.

get up   have breakfast   go to work   have lunch  
start work   leave work   get home   watch TV   go to bed

... gets up at ...

- 2 Write about your mum or dad. What does she/he do?

## MyBlog

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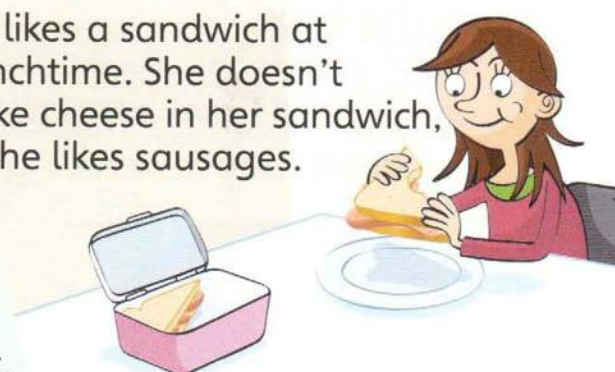
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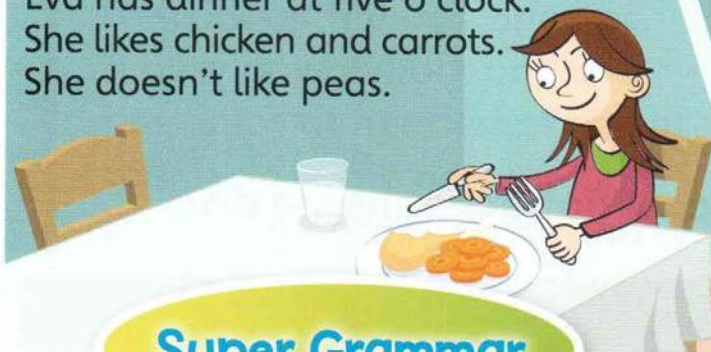


Eva likes a banana and orange juice for breakfast.

Eva likes a sandwich at lunchtime. She doesn't like cheese in her sandwich, she likes sausages.



Eva has dinner at five o'clock. She likes chicken and carrots. She doesn't like peas.



Eva has supper at seven o'clock. She likes a glass of milk.

### Super Grammar

Use **likes** and **doesn't like** to talk about preferences.

*Freddy likes spiders.*

*Freddy doesn't like apples.*

**1** Circle the correct words to complete the sentences.

**1** Tony *likes* / doesn't like carrots.

**2** Ben *likes* / *doesn't like* apples.

**3** Mary *likes* / *doesn't like* cheese.

**4** Monica *likes* / *doesn't like* bananas.

**5** Bill *likes* / *doesn't like* peas.

**6** Tim *likes* / *doesn't like* chicken.



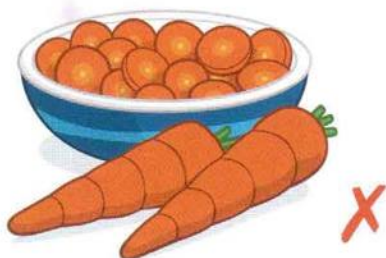


## 2 Complete the text with the words from the box.

likes ~~likes~~ doesn't likes likes like

The zoo is busy, there are lots of animals. It's six o'clock and the animals are having breakfast. The zebra <sup>1</sup> likes apples but he <sup>2</sup> doesn't like bananas. The monkey <sup>3</sup> likes lovely yellow bananas for breakfast and the tiger <sup>4</sup> likes steak. The snake doesn't <sup>5</sup> like peas – he <sup>6</sup> likes a big rat for breakfast – yum!

## 3 Write sentences.



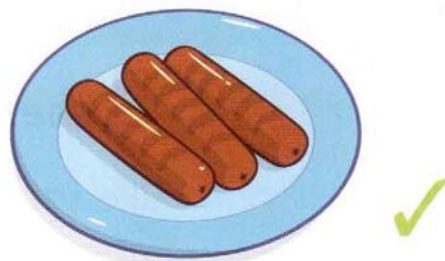
1 Emma doesn't like carrots.



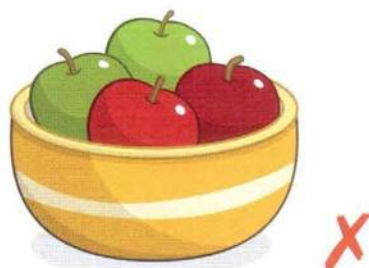
2 Mark likes.



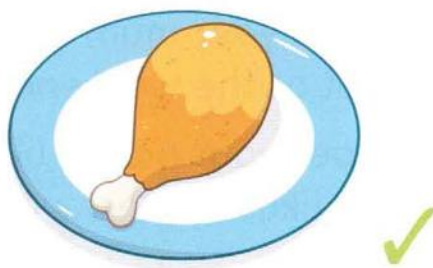
3 Suzy likes.



4 Dan likes.



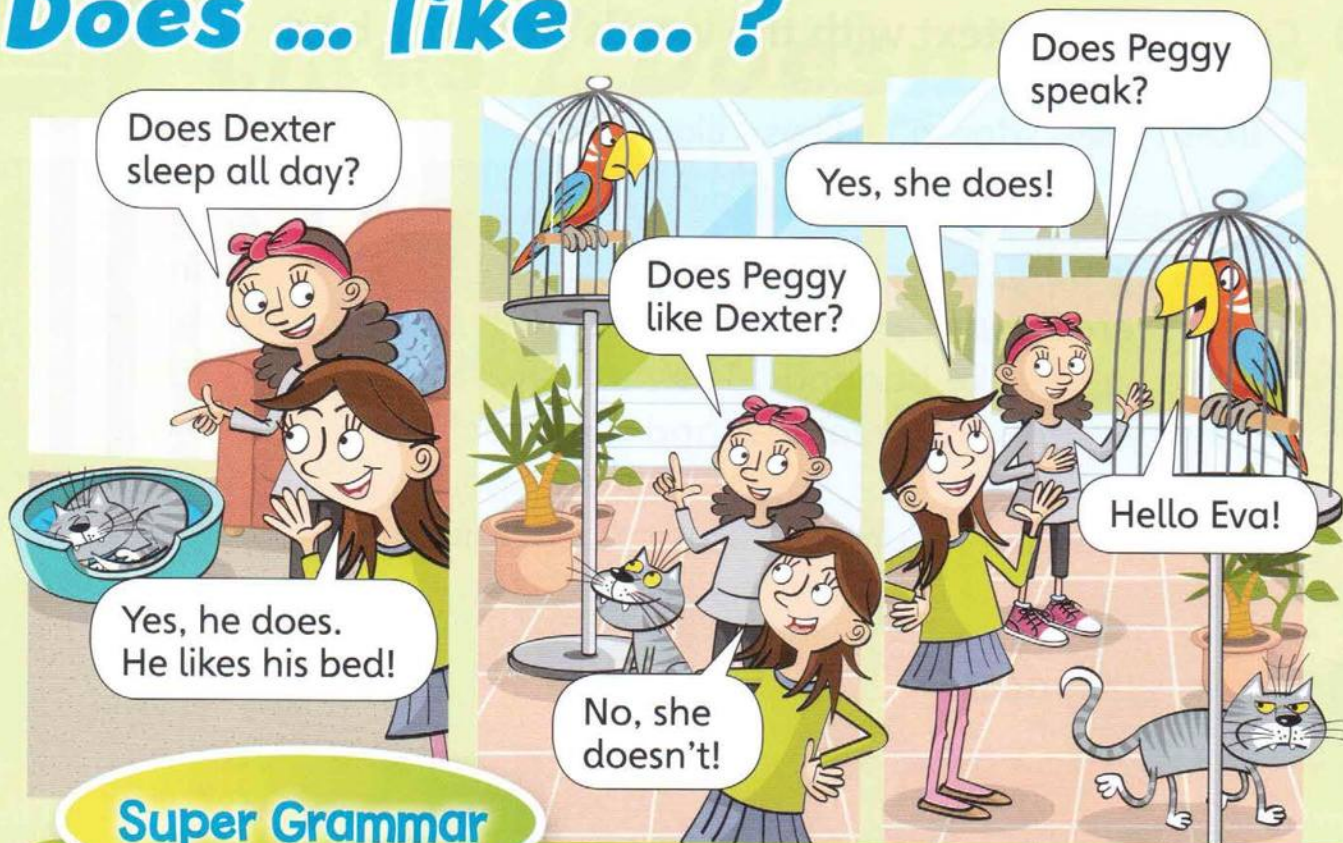
5 Pam likes.



6 Toby likes.



# Does ... like ... ?



## Super Grammar

Use **Does ... like ... ?** to ask questions about what people like.  
Use **Yes, he/she does** and **No, he/she doesn't** to give short answers.

