

# Grammar GOALS

Pupil's Book 2

British  
edition

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# Starter

I'm Anna. She's tired. They aren't hungry.

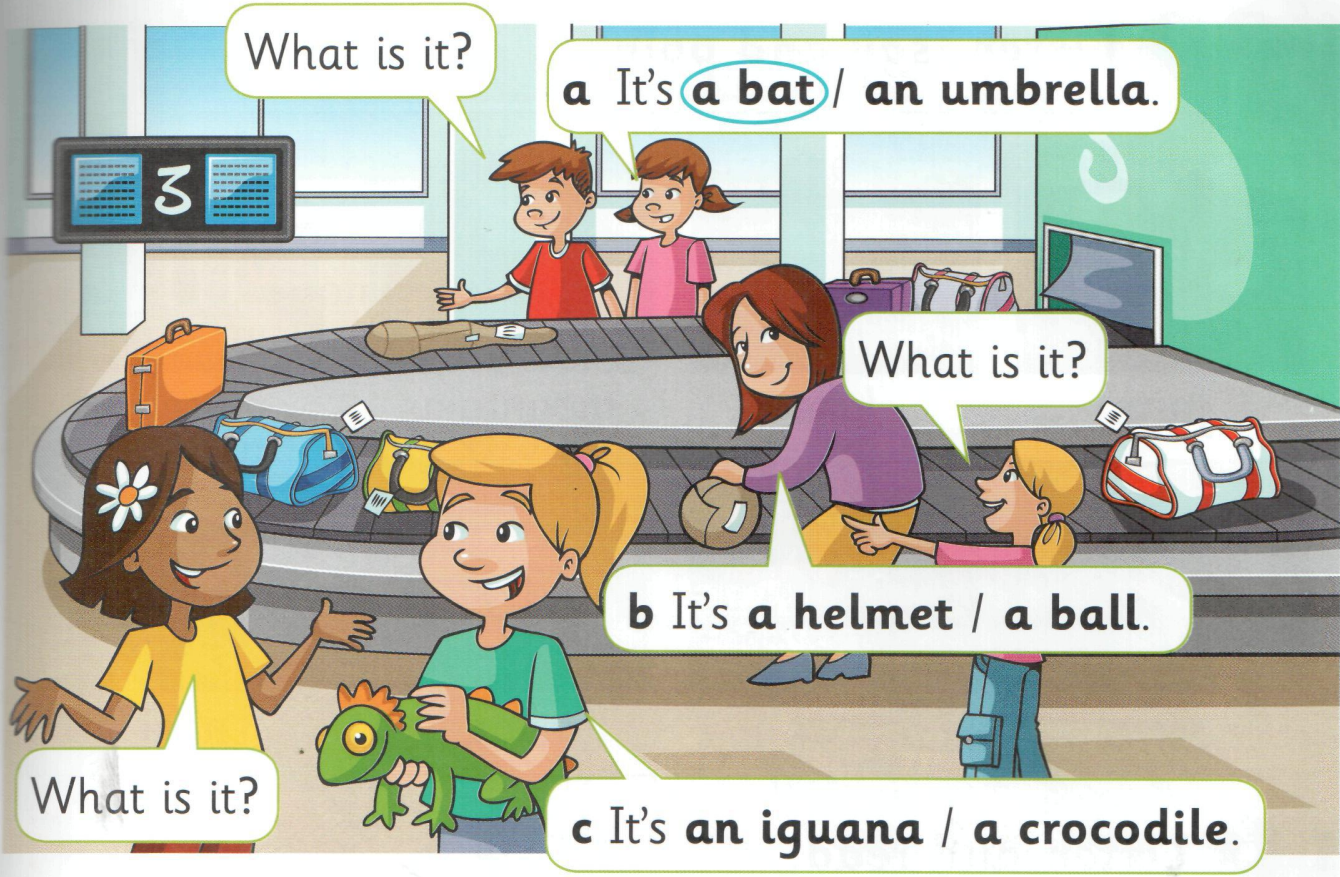
## 1 Listen and number.



## 2 Complete the sentences in activity 1.

She's    They aren't    We're    They're    I'm    I'm

3  Listen and circle.



4 Read and complete. Match.

- a What is it?  
It's a computer.
- b \_\_\_\_\_ is it?  
It's a jacket.
- c \_\_\_\_\_ it?  
\_\_\_\_\_ hat.
- d \_\_\_\_\_ ?  
\_\_\_\_\_ umbrella.



# 1

# My home

## Grammar start

There are some shops. There aren't any farms.

### 1 Listen, say and point.



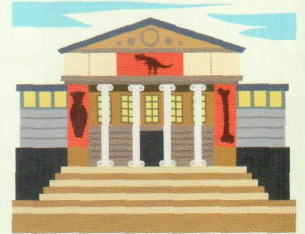
farm



lake



mountains



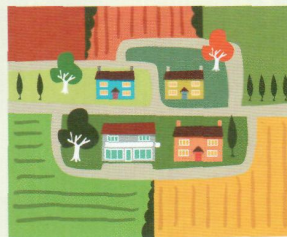
museum



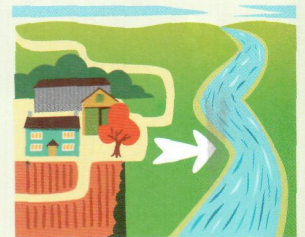
river



town

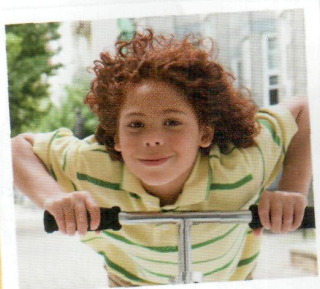


village



near

### 2 Listen and read.



I'm Sam. I'm from a big town.  
There are some museums and shops.  
There are two rivers.  
There aren't any mountains near my town.

I'm Matt. I'm from a small village.  
There are some mountains and some farms  
near my village.  
There aren't any shops.



4

There are some... / There aren't any...

### 3 Look and colour.

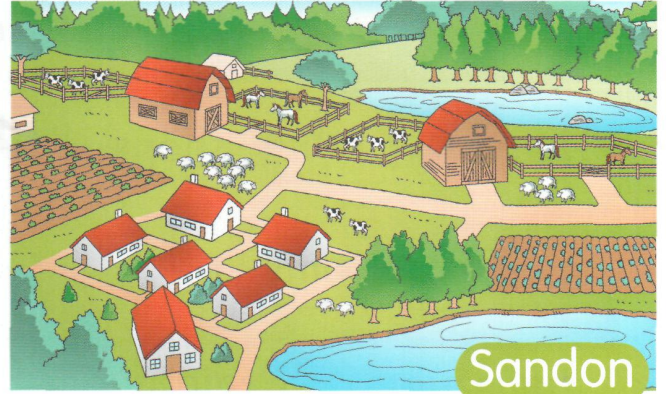
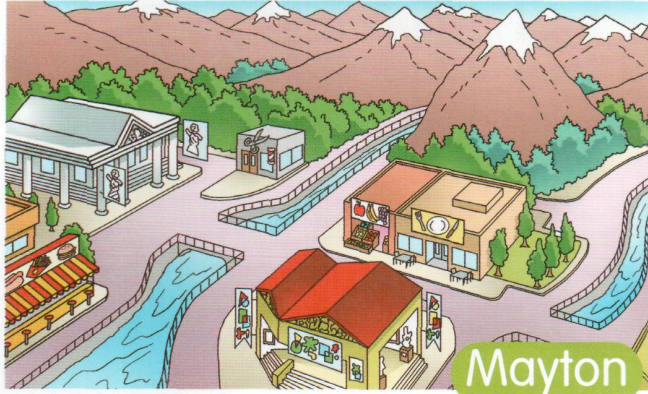
+	-
There <input type="text" value="are some"/> shops.	There <input type="text" value="aren't any"/> shops.
There <input type="text" value="are some"/> farms.	There <input type="text" value="aren't any"/> farms.

### 4 Look and circle the correct word.



- a There  are some /  aren't any museums.
- b There  are some /  aren't any shops.
- c There  are some /  aren't any farms.
- d There  are some /  aren't any lakes.
- e There  are some /  aren't any mountains.
- f There  are some /  aren't any restaurants.

1 Read and ✓ or X.



- a There are some rivers in Mayton.
- b There aren't any museums in Mayton.
- c There are some farms in Mayton.
- d There are some shops in Sandon.
- e There aren't any mountains in Sandon.
- f There aren't any lakes in Sandon.

2 Look at the pictures. Write *are some* or *aren't any*.

- a There are some farms in Sandon.
- b There \_\_\_\_\_ mountains near Mayton.
- c There \_\_\_\_\_ shops in Sandon.
- d There \_\_\_\_\_ lakes near Mayton.
- e There \_\_\_\_\_ shops in Mayton.
- f There \_\_\_\_\_ museums in Sandon.

Colour the medal.



3  Listen and ✓ or ✗.



4 Look at activity 3. Complete the sentences.

- a There aren't any farms.
- b There \_\_\_\_\_ some rivers.
- c There \_\_\_\_\_ mountains.
- d \_\_\_\_\_ lakes.
- e \_\_\_\_\_ restaurants.
- f \_\_\_\_\_ museums.

5 Write about your home.




- a There \_\_\_\_\_.
- b \_\_\_\_\_.
- c \_\_\_\_\_.
- d \_\_\_\_\_.

Colour the medal.

1 Listen and read.



?	+ / -	
Are there <b>any</b> crocodiles?	Yes, there <b>are</b> .	
Are there <b>any</b> tigers?	No, there <b>aren't</b> .	

2 Look and write **Yes, there are** or **No, there aren't**.

- a Are there any snakes? Yes, there are.
- b Are there any crocodiles? \_\_\_\_\_
- c Are there any kangaroos? \_\_\_\_\_
- d Are there any mountains? \_\_\_\_\_
- e Are there any hippos? \_\_\_\_\_



### 3 Write in order. Look and answer.



a there any hippos? Are

Are there any hippos?

No, there aren't.

b Are lakes? there any

c rivers? Are any there

d there Are snakes? any

e kangaroos? there any Are

### 4 Ask and answer more questions about the picture in activity 3.

farms crocodiles mountains lions museums

Are there any farms?

No, there aren't.

Colour the medal.

# 2 My week

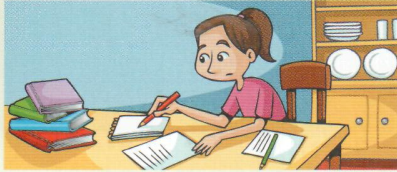
## Grammar start

I go to the park. I **don't** play football.

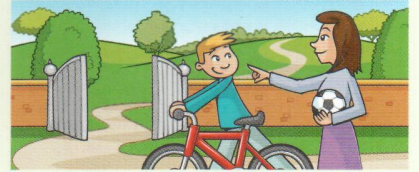
### 1 Listen, say and point.



do gymnastics



do homework



go to the park



listen to music



play computer games



play football

### 2 Listen and read.

I'm Anya. I'm a gymnast. I do gymnastics after school on Mondays, Wednesdays and Thursdays.

On Tuesdays, I don't do gymnastics. I do my homework.

After school on Fridays, I play with my sister. We play computer games and we watch TV.

I don't go to school at the weekend. I go to gymnastics competitions.



### 10 Present simple: (I/we/they) affirmative and negative

### 3 Look and colour.

We use the **present simple** to talk about our routine.



I **play** football.

We **listen** to music.

They **do** gymnastics.



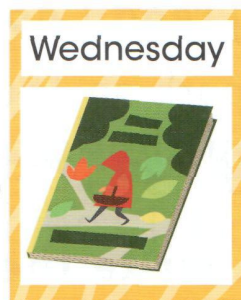
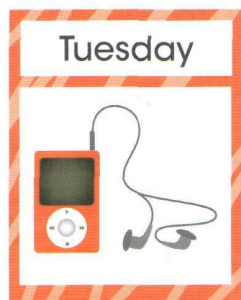
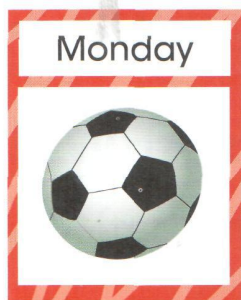
I **don't play** football.

We **don't listen** to music.

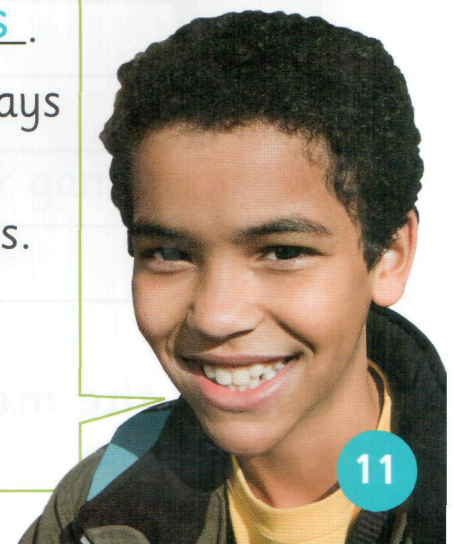
They **don't do** gymnastics.

don't = do + not











### 4 Look and write the days of the week.



- a I play football on Mondays and Thursdays.
- b I don't play football on Tuesdays, Wednesdays or \_\_\_\_\_.
- c I listen to music on \_\_\_\_\_ and Fridays.
- d I don't listen to music on Mondays, Wednesdays or \_\_\_\_\_.
- e I read on \_\_\_\_\_.



## 1 Listen and circle the correct picture.

Monday	Tuesday	Wednesday	Thursday	Friday
				
				

## 2 Circle the correct verb.

- They **do** / **play** gymnastics on Mondays.
- On Tuesdays, they **play** / **watch** computer games.
- On Wednesdays, they **read** / **do** homework.
- They **go** / **do** to the park on Thursdays.
- On Fridays, they **play** / **go** football.

## 3 Follow the lines and write the verb.

- I watch \_\_\_\_\_ computer games.
- We \_\_\_\_\_ gymnastics.
- We \_\_\_\_\_ TV.
- I \_\_\_\_\_ football.
- We \_\_\_\_\_ books.

Colour the medal.



#### 4 Look and complete the sentences.

M	Computer club	T	Gymnastics	W	Football club	T	Book club
---	---------------	---	------------	---	---------------	---	-----------

- a On Mondays, we play computer games.  
We don't play football.
- b On Tuesdays, we don't \_\_\_\_\_ to music.  
We \_\_\_\_\_ gymnastics.
- c On Wednesdays, we \_\_\_\_\_ football.  
We \_\_\_\_\_ to music.
- d On Thursdays, we \_\_\_\_\_ books.  
We \_\_\_\_\_ computer games.

#### 5 Write true sentences about you.

After school... I play football. I don't watch TV.

- a I \_\_\_\_\_ football.
- b \_\_\_\_\_ TV.
- c \_\_\_\_\_ computer games.
- d \_\_\_\_\_ to music.



Colour the medal.

1  Listen and read.

Do you listen  
to music at  
the weekend?

No, I don't. I go  
to the cinema.

Yes, I do.

Do you go to  
the shops?

?

+ / -

Do you **listen** to music?

**Yes, I do.**

Do you **go** to the shops?

**No, I don't.**

## 2 Read and circle the answer for you.

**Weekend activities**

- |                             |                                  |
|-----------------------------|----------------------------------|
| a Do you go to the shops?   | <b>Yes, I do. / No, I don't.</b> |
| b Do you go to the cinema?  | <b>Yes, I do. / No, I don't.</b> |
| c Do you play with friends? | <b>Yes, I do. / No, I don't.</b> |
| d Do you listen to music?   | <b>Yes, I do. / No, I don't.</b> |
| e Do you watch TV?          | <b>Yes, I do. / No, I don't.</b> |







### 3 Complete the questions.

- a Do o you go o to the park?  No, I don't.
- b D\_\_\_\_\_ you p\_\_\_\_\_ football?  \_\_\_\_\_, I \_\_\_\_\_.
- c D\_\_\_\_\_ you w\_\_\_\_\_ TV?  \_\_\_\_\_, I \_\_\_\_\_.
- d \_\_\_\_\_ you \_\_\_\_\_ books?  \_\_\_\_\_
- e \_\_\_\_\_ you \_\_\_\_\_ to the shops?  \_\_\_\_\_

### 4 Listen and ✓ or ✗. Write the answers.

### 5 Write questions. Ask two friends and ✓ or ✗.

## Weekend survey

		1	2
a	Do you <u>go to the cinema</u> ? 	<input type="checkbox"/>	<input type="checkbox"/>
b	Do you _____ ? 	<input type="checkbox"/>	<input type="checkbox"/>
c	_____ ? 	<input type="checkbox"/>	<input type="checkbox"/>
d	_____ ? 	<input type="checkbox"/>	<input type="checkbox"/>
e	_____ ? 	<input type="checkbox"/>	<input type="checkbox"/>
	_____ ? 	<input type="checkbox"/>	<input type="checkbox"/>

Do you go to the cinema?

No, I don't.

Colour the medal.

# Review 1

## 1 Circle the capital letters.

Dear Kate,  
My name's Diego. I'm from Madrid in Spain.  
At the weekend I play football with my friends.  
What do you do at the weekend? Diego

We use capital letters...

1 for names

3 to start a sentence or question

2 with 'I'

4 for cities and countries

## 2 Read and match.

- a We use a full stop (.) \_\_\_\_\_ at the end of a question.
- b We use a question mark (?) \_\_\_\_\_ at the end of a sentence.

## 3 Read and correct.

dear emily,  
my name's sally i'm eight i'm from australia  
there are kangaroos in australia do you like  
kangaroos. sally



Dear Emily,

---

---

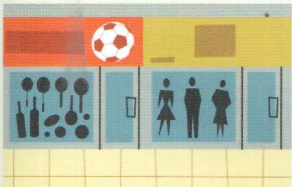
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**4 Read this. Choose a word from the box.**  
**Write the correct word next to numbers 1–5.**  
**There is one example.**



My name is Jake. I live in a small village. There are some shops. My favourite food is pizza, but there aren't any (1) \_\_\_\_\_. Near my village there are some (2) \_\_\_\_\_ and a lake. At the weekend, I go to the (3) \_\_\_\_\_ with my friends. We play (4) \_\_\_\_\_. After school, I read (5) \_\_\_\_\_ and I watch TV.



shops



park



mountains



crocodiles



books



gymnastics



restaurants



football

**What do you think? Colour a shield.**

Unit 1 My home

Unit 2 My week



Bronze



Silver



Gold

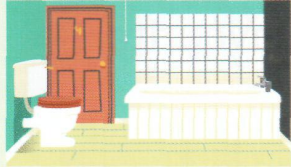
# 3

# Our house

Grammar start

This is **our** house. **Their** kitchen is big

1   Listen, say and point.



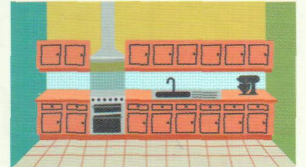
bathroom



bedroom



garden



kitchen



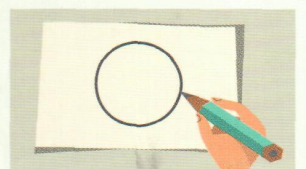
living room



messy

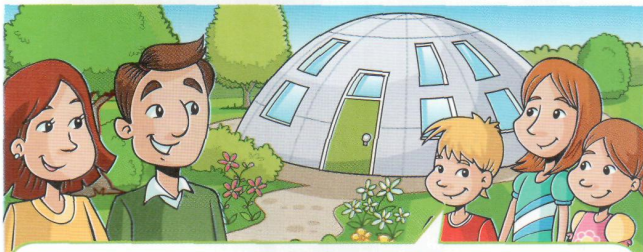


tidy

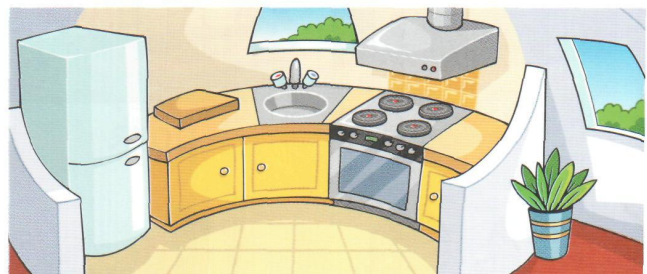


round

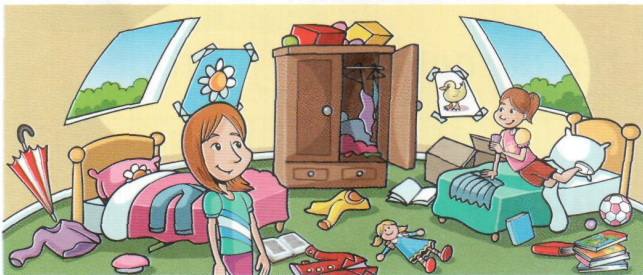
2  Listen and read.



This is our house. It's round.



This is our kitchen. It's small.



These are my sisters.  
Their bedroom is messy!



This is my mum and dad.  
Their bathroom is tidy!

18

Possessive adjectives: *our, their*

### 3 Circle *Our* in orange. Circle *Their* in purple.

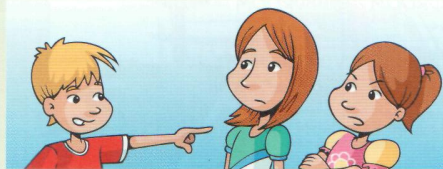
**We** live here.

**Our** house is round.



**They** aren't tidy.

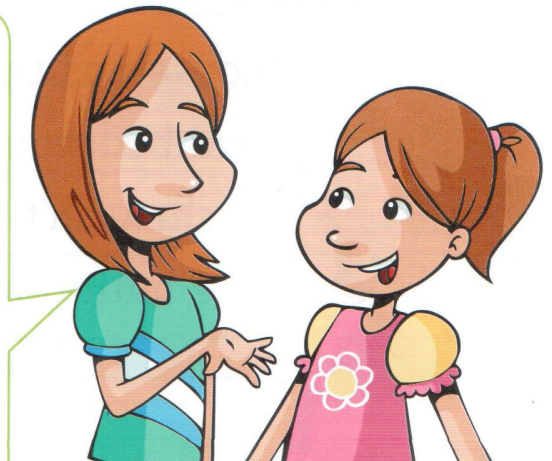
**Their** bedroom is messy.