**Does Mark like bananas?**

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

### 1 Write **Yes, he/she does** or **No, he/she doesn't**.

- 1 Does Anna like sausages? Yes, she does. They're her favourite.
- 2 Does Bill walk to school? \_\_\_\_\_. He rides his bike.
- 3 Does May like cats? \_\_\_\_\_. She likes dogs.
- 4 Does your mum get up at six o'clock? \_\_\_\_\_ but not at the weekend.
- 5 Does your parrot like carrots? \_\_\_\_\_.  
He likes apples.
- 6 Does your dad go to work every day? \_\_\_\_\_.  
He arrives at nine o'clock.

## 2 Complete the sentences with the words from the box.

he Does walk she does doesn't



Toby <sup>1</sup> Does your mum get up early?

Katy Yes, <sup>2</sup> does.  
She goes to work every day.

Toby Does she <sup>3</sup> to work?

Katy No, she <sup>4</sup>. She rides a bike.

Toby Does she have lunch at work?

Katy Yes, she <sup>5</sup>. She has a sandwich and some fruit.

Toby Does your dad ride a bike to work, too?

Katy No, <sup>6</sup> doesn't. He goes by car.

## 3 Write questions and answers.

1 sausages / Mark / Does / like / ?

Does Mark like sausages? ✓ Yes, he does.

2 ride / Ben / school / a bike / Does / to / ?

✓

3 fruit / the zebra / eat / Does / ?

x

4 Does / swimming / like / the hippo / ?

x

5 a lot / cat / your / Does / sleep / ?

✓

6 eight o'clock / Tina / go to / Does / bed / at / ?

x





## Reading: a web page


- 1 Read the text and answer the questions.

**BLUEWATER ZOO**

[Home](#) [Our animals](#) [Contact us](#) [Opening times](#)

**THE HIPPOS**

This is Hugo the hippo. He's fifteen years old and lives at the zoo. He's from Africa. He's got a big house and water to swim in. He gets up early in the morning but he likes a sleep after lunch. He likes fruit and his favourite food is apples but he doesn't like carrots! Does he like the water? Yes, he does – and he can swim. Hannah lives with Hugo. Hugo and Hannah are good friends. Hannah likes the water too but she doesn't like apples – she likes bananas. Come and visit Hugo and Hannah! We are open from nine o'clock to five o'clock every day.



- 1 Where is Hugo from?
- 2 Does Hugo get up early?
- 3 Does he sleep in the morning?
- 4 What's his favourite food?
- 5 Can Hugo swim?
- 6 Does Hannah like the water?

*He's from Africa.*

## Writing

- 1** Write notes about Terry the tiger. Use the words in the box.

eight   a long tail   India   steak   carrots   run fast

Terry comes from India

He's \_\_\_\_\_ years old.

He likes \_\_\_\_\_

He doesn't like \_\_\_\_\_

He can \_\_\_\_\_

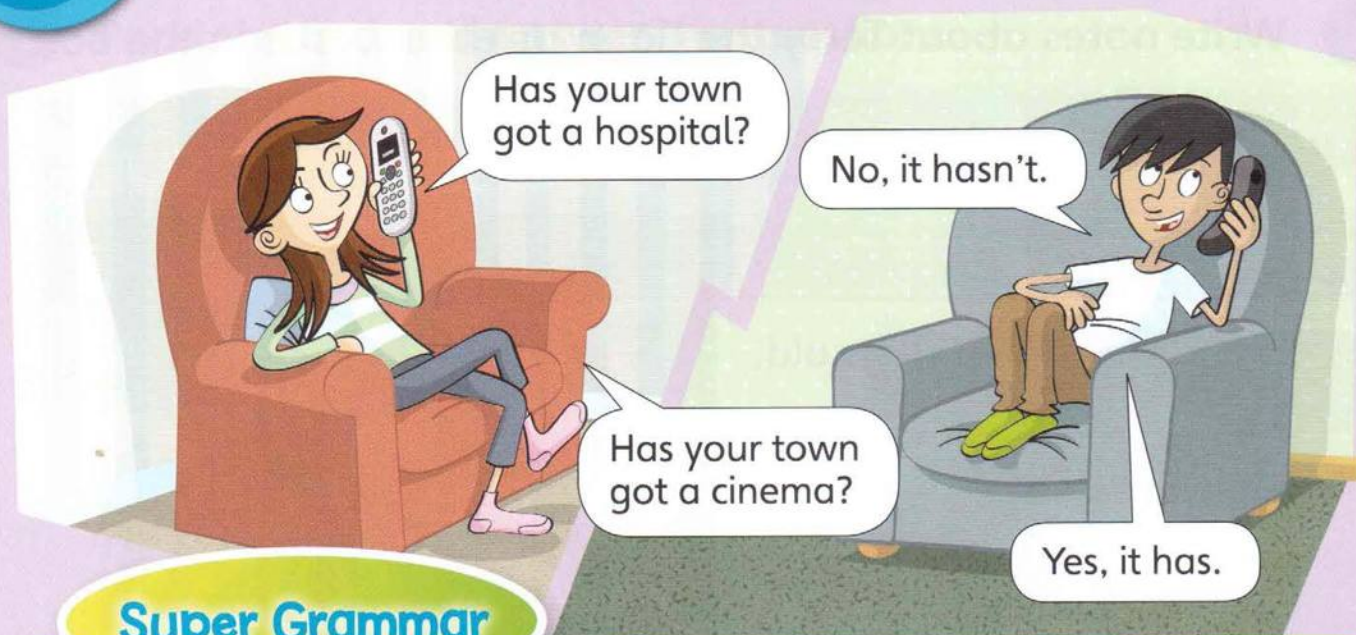
He's got \_\_\_\_\_



- 2** Write about the tiger. Use your notes from Exercise 1.

Handwriting practice area with a blue header bar and ten horizontal lines for writing.





### Super Grammar

Use **Has ... got ... ?** to ask about possessions and places.  
Use **Yes, it has** and **No, it hasn't** to give short answers.

**Has your town got a swimming pool?**

**Yes, it has.**

**Has your town got a train station?**

**No, it hasn't.**

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

1 Has Ben got a book? Yes, he has.

2 Has he got a bike? \_\_\_\_\_

3 Has he got a cat? \_\_\_\_\_

4 Has he got a notebook? \_\_\_\_\_

5 Has he got a kite? \_\_\_\_\_

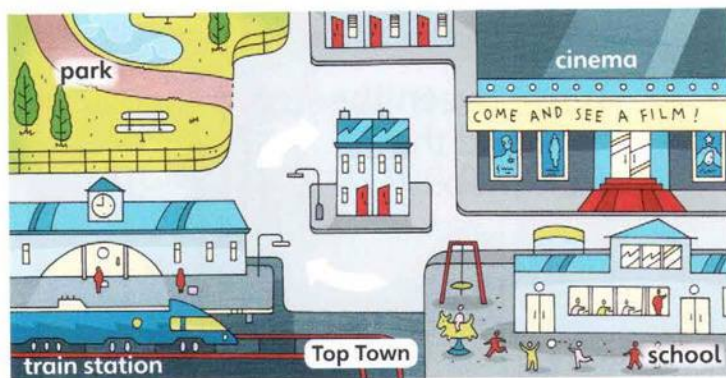
6 Has he got a jacket? \_\_\_\_\_



Ben



## 2 Look and write questions and answers.



- 1 Has Top Town got a train station? Yes, it has.
- 2 Has Top Town got a school? \_\_\_\_\_.
- 3 \_\_\_\_\_ a hospital? No, it hasn't.
- 4 Has Top Town got a café? \_\_\_\_\_.
- 5 Has Top Town got a park? \_\_\_\_\_.
- 6 \_\_\_\_\_ a swimming pool? No, it hasn't.

## 3 Write questions and answers.

- 1 town / your / Has / a cinema / got / ?  
Has your town got a cinema? ✓ Yes, it has.
- 2 your / a shop / Has / town / got / ?  
 \_\_\_\_\_ ✓ \_\_\_\_\_
- 3 a dog / Anna / got / Has / ?  
 \_\_\_\_\_ ✗ \_\_\_\_\_
- 4 Tim / a go-kart / got / Has / ?  
 \_\_\_\_\_ ✗ \_\_\_\_\_
- 5 a playground / Has / got / your town / ?  
 \_\_\_\_\_ ✓ \_\_\_\_\_
- 6 your town / a hospital / got / Has / ?  
 \_\_\_\_\_ ✗ \_\_\_\_\_





# Prepositions



## Super Grammar

Use **prepositions** to describe where things and places are.

*The cinema is **between** the toy shop and Green Street.*

*The hospital is **behind** the playground.*

*The school is **in front of** the park.*

*The café is **next to** the train station.*



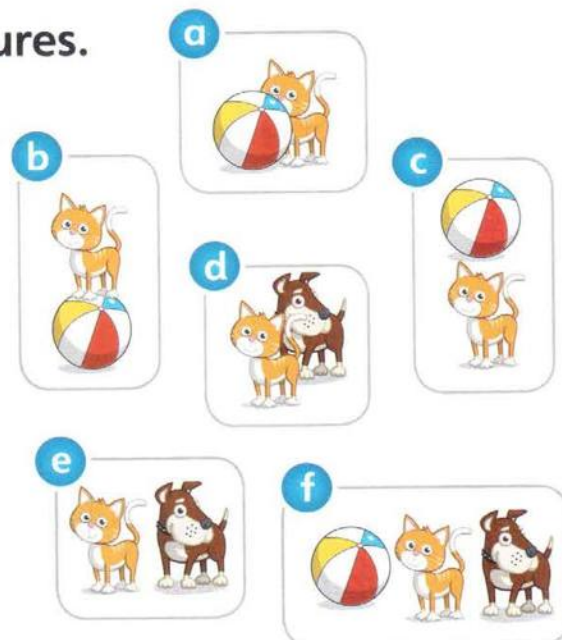
**1** Circle the correct words to complete the sentences.

- 1 The books are next to / behind the apple.
- 2 The apple is *in front of* / between the books and the pencils.
- 3 The ruler is *in front of* / behind the clock.
- 4 The fish is *on* / in the water.
- 5 The red book is *between* / next to the fish and the clock.
- 6 The blue book is *on* / under the yellow book.

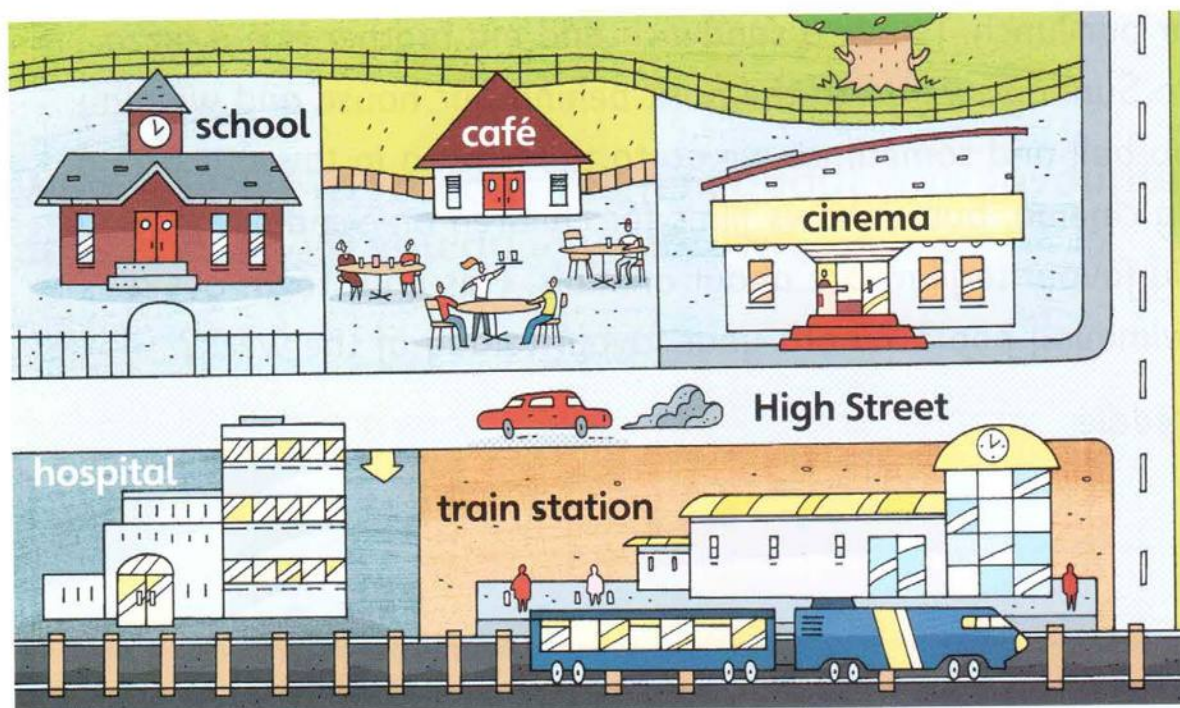


## 2 Match the sentences with the pictures.

- 1 The cat is next to the dog. ☐
- 2 The cat is in front of the dog. ☐
- 3 The cat is between the dog and the ball. ☐
- 4 The cat is on the ball. ☐
- 5 The cat is behind the ball. ☐
- 6 The cat is under the ball. ☐



## 3 Look and write the words.



- 1 The school is \_\_\_\_\_ next to \_\_\_\_\_ the café.
- 2 The car is \_\_\_\_\_ the café.
- 3 The café is \_\_\_\_\_ the cinema.
- 4 The train is \_\_\_\_\_ the train station.
- 5 The tree is \_\_\_\_\_ the cinema.
- 6 The café is \_\_\_\_\_ the school and the cinema.



## Reading: a letter

**1** Read the text and circle the correct words.

Hi James,

My favourite days of the week are Saturday and Sunday.

On Saturday my mum takes me and my brother to the swimming pool in the morning. We go every week and we have lots of fun. After, we go to the café next to the swimming pool for our lunch. I have a sandwich and my brother has a pizza.

On Sundays we go to the park behind our house and we play football and sometimes we go to the cinema in town. It isn't a big cinema, but it shows films for children on Sunday morning. My favourite films are about animals. Has your town got a swimming pool? What's your favourite day of the week?

Freddie

- 1 Freddie likes / *doesn't like* the weekend.
- 2 Freddie goes to the *cinema* / *swimming pool* in the morning.
- 3 He eats *pizza* / *a sandwich* for lunch.
- 4 The park is behind *the cinema* / *his house*.
- 5 The cinema *is* / *isn't* small.
- 6 Freddie *likes* / *doesn't like* films about animals.

## Writing

- 1** Write a list of places in your town. What can you do there?

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- 2** Write a letter to Freddie. Tell him about your favourite days and where you go in your town.

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Would you like a sandwich?



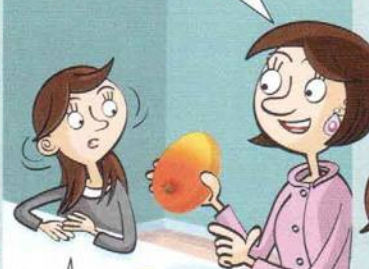
Yes, please.

Would you like some tomatoes?



No, thank you.

Would you like a mango?



No, thank you.

Would you like some grapes?



Yes, please.

### Super Grammar

Use **Would ... like ... ?** to ask polite questions. Use **Yes, please** and **No, thank you** to give polite short answers.

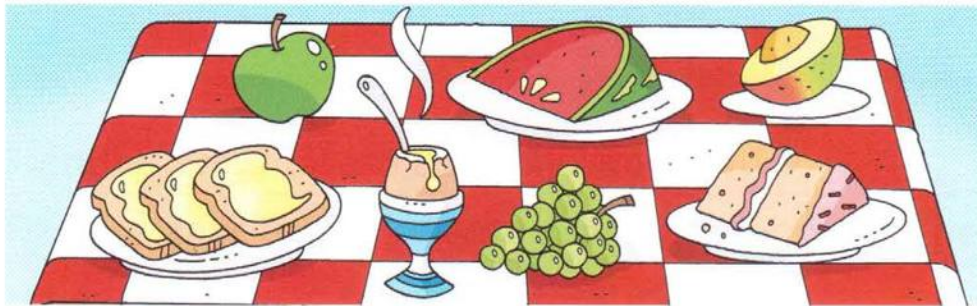
*Would you like a tomato?*

*Yes, please.*

*Would you like some bread?*

*No, thank you.*

### 1 Look and write *some* or *an*.



1 some watermelon

2 an egg

3 some cake

4 some grapes

5 an apple

6 some mango

7 some bread

**2** Complete the sentences with the words from the box.

a some please ~~like~~ Would No

Dad Would you <sup>1</sup> like a sandwich, Sally?

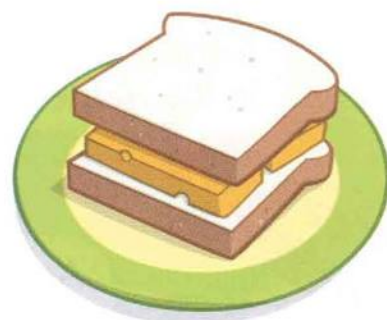
Sally Yes, <sup>2</sup> .

Dad <sup>3</sup> you like <sup>4</sup> cheese in your sandwich?

Sally <sup>5</sup> , thank you. I'd like a sausage.

Dad Would you like an apple or <sup>6</sup> banana, too?

Sally Yes, please – a banana.



**3** Look and write questions and answers.

**1** Would you like a mango? ✓ Yes, please.

**2** some grapes? x

No, .

**3** apple? x

thank you.

**4** ✓

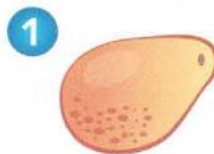
Yes, .

**5** ? ✓

.