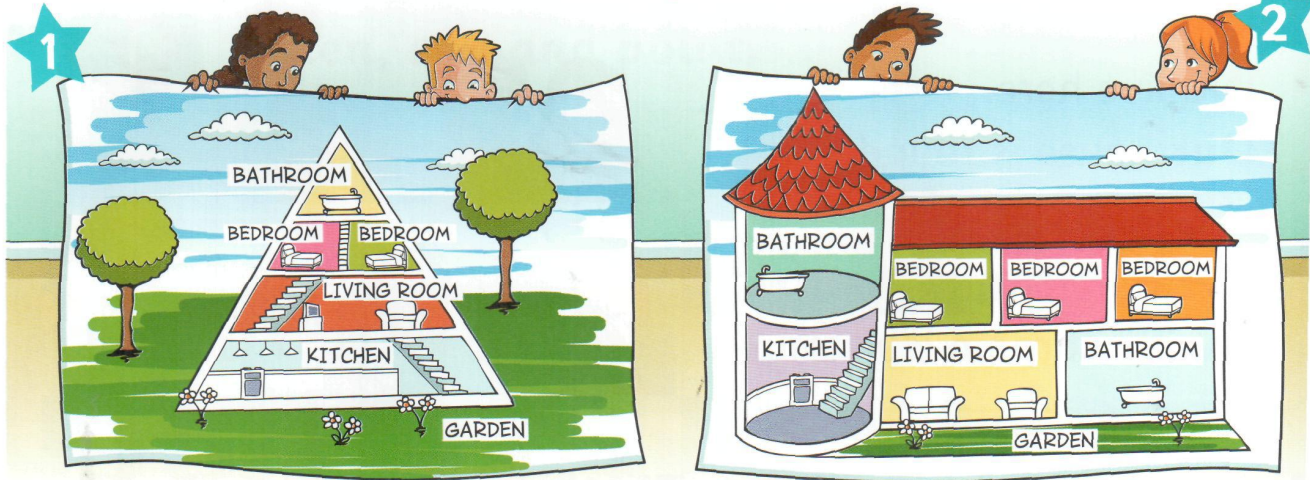
### 4 Look and circle *Our* or *Their*.



- a **Our** / **Their** house is old.  
 b **Our** / **Their** kitchen is blue.  
 c **Our** / **Their** house has a garden.  
 d **Our** / **Their** house is round.  
 e **Our** / **Their** kitchen is big.  
 f **Our** / **Their** bedroom is messy.

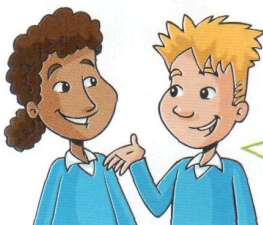


1 Look and match to the speakers.



- a Our house has two bedrooms. Their house has three.  1
- b Our bathrooms are big. Their bathroom is small.
- c Our kitchen is round. Their kitchen is big.
- d Our garden is big. Their garden is small.
- e Our living room is orange. Their living room is yellow.

2 Look at the picture above. Complete with *Our* or *Their*.



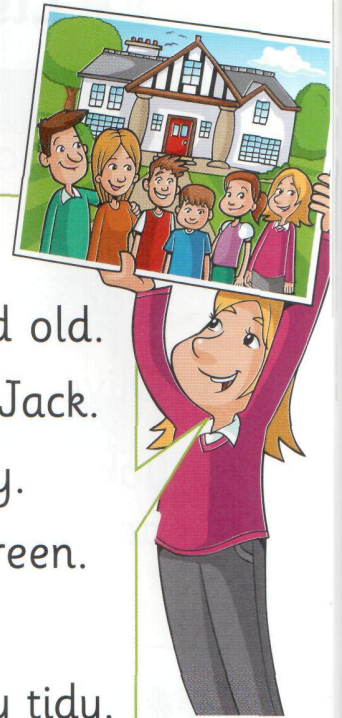
Our house is small. \_\_\_\_\_ house is big. \_\_\_\_\_ house has three bedrooms. \_\_\_\_\_ house has two bedrooms. \_\_\_\_\_ kitchen is round. \_\_\_\_\_ kitchen isn't round, but it's big. \_\_\_\_\_ house has one bathroom. \_\_\_\_\_ house has two bathrooms. \_\_\_\_\_ house has a big garden.

Colour the medal.



**17** Read and complete. Listen and check.

My Her His Their Our Our Their



- a Hi. I'm Annie! My family is big.
- b We live in the country. \_\_\_\_\_ house is big and old.
- c I have two brothers. \_\_\_\_\_ names are Tim and Jack.
- d They aren't tidy. \_\_\_\_\_ bedroom is very messy.
- e Jack likes football. \_\_\_\_\_ bed is yellow and green.
- f I have a sister. \_\_\_\_\_ name is Judy.
- g We have a big bedroom. \_\_\_\_\_ bedroom is very tidy.

**Write about you. Use the ideas in the box.**

my / his / her / our / their    big / small    messy / tidy  
bathroom / kitchen / bedroom / living room    sister / brother

My family is \_\_\_\_\_. Our house is \_\_\_\_\_.  
Our living room \_\_\_\_\_.  
I have \_\_\_\_\_.

**Colour the medal.**

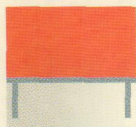
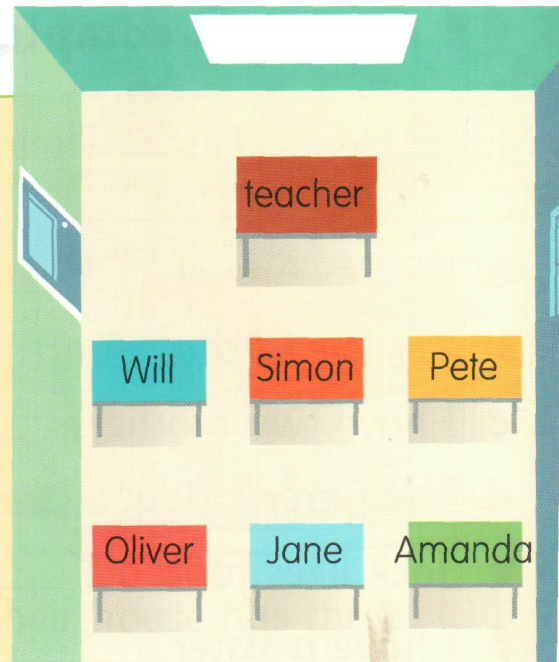
1  Listen, read and point.

This is our classroom.

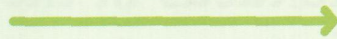
Simon's desk is in front of the teacher's desk.

Oliver's desk is behind Will's desk.

Jane's desk is between Amanda's desk and Oliver's desk.



This is Simon's desk.



in front of

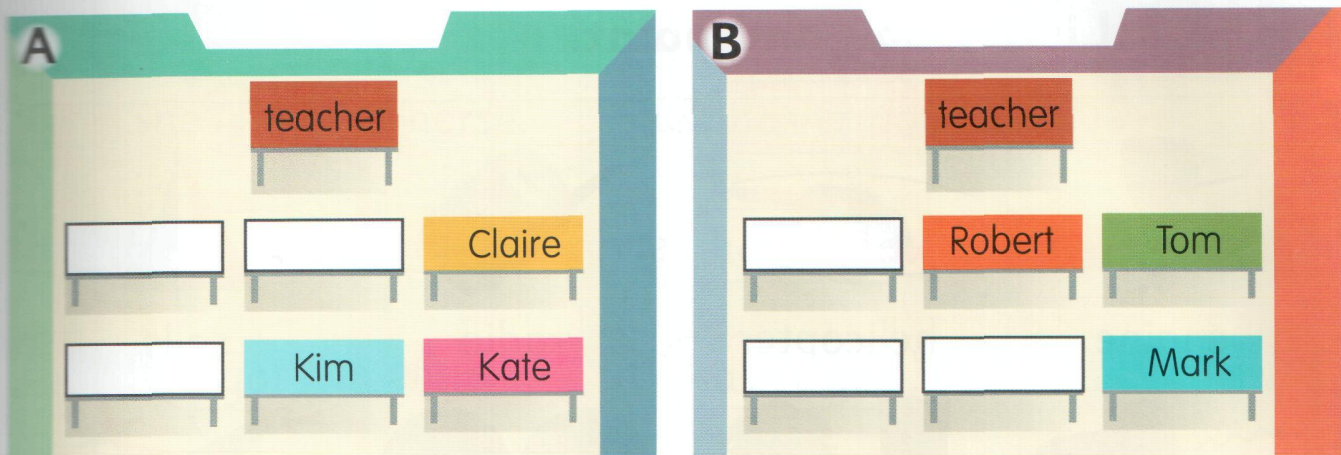


between

## 2 Read, look and write the names.

- a My desk is behind Pete's desk. Amanda
- b My desk is between Amanda's desk and Oliver's desk.  
\_\_\_\_\_
- c My desk is in front of Oliver's desk. \_\_\_\_\_
- d My desk is next to Pete's desk and in front of Jane's desk.  
\_\_\_\_\_

### 3 Look, read and complete.



- a Robert's desk is in front of the teacher's desk.  
 b \_\_\_\_\_ desk is next to Robert's desk.  
 c Claire's desk is in front of \_\_\_\_\_ desk.  
 d \_\_\_\_\_ desk is behind Tom's desk.  
 e Kate's desk is next to \_\_\_\_\_ desk.  
 f \_\_\_\_\_ desk is in front of Mark's desk.

### 4 Follow, ask and answer.

Student A: Write these names on the desks in A:  
Fatima, Maria, Emma.

Student B: Write these names on the desks in B:  
Sami, John, Tony.

Where's Fatima's desk?

It's in front of the teacher's desk.

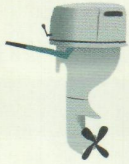
Colour the medal.

## 4

## Getting around

## Grammar start

He's got a boat. She hasn't got a car.

1   Listen, say and point.

engine



helicopter



radio



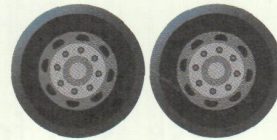
sails



siren



uniform



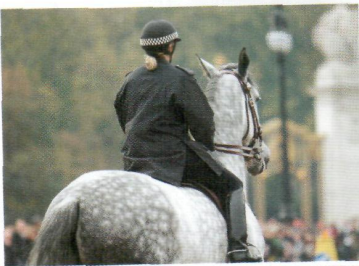
wheels



wings

2  Listen and read.

Ron is a taxi driver, but he hasn't got a car. He's got a boat. It hasn't got sails. It's got an engine.



Sue is a police officer. She's got a radio. She hasn't got a car, but she's got a horse.



Bob is a doctor. He's got a helicopter. It hasn't got a siren and it hasn't got wings.