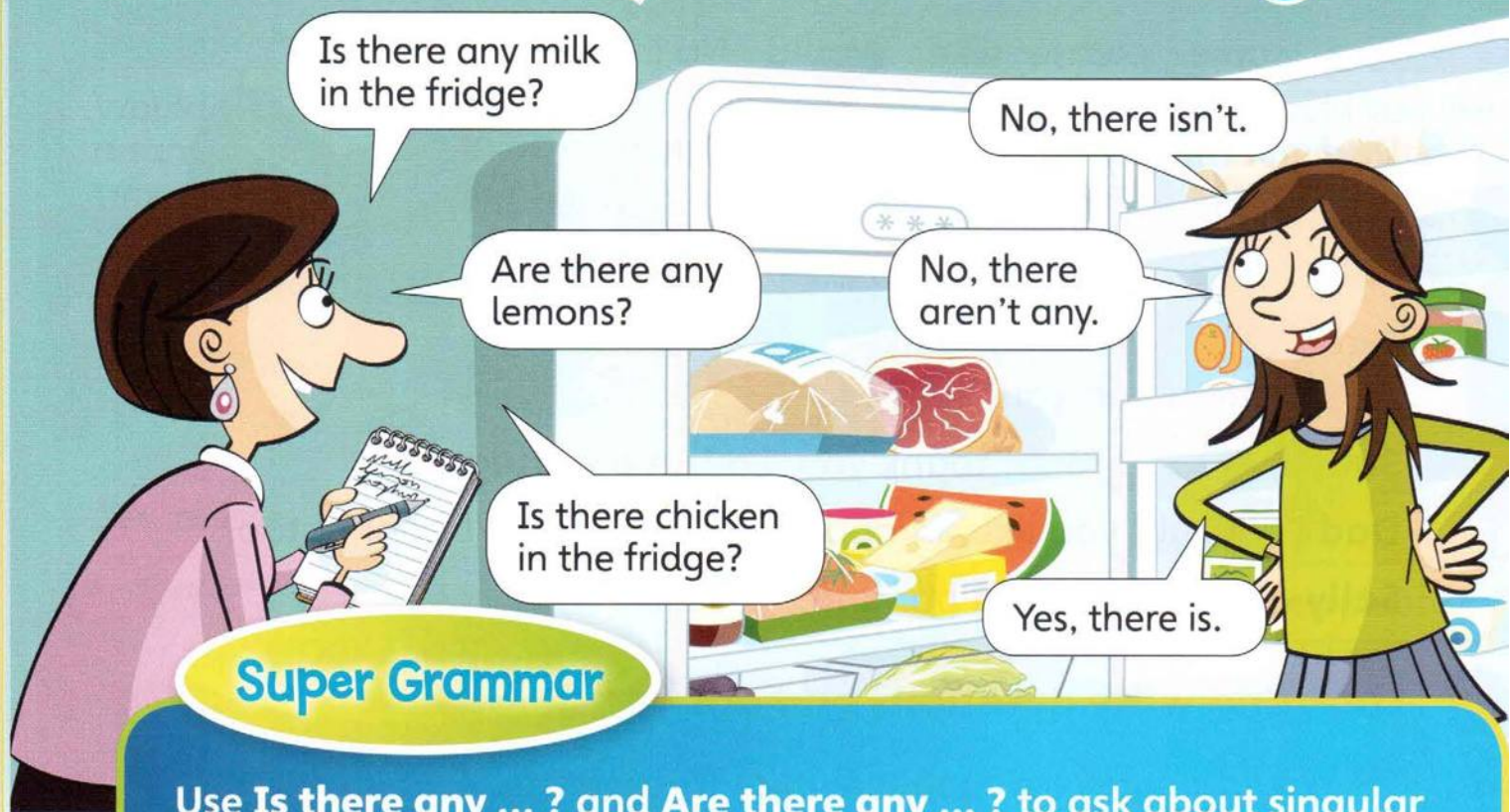
**6** ? x

.





# Are there / Is there any ... ?



## Super Grammar

Use **Is there any ... ?** and **Are there any ... ?** to ask about singular and plural nouns. Use **Yes, there is/are** and **No, there isn't/aren't any** to give short answers.

*Are there any pears in the fridge?* **Yes, there are.**

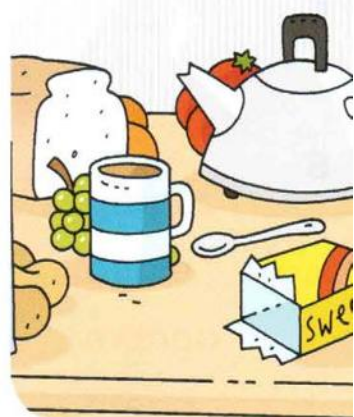
**No, there aren't any.**

*Is there any bread in the basket?* **Yes, there is.**

**No, there isn't any.**

### 1 Look and write.

- 1 Are there any bananas? No, there aren't any.
- 2 Is there any bread? \_\_\_\_\_
- 3 Are there any tomatoes? \_\_\_\_\_
- 4 Is there any fish? \_\_\_\_\_
- 5 Are there any grapes? \_\_\_\_\_
- 6 Are there any pears? \_\_\_\_\_



## 2 Put the dialogue in order.

**Mia** Are there any sausages?

**Hugo** Yes, there are. There are two sausages.

**Hugo** Yes, there is. There's white bread. Let's look in the fridge.

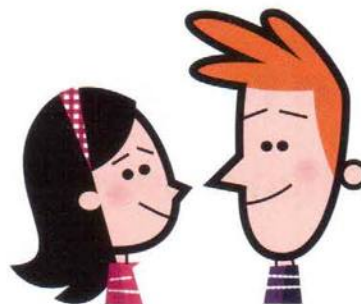
**Mia** OK. Is there any chicken?

**Mia** My favourite – a sausage sandwich. Is there any cake?

**Hugo** Yes, there is. There's chocolate cake. Yummy!

**Mia** Let's make sandwiches for lunch. Is there any bread?

**Hugo** No, there isn't.


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## 3 Write questions.

1 Are / any / there / potatoes / the basket / in / ?

Are there any potatoes in the basket?

2 there / Is / cake / any / ?

3 there / lemons / Are / any / ?

4 there / cheese / in / Is / the fridge / any / ?

5 the basket / Is / any / bread / there / in / ?

6 there / Are / apples / in / the fridge / any / ?





## Reading: a recipe

1 Look, then answer the questions about the recipe.



milk



butter



lemon



chocolate



egg



flour



frying pan

## Pancakes

- 1 Put a cup of flour in a bowl.
- 2 Put an egg and a cup of milk in the bowl. Start mixing.
- 3 Put one spoon of butter in a frying pan.
- 4 Put some of the mixture in the frying pan.
- 5 Then fry the pancake for two minutes each side (can you throw the pancake?!)
- 6 Put chocolate, fruit or lemon juice on your pancake. Enjoy the pancakes with your friends.



- 1 How many cups of flour are there? There is one cup of flour.
- 2 How many eggs are there? \_\_\_\_\_
- 3 Is there any water? \_\_\_\_\_
- 4 Is there any butter? \_\_\_\_\_
- 5 Are there any bananas? \_\_\_\_\_
- 6 What can you put on the pancake? \_\_\_\_\_

## Writing

- 1** What cake would you like to bake? Write a shopping list.

Shopping list

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- 2** Write a recipe. Use the words from the box.

put mix bake fry spoon bowl frying pan  
cake tin oven

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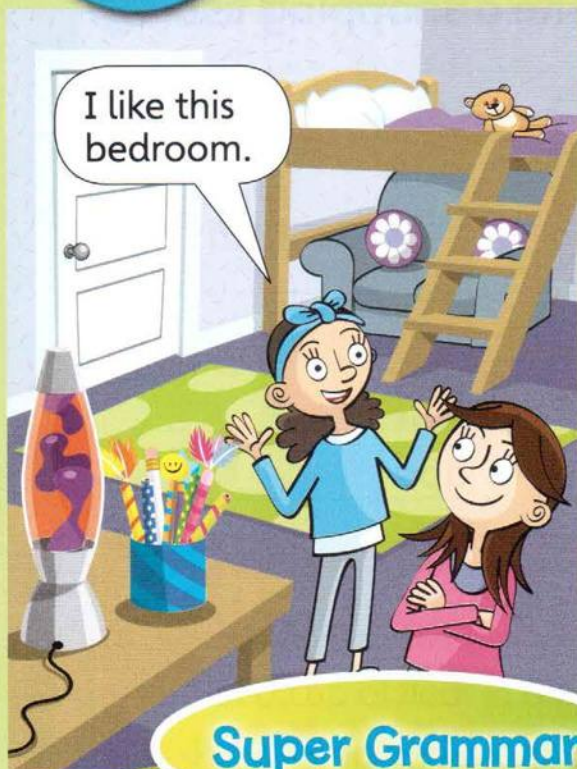
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### Super Grammar

Use **this** and **these** to talk about singular (this) and plural (these) things that are near to us. Use **that** and **those** to talk about singular (that) and plural (those) things that are far from us.

*I like **this** book.*

*I like **these** books.*

*I like **that** book.*

*I like **those** books.*

### 1 Circle the correct words to complete the sentences.

- 1 I like this / these lamp.
- 2 I don't like *these* / *this* yellow chairs.
- 3 Do you like *these* / *those* blue chairs?
- 4 I like *that* / *those* green lamp.
- 5 I like *these* / *this* blue jeans.
- 6 Do you like *that* / *this* red cap?

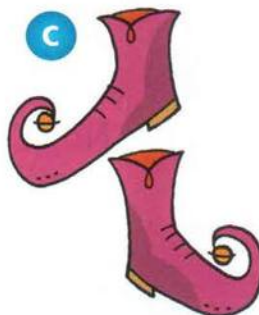




## 2 Match the sentences with the pictures.

- 1 I like this hat.
- 2 I don't like these shoes.
- 3 I like those shoes.
- 4 I don't like that jacket.
- 5 I don't like that hat.
- 6 I like this jacket.

e



## 3 Look and write *this*, *that*, *these* or *those*.

Do you like <sup>1</sup> these yellow shoes?

No, I don't. I like <sup>2</sup> those green shoes.

Look at <sup>3</sup> that hat over there.

Do you like <sup>4</sup> that red hat?

Yes, I do.

I like <sup>5</sup> this red T-shirt. Do you?

Yes, I do. I like this blue shirt, too.

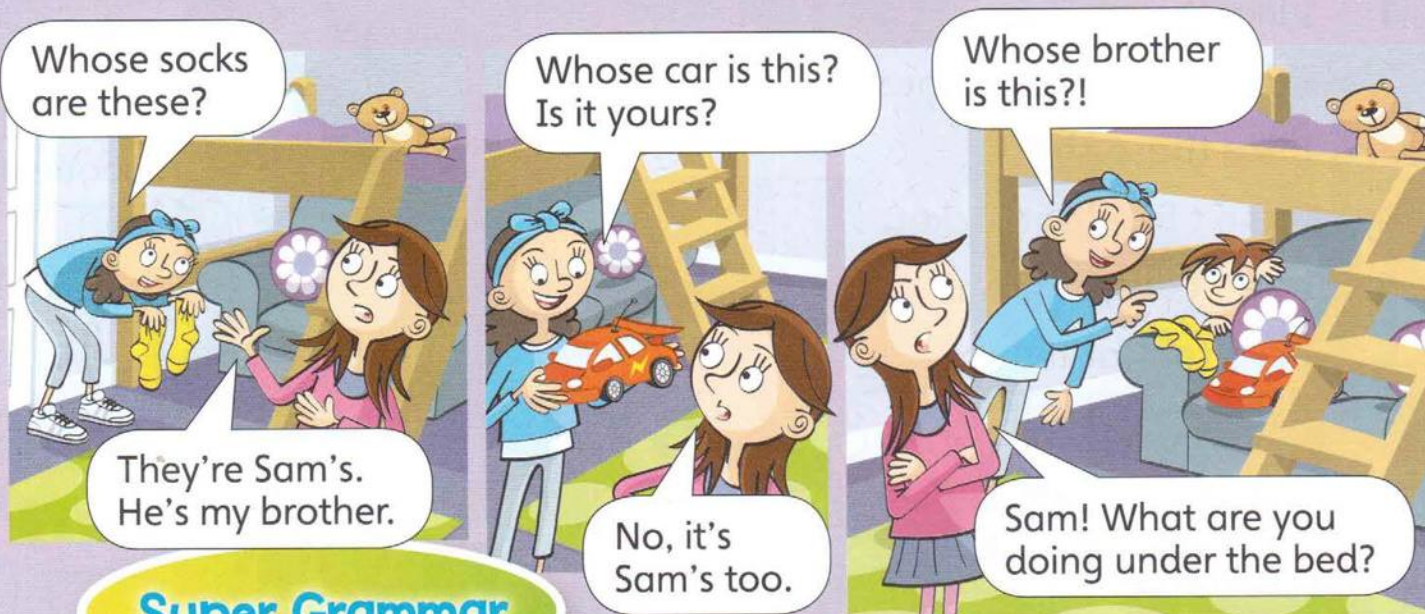
Do you like <sup>6</sup> those shoes over there?

No, I don't. They're awful!





# Whose ... this / these?



## Super Grammar

Use **Whose ... are these?** to ask about possession of plural items.  
Use **Whose ... is this?** to ask about possession of singular items.

**Whose socks are these?**

**They're Fred's.**

**Whose hat is this?**

**It's May's.**

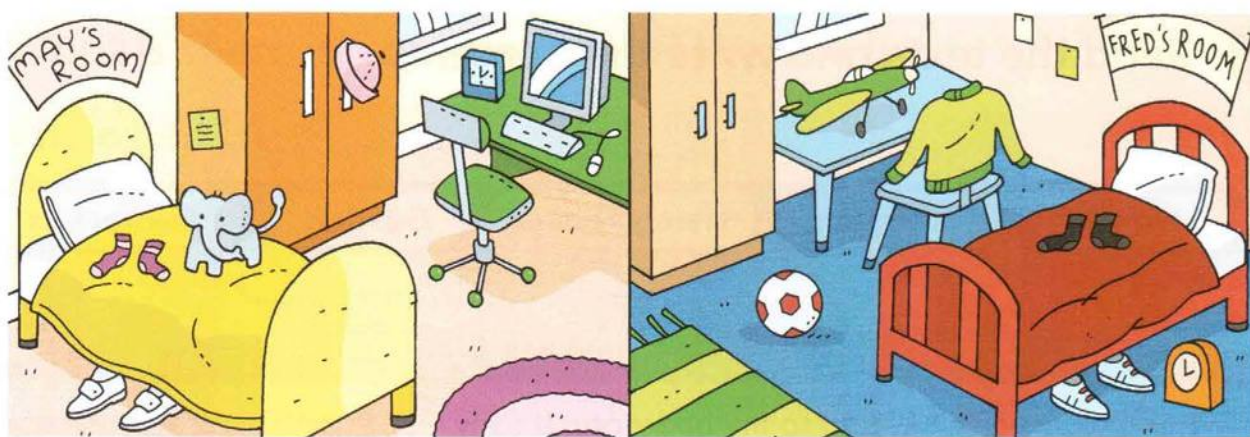
### 1 Circle the correct words to complete the sentences.

- 1 A Whose cap is this?  
B It's Claire / Claire's.
- 2 A Whose socks are *these* / *this*?  
B They're Bob's.
- 3 A Whose pencil is this?  
B It's *my* / *mine*.
- 4 Whose jeans are these? Are they *yours* / *your*?
- 5 *Whose* / *Who's* doll is this? Is it Jane's?
- 6 Whose computer games are these? Are they *Tom's* / *Toms*?





## 2 Look and write the names.



- 1 Whose purple socks are these? They're May's.
- 2 Whose football is this? \_\_\_\_\_
- 3 Whose plane is this? \_\_\_\_\_
- 4 Whose hat is this? \_\_\_\_\_
- 5 Whose black socks are these? \_\_\_\_\_
- 6 Whose white shoes are these? \_\_\_\_\_

## 3 Complete the sentences with the words from the box.

They're ~~Whose~~ yours mine 's these

**Mrs Bush** What a mess! Let's tidy the classroom. <sup>1</sup> Whose pen is this?

**Tim** It's <sup>2</sup> \_\_\_\_\_, Mrs Bush.

**Mrs Bush** And whose pencil case is this? Is it <sup>3</sup> \_\_\_\_\_, Alice?

**Alice** No, it's not mine. It's Tim <sup>4</sup> \_\_\_\_\_.

**Mrs Bush** OK. Whose socks are <sup>5</sup> \_\_\_\_\_ under the desk? Are they yours, Dan?

**Tim** Sorry, Mrs Bush. <sup>6</sup> \_\_\_\_\_ mine.

**Mrs Bush** Tim! Please tidy up your pen, pencil case and your socks!



## Reading: a web page

1 Read the texts and write the name.

Home

Bedrooms

Living rooms

Garden

Contact us

### HOME IDEAS

When I want to think, I go to my bedroom. It's my favourite room in the house. My room is blue and green and I've got lots of books. I like books. I haven't got a TV or a computer in my bedroom but that's OK, I can watch TV in the living room. I listen to music in my bedroom and it's a great place to have fun! Look at those blue, green and red things on the wall – I can climb in my bedroom!

Alice from England



My bedroom is blue. I've got some toys and that's my sister's doll on my bed! I haven't got a clock or a bookcase. Can you see that big brown tree on the wall? I look at my tree when I want to think about my holidays. I like climbing trees. I've got a cat, Bobby, and he doesn't like the tree! There isn't water in my bedroom, but my bed is a boat!

Ben from Canada

- 1 There's a boat. Whose bedroom is this?
- 2 Whose bedroom has got a tree in it?
- 3 Whose bedroom is green and blue?
- 4 It hasn't got a TV. Whose bedroom is this?
- 5 Whose bedroom can you climb in?
- 6 There are toys. Whose bedroom is this?

It's Ben's bedroom.