24

have got: (he/she/it) affirmative and negative



### 3 Look and colour *has got* and *hasn't got*.

+	-
She <b>'s got</b> a horse.	She <b>hasn't got</b> a car.
He <b>'s got</b> a boat.	He <b>hasn't got</b> a car.
It <b>'s got</b> an engine.	It <b>hasn't got</b> sails.

### 4 Read and write the names.



1

\_\_\_\_\_



2

Peter \_\_\_\_\_



3

\_\_\_\_\_



4

\_\_\_\_\_



5

\_\_\_\_\_

- a Peter has got a uniform. He hasn't got a radio.
- b John hasn't got a bike. He's got a horse.
- c Anne has got a uniform. She's got a radio.
- d Mary hasn't got a bike. She's got a horse.
- e Pam hasn't got a horse. She's got a bike.

1  Circle the correct word. Listen and check.

Tom is a firefighter.

He's got / **hasn't got** a car for his job.

He's got / **hasn't got** a helicopter.

He's got / **hasn't got** a fire engine.

His fire engine **has got** / **hasn't got** a siren. It's got / **hasn't got** a radio.

He's got / **hasn't got** a uniform.

He's got / **hasn't got** a helmet.



2 Write in order. Then look and ✓ or X.

a car. hasn't She a got

She hasn't got a car.



b bike. hasn't got a She



c hasn't helmet. a got She



d uniform. got a She's



e bags. big She's got



f got a She hasn't siren.



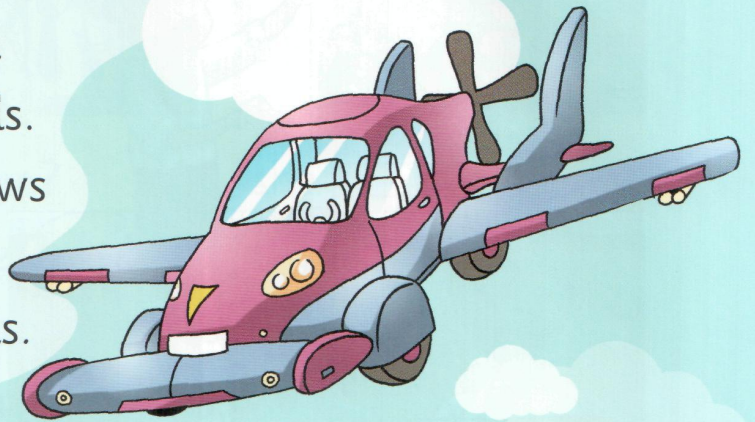
Kate is a postwoman.

Colour the medal.



3  Write 's got or hasn't got. Listen and check.

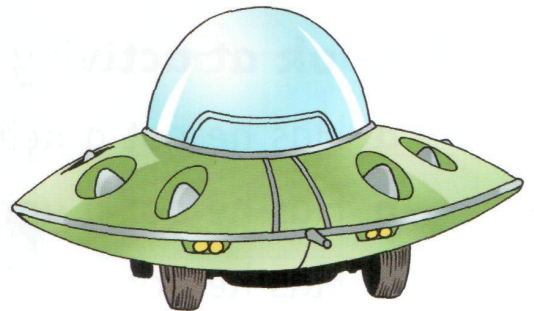
This new car can fly. It 's got \_\_\_\_\_  
 a big engine. It \_\_\_\_\_ a siren.  
 It \_\_\_\_\_ wings and  
 it \_\_\_\_\_ four wheels.  
 It \_\_\_\_\_ big windows  
 and it \_\_\_\_\_ two  
 doors. It \_\_\_\_\_ sails.



4  Write about the car. Listen and check.

~~an engine~~ wings wheels sails a window doors

- a It 's got an engine \_\_\_\_\_.
- b It hasn't got \_\_\_\_\_.
- c It \_\_\_\_\_.
- d It \_\_\_\_\_.
- e \_\_\_\_\_.
- f \_\_\_\_\_.



This car can fly.

Colour the medal.

1  Listen and read.

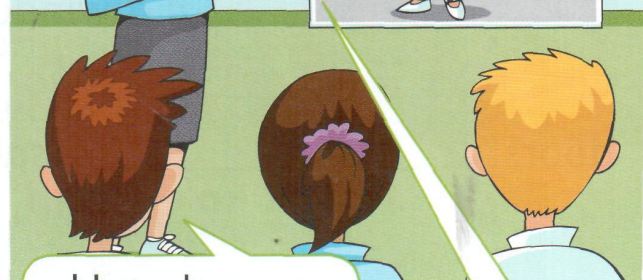
My dad is a police officer.



Has he got a car?

No, he hasn't. He's got a motorbike.

My mum is a chef.



Has she got a restaurant?

Yes, she has.

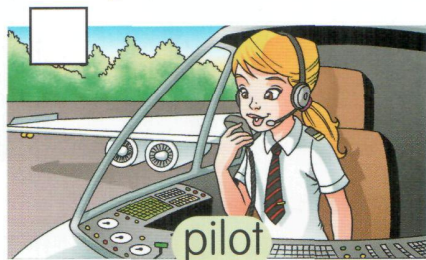
?	+ / -
Has she <b>got</b> a restaurant?	Yes, she <b>has</b> .
Has he <b>got</b> a car?	No, he <b>hasn't</b> .

2 Look at activity 1. Circle the answers.

- a Has he got a helmet?
- b Has he got a uniform?
- c Has he got a horse?
- d Has she got a radio?
- e Has she got a hat?






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

3 Complete the questions and answers.  
Tick (✓) the correct picture.



- a Has she got a uniform? Yes, she has.
- b Has she \_\_\_\_\_ a helmet? No, she \_\_\_\_\_.
- c \_\_\_\_\_ got a radio? Yes, she \_\_\_\_\_.
- d \_\_\_\_\_ a boat? No, \_\_\_\_\_.
- e \_\_\_\_\_ a plane? \_\_\_\_\_, \_\_\_\_\_ hasn't.
- f \_\_\_\_\_ a dog? \_\_\_\_\_, \_\_\_\_\_ has.

4 Write questions. Think of a job and write the answers.

- a Has he got a car?  \_\_\_\_\_
- b \_\_\_\_\_  \_\_\_\_\_
- c \_\_\_\_\_  \_\_\_\_\_
- d \_\_\_\_\_  \_\_\_\_\_
- e \_\_\_\_\_  \_\_\_\_\_

Colour the medal.

# Review 2

1 Read and colour: *and* = green, *but* = red.

John's house is big **and** it's got three bedrooms.

It's got a big kitchen **but** it hasn't got a garden.



2 Read and circle.

- a Our house has got three bedrooms **and** / **but** it hasn't got a garden.
- b My bedroom is purple **and** / **but** it's got a big bed.
- c Pat hasn't got a brother **and** / **but** she's got two sisters.
- d A fire engine is red **and** / **but** it's got a siren.
- e My dad hasn't got a car **and** / **but** he's got a motorbike.

3 Read and write *and* or *but*.

Our school is in a small town. It's big and it's got lots of classrooms.

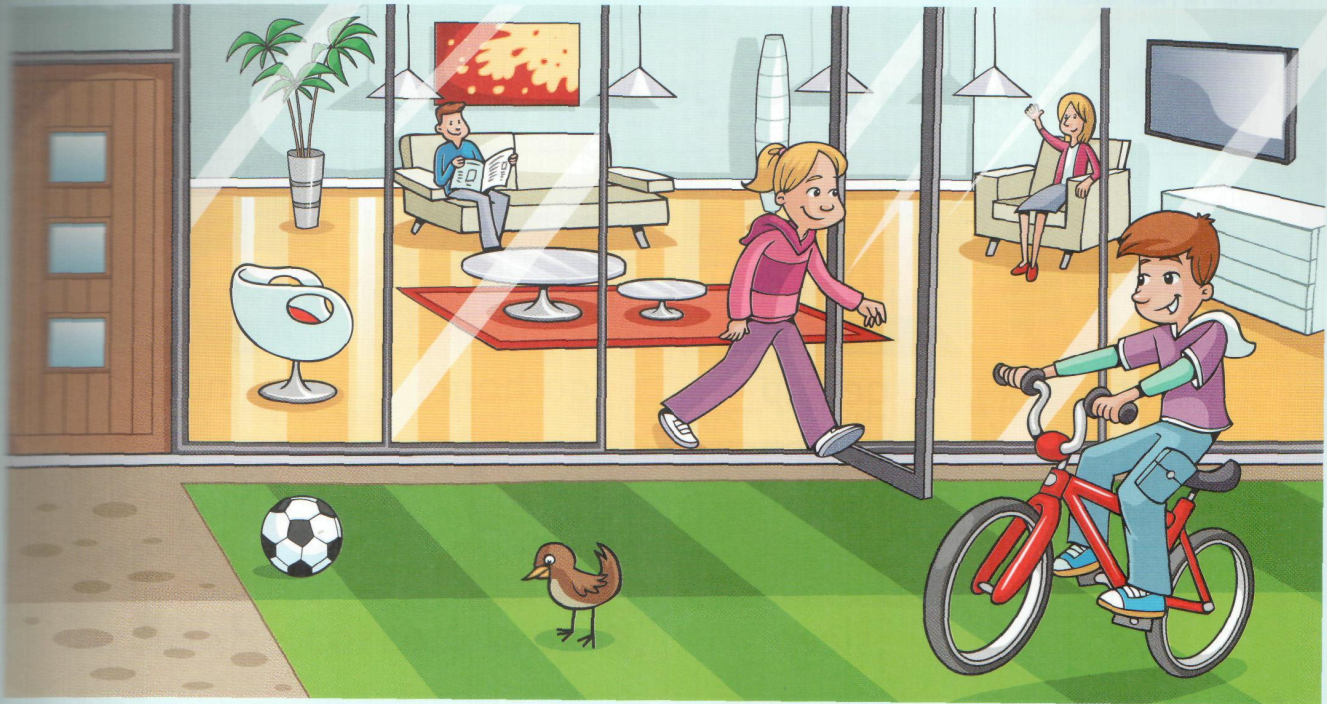
It's got a playground \_\_\_\_\_ it hasn't got a swimming pool.

We play basketball \_\_\_\_\_ we don't play football.

Our classroom is big \_\_\_\_\_ it's got blue desks.

Our teacher hasn't got a car \_\_\_\_\_ she's got a bike.

4 Look and read. Write *yes* or *no*.



Their living room is big.

yes

Their house is old.

no

1 Their living room is messy.

2 The garden is in front of the house.

3 The bike has three wheels.

4 The bird is between the bike and the ball.

5 The house has got small windows.

**What do you think? Colour a shield.**

Unit 3 Our house

Unit 4 Getting around



Bronze



Silver



Gold

# 5 Animal world

## Grammar start

She **works** in the evening. It **doesn't live** in Africa.

### 1 Listen, say and point.



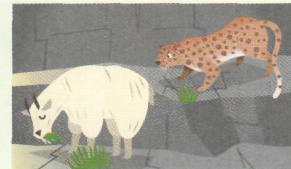
eat



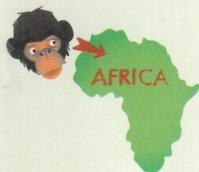
get up



go home



hunt



live



sleep



take photos



work

### 2 Listen and read.

## Working with animals

Beth is a photographer. She goes to different countries. In Asia, she takes photos of the snow leopard. She gets up at 5 o'clock in the morning.