## Writing

**1** What is there in your bedroom? Write a list.

A big blue bed

**2** Draw and write about your bedroom. What do you like doing there?

[illegible]





## Super Grammar

Use **Are you + adjective?** to ask about how people are feeling.  
 Use **I'm + adjective** to describe how you are feeling.

*Are you angry?*

*No, I'm not angry. I'm tired.*

*Are you happy?*

*Yes, I'm happy and I'm excited.*

## 1 Look, read and write the words.



1 He is  
sad.



2 She is



3 She is



4 He is



5 She is



6 He is



## 2 Match the phrases with the pictures.

- 1 I'm excited.
- 2 I'm sad.
- 3 I'm tired.
- 4 I'm happy.
- 5 I'm angry.
- 6 I'm scared.



## 3 Circle the correct words to complete the sentences.

- 1 Are you angry?  
No, I'm not. It's a busy week. I'm tired / sad.
- 2 Are you excited / scared?  
Yes, there's a big dog. Help!
- 3 Are you angry / happy?  
Yes, I am. It's the weekend!
- 4 Are you sad?  
No, I'm not. I'm angry / excited. There isn't any cake.
- 5 Are you excited / tired?  
Yes, I am. It's my birthday party today!
- 6 Are you tired?  
No, I'm not. I'm happy / sad, I can't play football today.





# The months; *our*, *their*



## Super Grammar

Use **our** and **their** before nouns to talk about plural possession.

*Our birthdays are both in May.*

*Their birthdays are in November.*

### 1 Write the months.

- 1 My birthday is in M a r c h.
- 2 Our birthdays are in   e     m b     r  .
- 3 My cat is four. Its birthday is in A  i  .
- 4 My dog is ten. Its birthday is in   l  .
- 5 Their birthdays are in F  r     r  .
- 6 His birthday is in   a  .





**2** Circle the correct words to complete the sentences.



- 1 It's Lucy and Ann's birthday today. *They / Their* birthday is in June.
- 2 It's Ben's party today. He's nine. *His / He* birthday is in August.
- 3 My sister is fifteen today. *She / Her* birthday is in May.
- 4 I've got a present for my dad. *Her / His* birthday is in October.
- 5 We are eight today! *Our / Their* birthday is in December.
- 6 I'm ten today. *My / Mine* birthday is in January.

**3** Complete the sentences with the words from the box.

Her His Its My Our Their

- 1 We are seven. Our birthdays are in March.
- 2 I'm four. \_\_\_\_\_ birthday's today.
- 3 She's ten. \_\_\_\_\_ birthday party is today.
- 4 He's twelve. \_\_\_\_\_ party is at four o'clock.
- 5 They are six today. \_\_\_\_\_ birthday is in July.
- 6 My dog is five today. \_\_\_\_\_ birthday is in April.





## Reading: an invitation

1 Read the party invitations. Answer the questions.



Dear Jenny

Please come to my party on Sunday 14<sup>th</sup> July at one o'clock. My party is in the park. Please bring your swimming things – we can swim in the swimming pool. I've got a football so we can play football too. My mum has got lots of nice food – sandwiches, sweets and chocolate cake! See you on Sunday,  
Katy

Dear Ben

We are seven! Come to our party on Saturday. It starts at four o'clock. It's at Dan's house – 45 West Road (near the swimming pool). We can play games and eat birthday cake.

Don't be late.  
See you there!

**Dan and Ruby**



- 1 What time is Katy's party? It's at one o'clock.
- 2 What month is Katy's party? \_\_\_\_\_
- 3 What can you do at Katy's party? \_\_\_\_\_
- 4 How old are Dan and Ruby? \_\_\_\_\_
- 5 Whose house is Dan and Ruby's party at? \_\_\_\_\_
- 6 Where is the house? \_\_\_\_\_

## Writing

**1** Make notes about your party.

| When? | What time? | Where? | Activities? | Food?      |
|-------|------------|--------|-------------|------------|
| _____ | _____      | park   | football    | sandwiches |
| _____ | _____      | _____  | painting    | _____      |
| _____ | _____      | _____  | _____       | _____      |
| _____ | _____      | _____  | _____       | _____      |

**2** Write an invitation. Use your notes from Exercise 1.







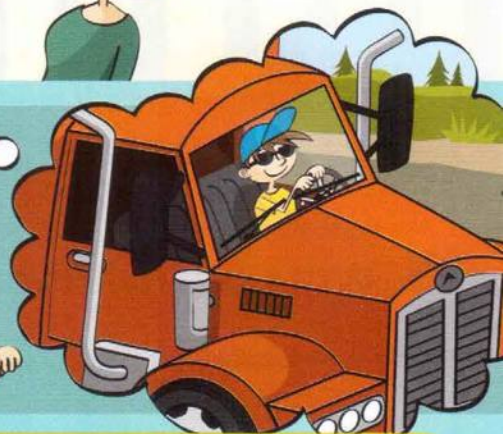
I'd like to fly to Canada and see a bear.



I'd like to go sailing on a big boat.



I'd like to drive a big lorry.



### Super Grammar

Use **I'd like to + verb ...** to talk about wishes.

*I'd like to go to Africa by plane.*

*I'd like to drive a train.*

1

Write the words to complete the sentences.

like to to see I'd fly around eat

1



I'd like to go  
to Canada.

2



I'd  
to see a snake.

3



like to go to Italy.

4



I'd like to  
ice cream.

5



I'd like to  
the world.

6



I'd like  
a bear.



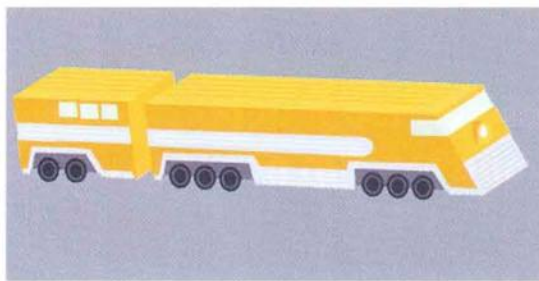
**2** Circle the correct words to complete the sentences.

- 1 I'd like to go / ride to the jungle by bus.
- 2 I'd like / like to eat a pizza.
- 3 I like / 'd like to see an elephant.
- 4 I'd like to fly to / fly Africa.
- 5 I'd like sail / to sail around the world.
- 6 I'd like to drive / fly a bus.



**3** Look and write ***I'd like to*** and the words from the box.

ride a scooter   fly a helicopter   sail a boat   ~~drive a train~~  
ride a motorbike   drive a lorry



1 I'd like to drive a train.



2



3



4



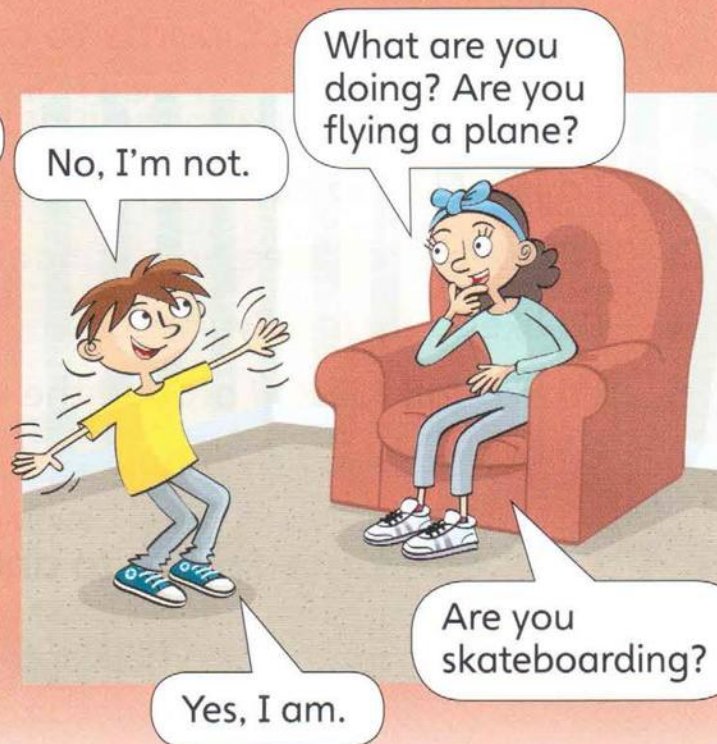
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# verb + ing



## Super Grammar

Use **is/are + verb + ing** to ask and answer about actions at the moment of speaking. Use **Yes, I am** and **No, I'm not** to give short answers.

*What are you doing?*  
*What is he doing?*  
*Are you flying a plane?*

*I'm flying a plane.*  
*He's riding his bike.*  
*Yes, I am. / No, I'm not.*

### 1 Write *ing* words.

- 1 She 's listening to music. (listen)
- 2 He \_\_\_\_\_ breakfast. (eat)
- 3 I \_\_\_\_\_ dressed. (get)
- 4 She \_\_\_\_\_ an ice cream. (eat)
- 5 He \_\_\_\_\_ his teeth. (brush)
- 6 I \_\_\_\_\_ a photo. (take)





## 2 Write questions.

- 1 are / What / doing / you / ?  
What are you doing?
- 2 football / you / Are / playing / ?
- 3 she / Is / a scooter / riding / ?
- 4 is / What / doing / she / ?
- 5 an ice cream / Are / eating / you / ?
- 6 playing / he / Is / computer games / ?



## 3 Write the words.

- 1 What are you doing?  
I 'm looking for my jacket.
- 2 What \_\_\_\_\_ Lucy doing?  
She \_\_\_\_\_ sailing a boat.
- 3 What \_\_\_\_\_ you \_\_\_\_\_ ?  
I \_\_\_\_\_ for a bus.
- 4 What's Ben doing?  
He \_\_\_\_\_ with his cars.
- 5 \_\_\_\_\_ Marie doing?  
\_\_\_\_\_ her bike.
- 6 \_\_\_\_\_ dad doing?  
\_\_\_\_\_ the guitar.





## Reading: a postcard

- 1 Read the postcards. Tick (✓) the activities that Hugo and Dan do. Write H (Hugo), D (Dan) or B (both).

- |  |                                      |  |
|--|--------------------------------------|--|
| <input checked="" type="checkbox"/> swim | <input type="checkbox"/> ride a bike | <input type="checkbox"/> sail a boat   |
| <input type="checkbox"/> look for shells | <input type="checkbox"/> skateboard  | <input type="checkbox"/> play football |
| <input type="checkbox"/> visit the beach | <input type="checkbox"/> climb trees | <input type="checkbox"/> take photos   |

Hi Hugo

I'm visiting my grandma in Italy. We visit her every year and we come by plane. Grandma lives by the sea and she's even got a swimming pool too, so I'm swimming every day! When I'm here I like riding my bike and looking for shells on the beach. I've got a friend called Mario and his dad has got a boat. I'd like to sail the boat but I can't – the boat is big!

What are you doing this holiday? Write to me!

Dan



Hi Dan

I'm at home for the holiday but I'm doing lots of fun things. I'm playing football with my friends, skateboarding in the park and I'm visiting the beach with my mum and my sister (we're swimming and looking for shells). I'd like to go to Italy and eat pizza and ice cream! Are you eating pizza? When we visit my grandma we go by train – she lives in the city. She hasn't got a swimming pool but she's got a big garden. I like climbing trees and taking photos.

See you soon,

Hugo

## Writing

- 1** What do you like doing in the holidays? What would you like to do? Make notes.

I like

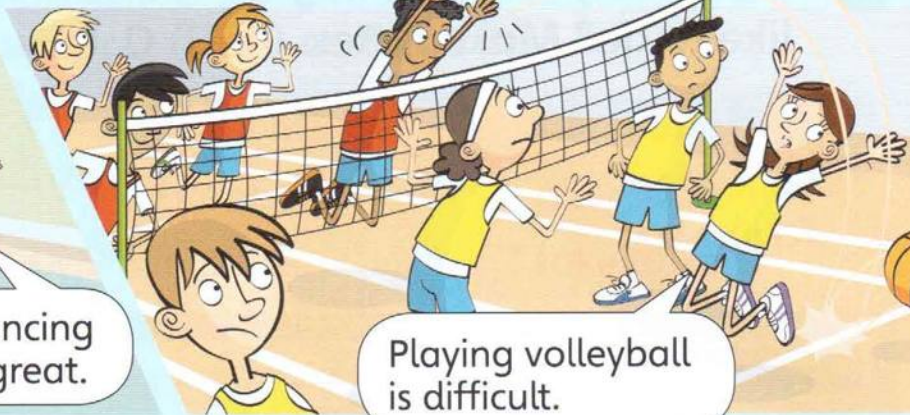
I'd like to

- 2** Write a postcard to Dan. Write about what you are doing.





Dancing is great.



Playing volleyball is difficult.



Swimming is fun.

Watching TV is boring.



### Super Grammar

Use verb + ing to make sentences to describe activities.

*Riding is great.*

*Flying a kite's difficult.*

**1** Circle the correct words to complete the sentences.

- 1 Flying / Fly a kite is difficult.
- 2 Play / Playing computer games is boring.
- 3 Making / Makes cakes is fun.
- 4 Riding / Ride a horse is easy.
- 5 Reads / Reading a book is great.
- 6 Painting / Paint pictures is fun.

**2** Write the words to complete the sentences.



Playing baseball is boring.



\_\_\_\_\_ is great. \_\_\_\_\_ is fun.



\_\_\_\_\_ is difficult.



\_\_\_\_\_ is fun.



\_\_\_\_\_ is boring.

**3** Complete the sentences with the words from the box.

club    Playing    join    Dancing    swimming    boring

**Sally** Let's <sup>1</sup> join a club.

**Bob** That's a great idea. What do you think about dancing?

**Sally** <sup>2</sup> \_\_\_\_\_ is difficult. I'd like to join the <sup>3</sup> \_\_\_\_\_ club. What about you?

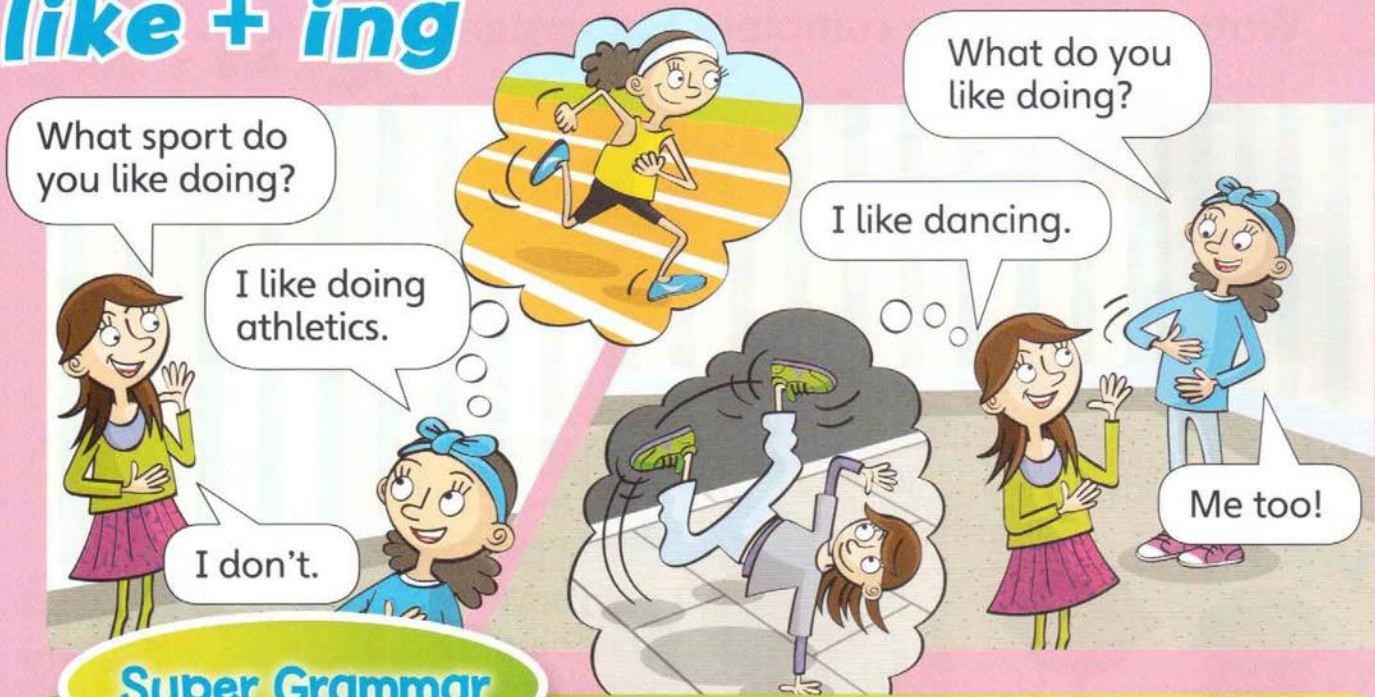
**Bob** No, swimming is <sup>4</sup> \_\_\_\_\_.

**Sally** I think I'll join the football <sup>5</sup> \_\_\_\_\_. You can have fun with your friends.

**Bob** OK. <sup>6</sup> \_\_\_\_\_ football is great.



# like + ing



## Super Grammar

Use **What ... like doing?** to ask about what activities other people like. Use **I like + verb + ing** to answer. Use **So do I**, **Me too** and **I don't** to give positive and negative short answers.

**What sport do you like doing?**

**I like swimming.**

**I like playing football.**

**So do I. / Me too.**

**I don't.**

### 1 Match the sentences with the pictures.

- 1 I like swimming.  
So do I.
- 2 I like playing football.  
I don't.
- 3 I like running.  
So do I.
- 4 I like playing table tennis.  
I don't.

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**2** Circle the correct words to complete the sentences.