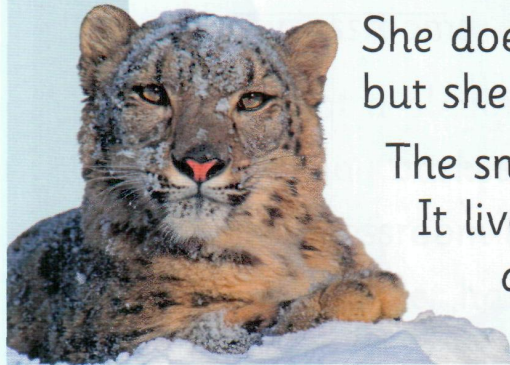
She works until 11 o'clock.

She doesn't work in the afternoon, but she works in the evening.

The snow leopard doesn't live in Africa.

It lives in Asia. It eats meat. It hunts at night or in the morning.

It sleeps during the day.



32

Present simple (he/she/it): affirmative and negative



Look and colour. Circle the 's'.



She **takes** photos.

She **doesn't take** photos.

She **works** until 11.

She **doesn't work** at night.

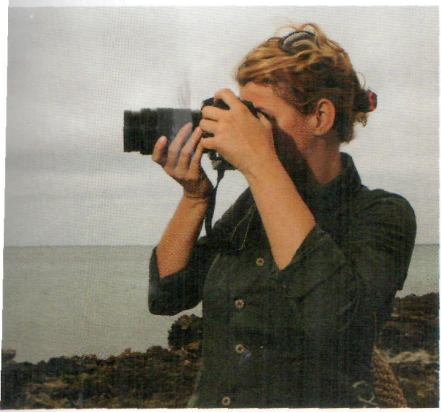
It **lives** in Asia.

It **doesn't live** in Africa.

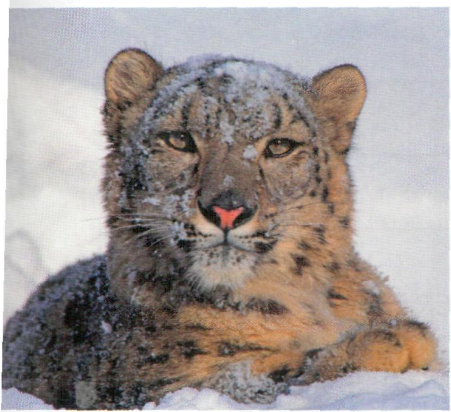
go → goes    finish → finishes



Circle the correct words.



- a She **takes** / **doesn't take** photos.  
 b She **works** / **doesn't work** in the afternoon.  
 c She **gets up** / **doesn't get up** at 8 o'clock in the morning.




- d It **lives** / **doesn't live** in Asia.  
 e It **sleeps** / **doesn't sleep** at night.  
 f It **hunts** / **doesn't hunt** in the morning.

## 1 Read and number the pictures.

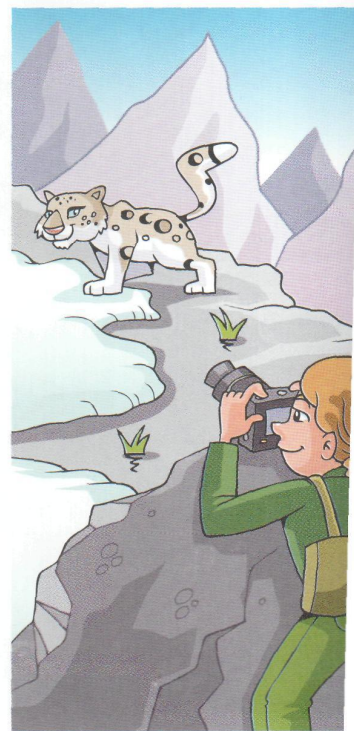


Oscar works in a safari park. He gets up at 6 o'clock in the morning. He goes to work by bus. He works with the animals in the morning. He eats a sandwich for lunch. He goes home at 5 o'clock. He goes to bed at 11 o'clock at night.

2  Write the correct form of the verbs.  
Listen and check.

take    work    eat    finish    ~~get up~~




- a Beth gets up at 5 o'clock in the morning.
- b She \_\_\_\_\_ photos of the snow leopard.
- c She \_\_\_\_\_ fruit for lunch.
- d She \_\_\_\_\_ in the evening.
- e She \_\_\_\_\_ work at 9 o'clock.



Colour the medal.



30 Listen and complete the table.

		 chimpanzee	 llama
<b>lives</b>	Asia	<u>Africa</u>	South America
<b>eats</b>	meat	meat, _____	_____
<b>sleeps</b>	during the day	_____	_____

Complete the text with the words in the box.

doesn't    doesn't    eats    lives    sleeps    doesn't

The snow leopard doesn't live in Africa or South America. It \_\_\_\_\_ in Asia. It \_\_\_\_\_ meat. It \_\_\_\_\_ eat fruit. It \_\_\_\_\_ sleep at night. It \_\_\_\_\_ during the day.

Look at activity 3. Write the correct form of the verbs.

- a The llama doesn't live (live) in Asia.
- b It \_\_\_\_\_ (live) in South America.
- c It \_\_\_\_\_ (eat) meat.
- d It \_\_\_\_\_ (eat) plants.
- e It \_\_\_\_\_ (sleep) at night.
- f It \_\_\_\_\_ (sleep) in the day.

Colour the medal.

1  Listen and read.

A: My favourite animal is the red panda.

B: Where does it live?

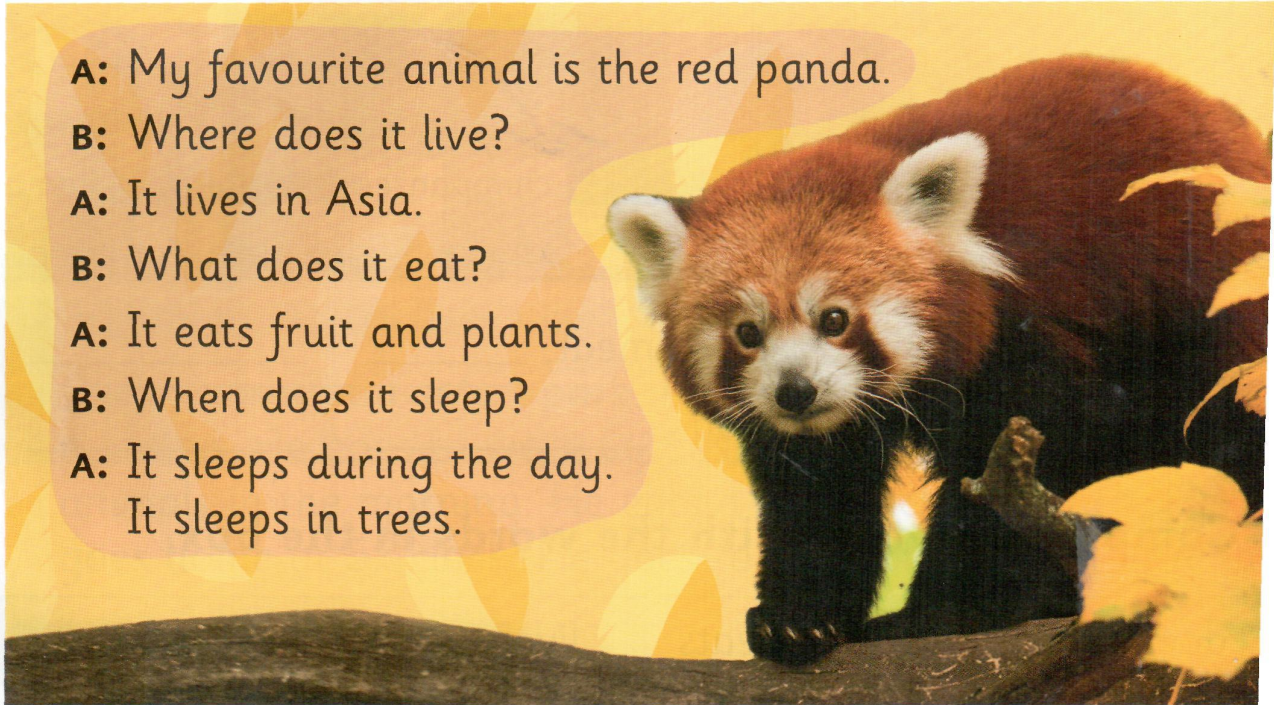
A: It lives in Asia.

B: What does it eat?

A: It eats fruit and plants.

B: When does it sleep?

A: It sleeps during the day.  
It sleeps in trees.



## Question ?

## Answer

Where **does** it **live**?

It **lives** in Asia.

What **does** it **eat**?

It **eats** plants.

## 2 Read and match.

- |                        |                            |
|------------------------|----------------------------|
| a Where does it live?  | It sleeps during the day.  |
| b What does it eat?    | It sleeps in trees.        |
| c When does it eat?    | It lives in Africa.        |
| d When does it sleep?  | It eats insects and fruit. |
| e Where does it sleep? | It eats at night.          |



bushbaby



5

### Write in order.

a does Where live? it

Where does it live?

It lives in Africa and India.



b eat? What it does

\_\_\_\_\_? It eats plants.

c it does eat? When

\_\_\_\_\_? It eats at night.

d does Where sleep? it

\_\_\_\_\_? It sleeps in the water.

### Complete the questions and answers.

a Where / live? Where does it live?

It lives in Australia, Africa, Asia and America.

b What / eat? \_\_\_\_\_?

It \_\_\_\_\_ fish and meat.

c When / sleep? \_\_\_\_\_?

It \_\_\_\_\_ at night and during the day.

d Where / sleep? \_\_\_\_\_?

It \_\_\_\_\_ near water.

What is it? It's a c \_ \_ \_ \_ \_ .

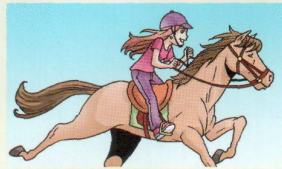
### Colour the medal.

# 6 Look what I can do!

## Grammar start

She **can** swim. She **can't** sail. **Can** he surf? Yes, he **can**. / No, he **can't**.

### 1 Listen, say and point.



ride a horse



sail



score a goal



skate



surf



swim

### 2 Listen and read.

This man is blind.  
He can't see, but he can play football.

**Q:** Hello! How do you play?  
Can you see the ball?

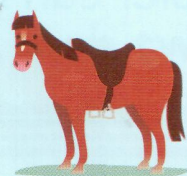
**A:** No, I can't. But I can  
hear it. It makes a noise.