**Matt** What sport do you like <sup>1</sup>do / doing?

**Jane** I like playing hockey.

**Matt** I <sup>2</sup>don't like / don't. I like dancing – I think dancing is great. Do you like any other sports?

**Jane** Yes, I like <sup>3</sup>rides / riding my bike on a sunny day.

**Matt** So <sup>4</sup>do I / I do. I <sup>5</sup>am like / like going to the lake on my bike and swimming.

**Jane** Me <sup>6</sup>to / too!

**3** Complete the sentences and short answers.

**1**



✓ I like playing tennis.

✓ So do I.

**2**



✓ I \_\_\_\_\_.

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

**3**



✓ I \_\_\_\_\_ . What sport \_\_\_\_\_ ?

Me \_\_\_\_\_ . \_\_\_\_\_

**4**





## Reading: a text message

- 1 Read the messages. Circle the correct words to complete the sentences.

CHATS School friends *Matt, Sally, Ben, You*

Monday 25 June

I'm at the park at a football club. Playing football in the park is fun! 11:32 ✓✓✓

**Sally Jones**

Hi Ann! Football is my favourite sport. Is it for boys and girls?  
Can I come too? 11:35

**Matt Brown**

Me too! Where are you? 11:40

**Ben Hardy**

I don't like football. Football is boring. I'm playing tennis.  
See you later 11:42

I'm at the town park near the cinema. There are twenty boys and girls here. It's on Saturday morning at 11 o'clock. Come and join us. We are playing in between the ice cream shop and the little playground. We're wearing blue T-shirts and yellow shorts. PPP

**Sally Jones**

I love that ice cream shop! I can't come today. I'm swimming with my sister. Bye! 11:35

- 1 Ann is at the swimming pool / park.
- 2 Sally *doesn't like* / likes football.
- 3 Matt *doesn't like* / likes football.
- 4 Ben is playing football / tennis.
- 5 There are *twenty* / eleven children playing football at the park.
- 6 Sally is *at the swimming pool* / eating an ice cream.



## Writing

### 1 Plan a conversation.

Who are you 'chatting' with? \_\_\_\_\_

Where are you? \_\_\_\_\_

Where are your friends? \_\_\_\_\_

What are you doing? \_\_\_\_\_

### 2 Write your conversation.

CHATS Friends



Can we go hiking this weekend?

Can I go to Lucy's house to listen to music this afternoon?

Can we eat pizza for dinner tomorrow evening?

### Super Grammar

Use **Can I/we + verb** to make requests.

*Can I go horse riding tomorrow morning?*

*Can we visit Grandpa and Grandma in the afternoon?*

#### 1 Read and match to complete the sentences.

- |               |                                    |
|---------------|------------------------------------|
| 1 Can I       | a my cousin at the weekend?        |
| 2 Can I visit | b horse riding tomorrow afternoon? |
| 3 Can we      | c pizza for dinner?                |
| 4 Can I go    | d go camping in the summer?        |
| 5 Can we have | e my football to the park?         |
| 6 Can we take | f help you in the garden?          |



**2 Write the words to complete the sentences.**



help visit ~~what~~ have Can We

- Dad Tom, <sup>1</sup> what would you like to do on Saturday?
- Tom <sup>2</sup> \_\_\_\_\_ we go to the park in the afternoon?
- Dad Fine. What about you, Lucy? What would you like to do?
- Lucy Can I <sup>3</sup> \_\_\_\_\_ Grandma in the afternoon. I want to <sup>4</sup> \_\_\_\_\_ her in the garden.
- Dad OK. <sup>5</sup> \_\_\_\_\_ can go to the park in the morning and to Grandma's in the afternoon. What do you want to eat for dinner?
- Tom and Lucy Can we <sup>6</sup> \_\_\_\_\_ pizza?
- Dad Yes!

**3 Write questions with *Can I* or *Can we*.**

build a treehouse have pizza ~~have a party~~  
go horse riding visit Grandpa go swimming

1



Can we have a party  
this weekend?

2



\_\_\_\_\_ tomorrow morning?

3



\_\_\_\_\_ tomorrow afternoon?

4



\_\_\_\_\_ for  
dinner tomorrow  
afternoon?

5



\_\_\_\_\_ tomorrow morning?

6



\_\_\_\_\_ tomorrow afternoon?



# Revision



## Super Grammar

Use **Do** or **Have** to ask Yes/No questions. Use **Can ... ?** to ask about ability. Use question words (**Where/Whose**) to ask questions.

|                                       |                        |
|---------------------------------------|------------------------|
| <i>Does your sister eat tomatoes?</i> | <i>Yes, she does.</i>  |
| <i>Have spiders got eight legs?</i>   | <i>Yes, they have.</i> |
| <i>Can you swim?</i>                  | <i>No, I can't.</i>    |
| <i>Where are my pencils?</i>          | <i>On the desk.</i>    |
| <i>Whose jumper is pink?</i>          | <i>Emily's.</i>        |

### 1 Read and write the question words.

- 1 Does your brother like apples?
- 2 Can you sing? Yes, I can.
- 3 Have you got a go-kart? No, I haven't.
- 4 Does your mum get up at six o'clock? No, she doesn't.
- 5 Whose bag is this? It's Dan's.





**2** Put the words in order to complete the sentences.



1 hiking / Mark / Does / like / ? Does Mark like hiking?

2 socks / these / Whose / are / ? \_\_\_\_\_

3 horse riding / Can / go / tomorrow / we / ? \_\_\_\_\_

4 your / a lot / Does / sleep / cat / ? \_\_\_\_\_

5 toy shop / the / Where / is / ? \_\_\_\_\_

6 your / a cinema / town / Has / got / ? \_\_\_\_\_

**3** Complete the questions.

1 Can you play volleyball?

No, I can't.

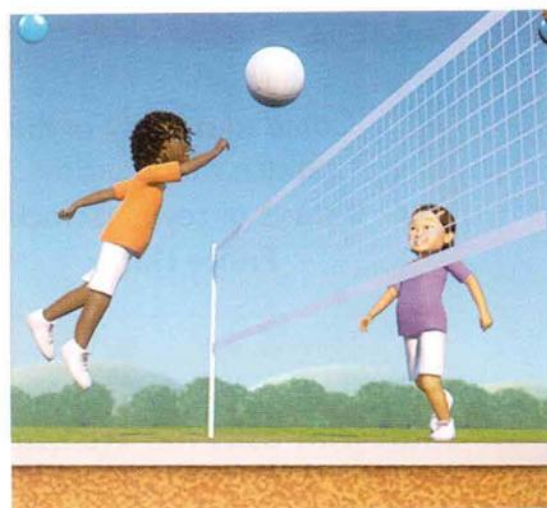
2 \_\_\_\_\_ a train station? Yes, it has.

3 \_\_\_\_\_ dancing? Yes, I do.

4 \_\_\_\_\_ my pens and pencils? They're in your pencil case.

5 \_\_\_\_\_ book \_\_\_\_\_ ? It's not mine. It's May's.

6 \_\_\_\_\_ any cheese? No, we haven't.





## Reading: a story

### 1 Read the story. Answer the questions.

- 1 How old is Cinderella. She is young.
- 2 Who does she live with? \_\_\_\_\_
- 3 What time is the party? \_\_\_\_\_
- 4 Whose party is it? \_\_\_\_\_
- 5 Can the Prince find Cinderella? \_\_\_\_\_
- 6 Whose feet are the right size for the shoe? \_\_\_\_\_



Cinderella is a fairy tale about a young girl. She's got blue eyes and blonde hair. She lives with her two ugly sisters and her wicked step mother. She gets up early and cleans the house every day. One day she gets a party invitation. It says,



Cinderella asks her wicked step mother, 'Can I go to the party?' and she says, 'No, you can't'.

But, Cinderella has got a fairy godmother. She helps Cinderella

get a dress and she helps her get to the party. Cinderella is wearing a beautiful dress and shoes. She meets Prince Harry at the party. At twelve o'clock Cinderella goes home. She runs and she hasn't got one shoe. The prince says, 'Where is Cinderella?'

The next day the prince looks for Cinderella but he can't find her. He looks all around town. He has got Cinderella's shoe and he asks the girls in town to try the shoe. He goes to Cinderella's house and her sisters try the shoe – their feet aren't small! The shoe is small. Cinderella tries the shoe and it is good! Hooray!

Cinderella and the prince live happily ever after.

## Writing

**1** Put the sentences in order to make the story of *Sleeping Beauty*.

- a The wicked witch isn't invited. She is angry. ☐
- b When Sleeping Beauty is 16, she pricks her finger on a spinning wheel. ☐
- c A prince finds her. The people in the palace wake up. ☐
- d She sleeps for 100 years. ☐
- e The wicked witch says, 'She will prick her finger and die.' ☐
- f A forest grows around the palace. ☐
- g Sleeping Beauty is a baby. Her parents have a birthday party for her. ☐

1

**2** Use the sentences from Exercise 1 to write the story of *Sleeping Beauty*.

When Sleeping Beauty is a baby \_\_\_\_\_

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They all live happily ever after.



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