**Q:** Can you score goals?

**A:** Yes, I can.



## 3 Look and colour.

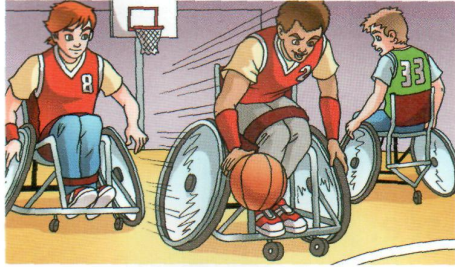
I **can** ride a horse.I **can't** play football.She **can** play football.She **can't** see.They **can** sail.They **can't** surf.**Can** you **score** goals?Yes, I **can**. / No, I **can't**.**Can** he **see**?Yes, he **can**. / No, he **can't**.4  Listen and ✓ or ✗.

Lance



Sophie

1 **36** Complete with *can* and *can't*. Listen and check.



These players (a) \_\_\_\_\_ walk, but they (b) \_\_\_\_\_ play basketball. They (c) \_\_\_\_\_ move very fast.



Tom and Jan are blind. They (d) \_\_\_\_\_ see, but they (e) \_\_\_\_\_ sail. Their boat (f) \_\_\_\_\_ go very fast.

2 Write true sentences with *can* or *can't*. Use the ideas in the box.

sail surf play football ride a horse swim skate

I can play football. My sister can't swim.

- a I \_\_\_\_\_
- b My sister/brother \_\_\_\_\_
- c My mum \_\_\_\_\_
- d My dad \_\_\_\_\_
- e My friends \_\_\_\_\_

Colour the medal.





3 Complete the questions. Answer for you: Yes, I can or No, I can't.

dance      play basketball      read music  
run fast      speak English      swim under water



a Can you play basketball ?  
b \_\_\_\_\_ you \_\_\_\_\_ ?  
c \_\_\_\_\_ you \_\_\_\_\_ ?  
d \_\_\_\_\_ ?  
e \_\_\_\_\_ ?  
f \_\_\_\_\_ ?

4 Write questions. Ask two friends and ✓ or X.

	1	2
a Can you run fast _____ ?	<input type="checkbox"/>	<input type="checkbox"/>
b Can _____ ?	<input type="checkbox"/>	<input type="checkbox"/>
c _____	<input type="checkbox"/>	<input type="checkbox"/>
d _____	<input type="checkbox"/>	<input type="checkbox"/>

FINISH

Colour the medal.

1  Listen and read.



We use *can* to ask for things.

**Can** I **go** to the toilet? Yes, you **can**.

**Can** I **have** a drink, please? **Here** you **are**.

2 Write in order.

a we Can please watch TV, ?

Can we watch TV, please?

b to please go I the toilet, Can ?

\_\_\_\_\_

c we the park, go please to Can ?

\_\_\_\_\_

d I have please a burger, Can ?

\_\_\_\_\_

3  Listen and number. Complete the dialogues.

Can I \_\_\_\_\_  
in the sea?

No, you  
\_\_\_\_\_.

a 

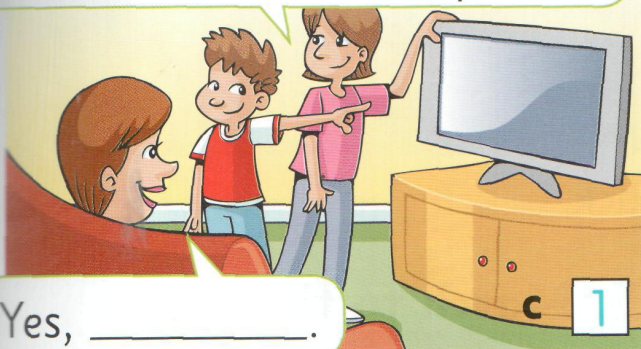
\_\_\_\_\_ I \_\_\_\_\_ an  
ice cream, please?



\_\_\_\_\_ you  
\_\_\_\_\_.

b 

\_\_\_\_\_ we \_\_\_\_\_ TV, please?



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

c  1

\_\_\_\_\_ I \_\_\_\_\_ my bike?



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

d 

4  Write questions. Act out a dialogue with a partner.

a Can I watch TV, please \_\_\_\_\_?

b Can I \_\_\_\_\_?

c \_\_\_\_\_

d \_\_\_\_\_

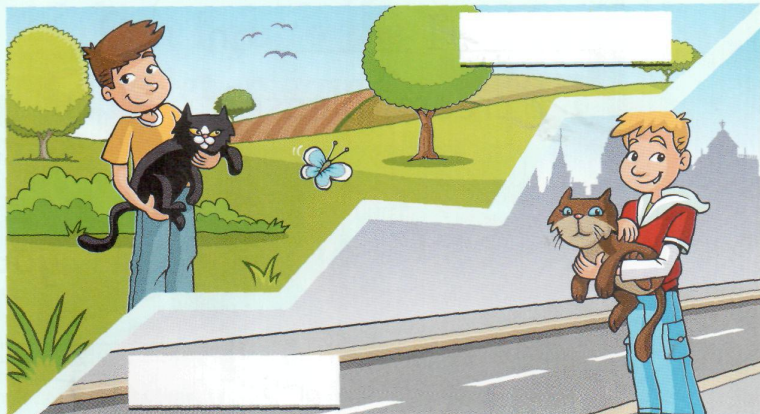
Can I watch TV, please?

No, you can't.

Colour the medal.

# Review 3

- 1 Read the poem and circle the apostrophes ('). Label the pictures.



Jack's cat's black.  
 Jon's cat's brown.  
 Jack's from the country.  
 Jon's from the town.

We use apostrophes to...

- 1 show that something belongs to a person:  
 Jack + 's = Jack's This is Jack's cat.
- 2 make two words into one word:  
 cat is = cat's His cat's black.

- 2 Complete the poem with 's. Match to the uses above, 1 or 2.

a Lisa's hat's yellow.

1

b \_\_\_\_\_ brown.

c \_\_\_\_\_ from the country.

d \_\_\_\_\_ from the town.



Look and read. Put a tick (✓) or a cross (X) in the box. There are two examples.



She can surf.  
She can't surf.

1



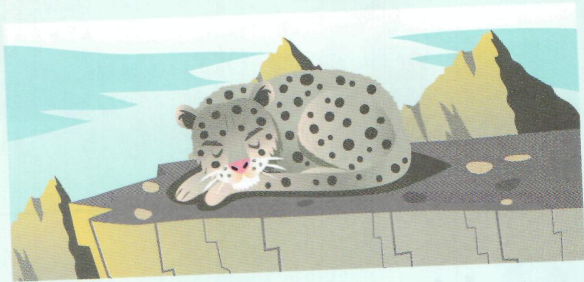
He can skate.

2



She works at night.

3



It doesn't sleep during the day.

4



It eats meat.

5



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

What do you think? Colour a shield.

Unit 5 Animal world  
Unit 6 Look what I can do!





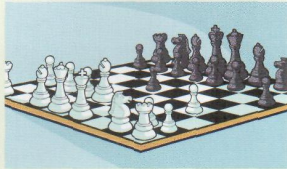
# 7

# My hobbies

Grammar start

I like dancing. I don't like running.

1   Listen, say and point.



chess



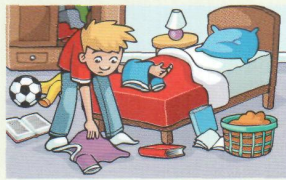
paint



play board games



skateboard



tidy



wash the dishes

2  Listen, point and say the chant.

I like dancing,  
I think it's really cool.  
I like running in the park,  
And swimming in the pool.  
I don't like playing board games,  
But computer games are great!  
Do you like washing the dishes?  
No, I don't. That's what I hate!



Look and circle *ing*.



I **like** running.

I **don't like** playing games.

He **likes** dancing.

He **doesn't like** tidying his room.



Do you **like** washing the dishes?

Yes, I **do**. / No, I **don't**.

play → playing    do → doing

run → running    dance → dancing



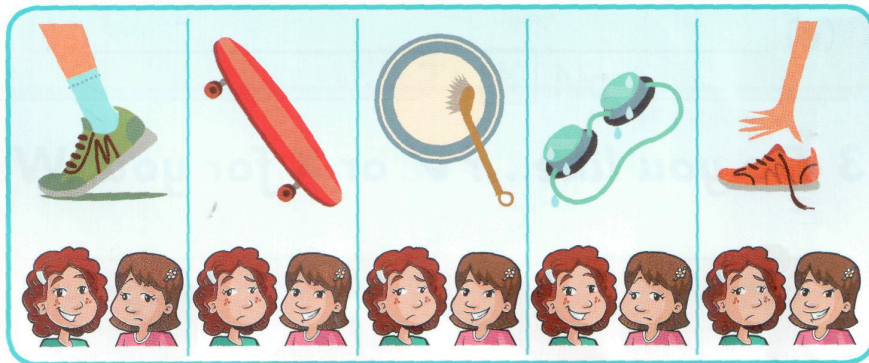
Look and write the name.



Jane



Polly



- She likes running.
- She likes tidying her room.
- She doesn't like skateboarding.
- She likes washing the dishes.
- She doesn't like swimming.

Jane

---



---



---



---



---

1  Listen and draw 😊 or ☹️.

 <b>Jack</b>					
					

2 Look at activity 1 and complete.

Jack likes (a) swimming and he likes (b) \_\_\_\_\_.  
 He doesn't (c) \_\_\_\_\_ — he can't run fast!  
 He (d) \_\_\_\_\_ board games, but he  
 (e) \_\_\_\_\_.

3 Do you like...? ✓ or ✗ for you. Write sentences.

					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

a I like \_\_\_\_\_.

d \_\_\_\_\_

b I don't like \_\_\_\_\_.

e \_\_\_\_\_

c \_\_\_\_\_

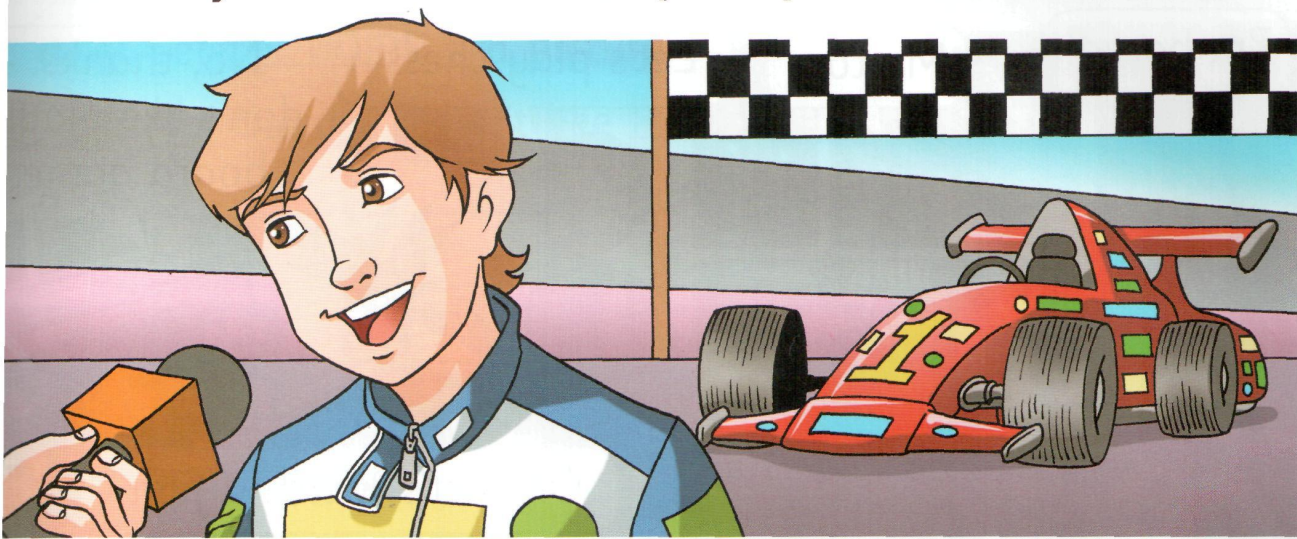
f \_\_\_\_\_

Colour the medal.





Write questions with the prompts. Look and answer.



- a Do / like / skateboard  
Do you like skateboarding?  Yes, I do.
- b Do / like / play / board games  
Do you \_\_\_\_\_?  No, \_\_\_\_\_.
- c Do / like / skate  
Do \_\_\_\_\_?  \_\_\_\_\_.
- d Do / like / run  
\_\_\_\_\_  \_\_\_\_\_.
- e Do / like / dance  
\_\_\_\_\_  \_\_\_\_\_.
- f Do / like / tidy / your house  
\_\_\_\_\_  \_\_\_\_\_.

Colour the medal.

I'm bored. **Me too!** **Let's** play chess. Good idea!

1  Listen and read.



**Let's** = I have a suggestion to do something together.  
**Let's watch** a film. **Let's play** chess.

**I'm bored! Me too.**  
**I like films! Me too.**

2 Complete and match.



a Let's play a computer game.

b \_\_\_\_\_ paint a picture.

c \_\_\_\_\_ go to the park.



d \_\_\_\_\_ wash the dishes.



### 3 Complete the dialogues. Listen and check.

a A: Let's paint a picture.

B: No, thanks. I don't like \_\_\_\_\_.

b A: \_\_\_\_\_ a film.

B: Good \_\_\_\_\_! I like \_\_\_\_\_ films.

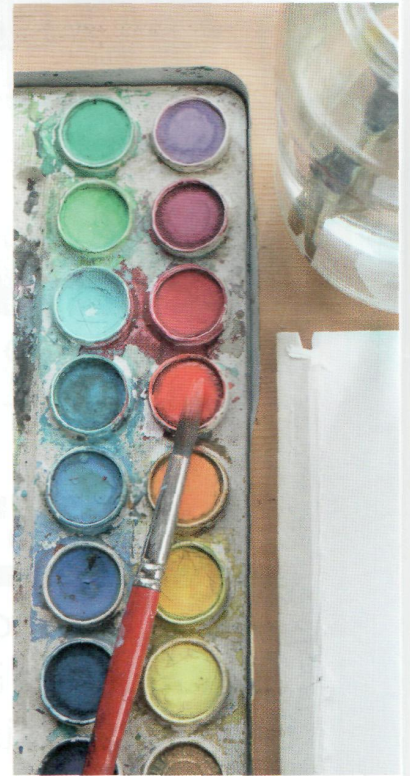
c A: \_\_\_\_\_ chess.

B: No, thanks. I don't \_\_\_\_\_  
board games.

d A: I'm bored.

B: Me \_\_\_\_\_. \_\_\_\_\_ to the park.

A: \_\_\_\_\_ idea!



### 4 Look and write suggestions.



a Let's go to the park.



d \_\_\_\_\_



b \_\_\_\_\_



e \_\_\_\_\_



c \_\_\_\_\_



f \_\_\_\_\_

### 5 Act out dialogues with a partner.

Let's go to the park!

Good idea! / No, thanks.  
It's cold!

Colour the medal.

# 8 Life in space

## Grammar start

I'm driving. We aren't working.

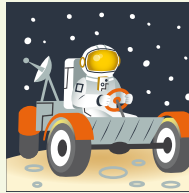
### 1 Listen, say and point.



moon



do exercise



drive



float



look at



touch

### 2 Listen and read.

Hello, ground control. This is Bob. I'm walking on the moon. I'm not touching the ground!



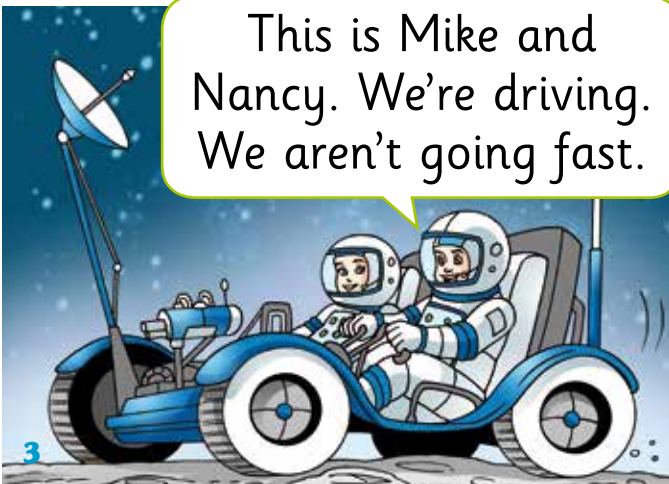
1

Hello, ground control. Brad isn't working. He's having lunch.



2

This is Mike and Nancy. We're driving. We aren't going fast.



3

Hello, moon team! We're watching you. You're doing a great job!



4

### 3 Circle the verb *be*. Underline *ing*.

We use the **present continuous** to talk about what is happening **right now**.



+

-

I'm walking.

I'm not touching the ground.

He's having lunch.

He isn't working.

We're driving.

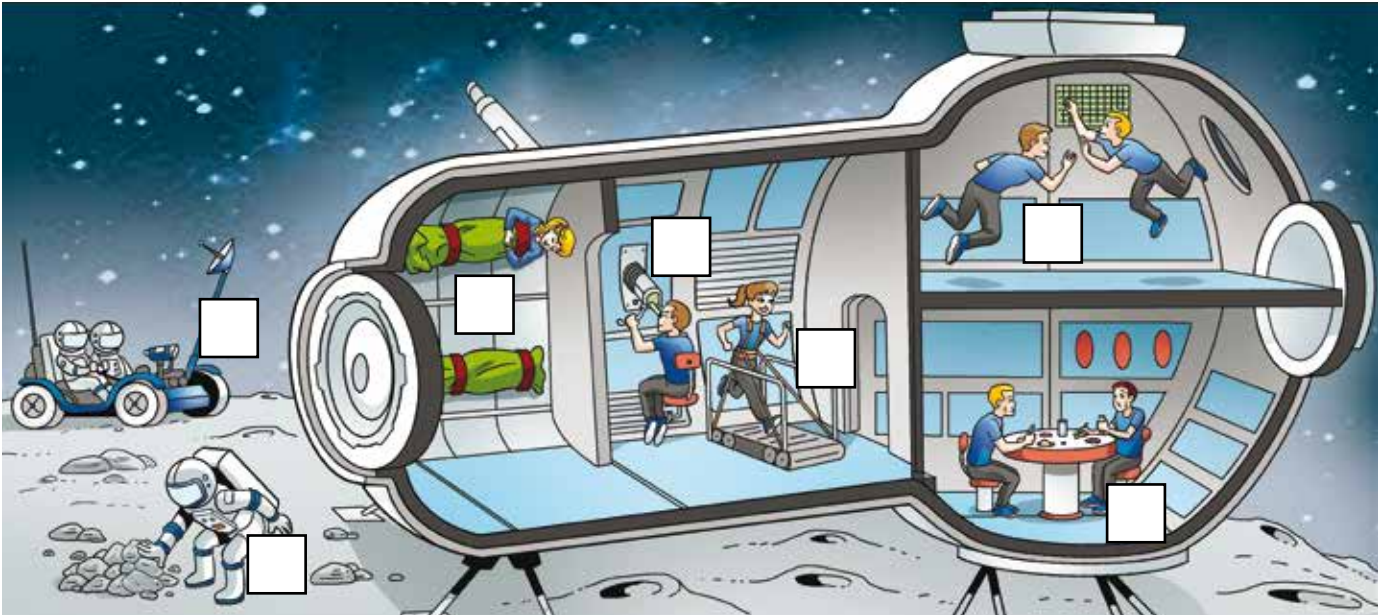
We aren't going fast.

### 4 Look. Match the words to make sentences.



- a I am sleeping.
- b He is doing exercise.
- c She are driving.
- d We are floating.
- e They are eating.

1  Listen and number.



2 Write sentences with the verbs in the box.

have    sleep    drive    look at    do exercise    float    touch

- a She 's sleeping \_\_\_\_\_.
- b They \_\_\_\_\_.
- c He \_\_\_\_\_ the stars.
- d They \_\_\_\_\_ lunch.
- e She \_\_\_\_\_.
- f They \_\_\_\_\_.
- g He \_\_\_\_\_ the moon.

Colour the medal.

**3 Write *he, she* or *they* and the affirmative or negative form of *be*.**



- a She's talking.                      d \_\_\_\_\_ looking at earth.  
 b \_\_\_\_\_ working.                      e \_\_\_\_\_ floating.  
 c \_\_\_\_\_ doing exercise. f \_\_\_\_\_ reading.

**4 Look at the photos. Correct the mistakes.**

- a She is eating.  
 She isn't eating. She 's talking.  
 b They are working.  
 They \_\_\_\_\_.  
 c They are doing exercise.  
 They \_\_\_\_\_.  
 d He is touching the moon.  
 He \_\_\_\_\_.  
 e He is floating.  
 He \_\_\_\_\_.

1  Listen and read.

**Astronaut training centre**



Walk! Don't run!



Put on your helmet!



Don't touch the red light!



**Walk!**

**Put** on your helmet!



**Don't** run!

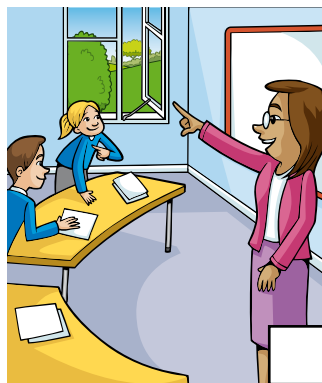
**Don't** touch!



2 Read and match to the pictures.



d



a Close the window!


b Don't run!

c Don't touch!

d Stand up!

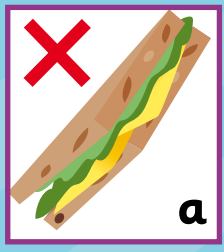
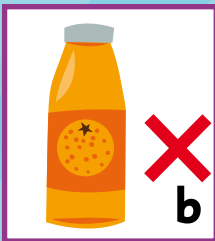
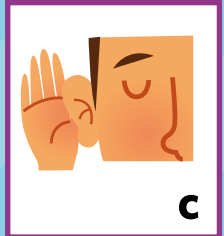
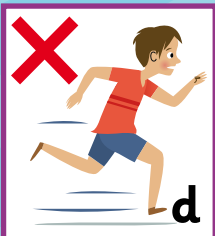


### 3 Look and correct the mistakes.

a 	Drink!	Don't drink!
b 	Don't listen!	
c 	Don't look!	
d 	Touch!	
e 	Don't put on your helmet!	

### 4 Look and write the classroom rules.

**Classroom rules**

 <p>a</p>	<p>a <u>Don't eat</u> in the classroom.</p>	 <p>b</p>
 <p>c</p>	<p>c _____ to the teacher!</p>	 <p>d</p>
	<p>d _____</p>	

Colour the medal.

# Review 4

## 1 Circle the exclamation marks (!).

**Paul:** I'm bored!

**Adam:** Me too. Look! It's snowing!  
Let's go skating.

**Paul:** Good idea!

**Adam:** Put on your coat!



We use exclamation marks...

- for emphasis I'm bored! Good idea!
- for commands Look! Put on your coat!

## 2 Write the exclamation marks.

**Sara:** I'm bored\_\_

**Kim:** Me too. And I'm hot\_\_ Let's go to the park.

**Sara:** Good idea\_\_ Take your ball\_\_

**Kim:** OK. Put on your hat\_\_

## 3 Complete with your own ideas. Use exclamation marks


**You:** I'm \_\_\_\_\_

**Your friend:** Me \_\_\_\_\_.

**You:** It's \_\_\_\_\_ Let's \_\_\_\_\_.

**Your friend:** Good \_\_\_\_\_ Put on \_\_\_\_\_

**You:** Take \_\_\_\_\_

4  Listen and draw lines. There is one example.



Jack



Tony



Jane



Anna



Fatima



Sam



Mary

**What do you think? Colour a shield.**

Unit 7 My hobbies

Unit 8 Life in space





## 9

## Our school fair

## Grammar start

What's she doing? What are they wearing?

1   Listen, say and point.

boots



coat



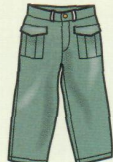
dress



jumper



skirt



trousers



T-shirt

2  Listen, read and point.

A: Look! There's Lucy.

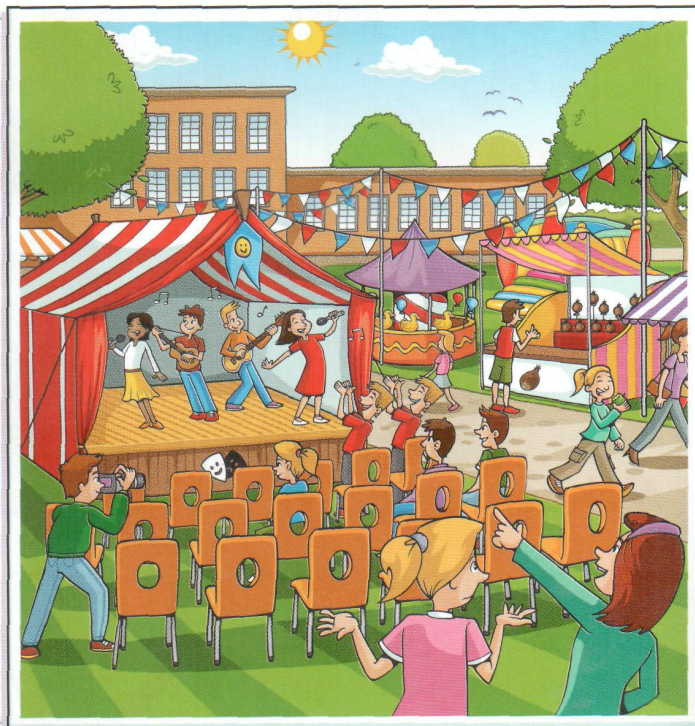
B: Where? What's she doing?

A: She's singing.

B: Oh, yes. Look! I can see Sam and Luke.


A: Where? What are they wearing?

B: They're wearing red T-shirts.



## 3 Look and circle.

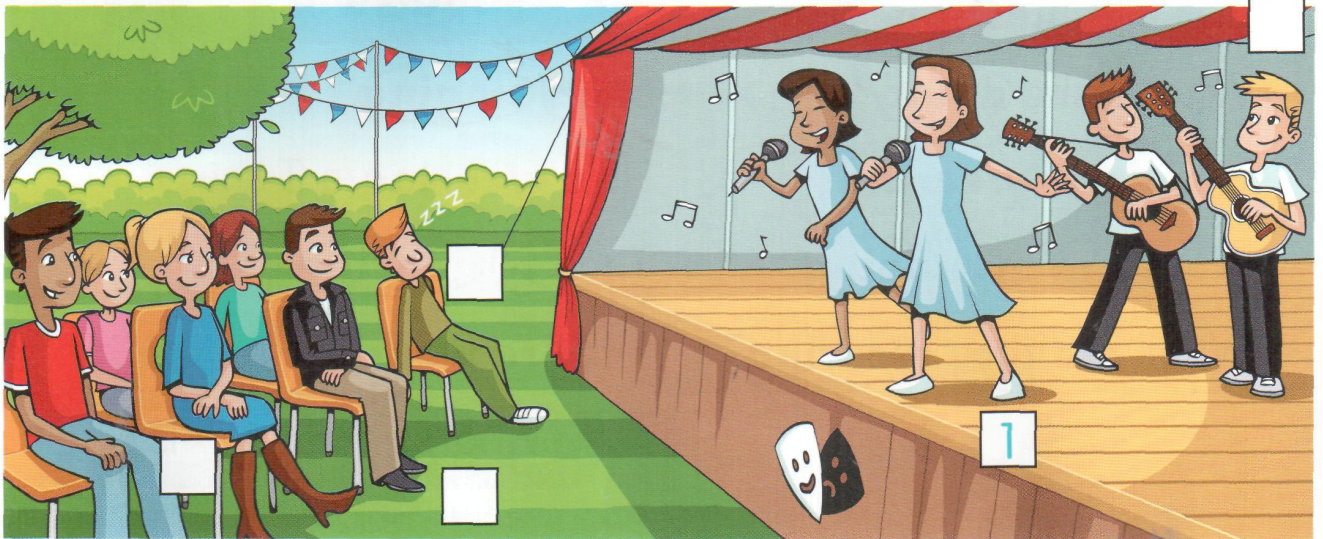
Question ?	Answer
What's she <b>doing</b> ?	She's <b>singing</b> .
What's he <b>wearing</b> ?	He's <b>wearing</b> a T-shirt.
What <b>are</b> they <b>doing</b> ?	They're <b>dancing</b> .
What <b>are</b> they <b>wearing</b> ?	They're <b>wearing</b> T-shirts.

What's = What is 

## 4 Read and match. Find the people in the picture on page 60.

- a What are you doing? He's taking photos.
- b What's she doing? I'm talking to my friend.
- c What's he doing? They're playing the guitar.
- d What are they doing? He's wearing a green jumper.
- e What's she wearing? They're wearing blue trousers.
- f What's he wearing? She's wearing a yellow skirt.
- g What are they wearing? She's eating an apple.

1 Listen and number in order.



2 Write in order. Match and find.

a she wearing ? What's

What's she wearing?

b doing What ? they are

c What's ? doing she

d wearing ? he What's

e are they ? What wearing

They're wearing white T-shirts.

She's wearing boots.

She's singing.

They're watching the show.

He's wearing a coat.

Colour the medal.

3  Complete the dialogues. Listen and check.



**a Boy:** I can't find my friend.

**Teacher:** What's he \_\_\_\_\_?

**Boy:** He's \_\_\_\_\_ a blue T-shirt.

**Teacher:** What he \_\_\_\_\_?

**Boy:** He's skateboarding.

**b Girl:** I can't see my mum and dad.

**Teacher:** OK. What \_\_\_\_\_ they \_\_\_\_\_?

**Girl:** My mum \_\_\_\_\_ a green dress.

My dad \_\_\_\_\_ blue trousers.

**Teacher:** I can see them!

**Girl:** What \_\_\_\_\_?

**Teacher:** They \_\_\_\_\_ to the band.

Colour the medal.

1  Listen and read.

**Mum:** Are you enjoying the school trip?

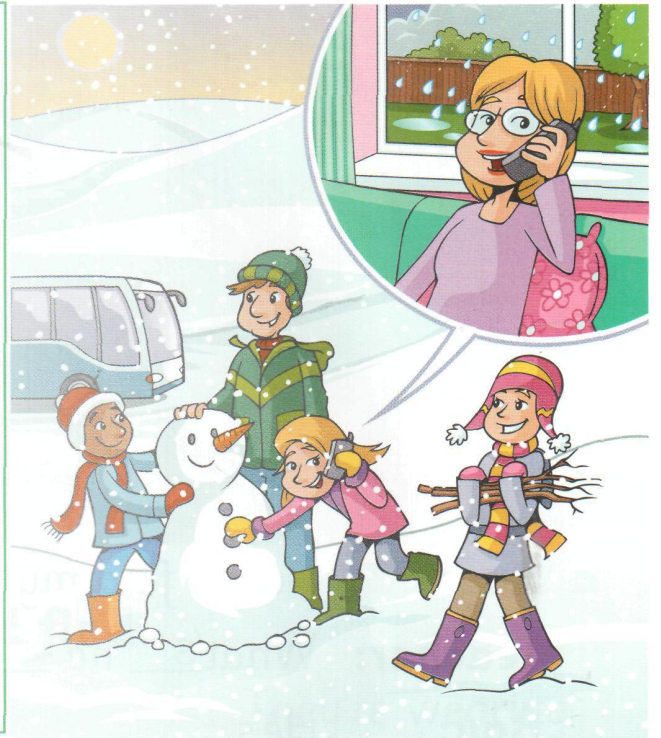
**Jess:** Yes, I am.

**Mum:** Is it raining?

**Jess:** No, it isn't.  
It's snowing.

**Mum:** Are you wearing your hat?

**Jess:** No, I'm not.



?

+ / -

Are you **enjoying** the trip?

**Yes, I am.** / **No, I'm not.**

Is it **raining**?

**Yes, it is.** / **No, it isn't.**

## 2 Match Mum's questions to the answers.

**a** Are you making a snowman?

Yes, he is.

**b** Is your teacher helping?

Yes, they are.

**c** Are you wearing your boots?

Yes, we are.

**d** Are your friends playing with you?

No, it isn't.

**e** Is the snowman wearing a hat?

Yes, I am.



## Read and complete.

Dad: Are you enjoying the trip?

Boy: No, we \_\_\_\_\_.

Dad: \_\_\_\_\_ it raining?

Boy: \_\_\_\_\_, \_\_\_\_\_ is.

Dad: \_\_\_\_\_ Bruce \_\_\_\_\_ a hat?

Boy: No, \_\_\_\_\_.

Dad: \_\_\_\_\_ having lunch?

Boy: \_\_\_\_\_, we \_\_\_\_\_.



## Ask and answer questions with the prompts.



a it / rain?

c mum / make lunch?

b you / enjoy the picnic?

d the boys / eating?

Is it raining?

No, it isn't

Colour the medal.

# 10 Going out

## Grammar start

### 1 Listen, say and point.



a biscuit



cherries



crisps



a cupcake



a drink



a sandwich



strawberries

Would you like a sandwich?  
Would you like some biscuits?  
I'd like a cupcake, please.

### 2 Listen and read.

Would you like some crisps?

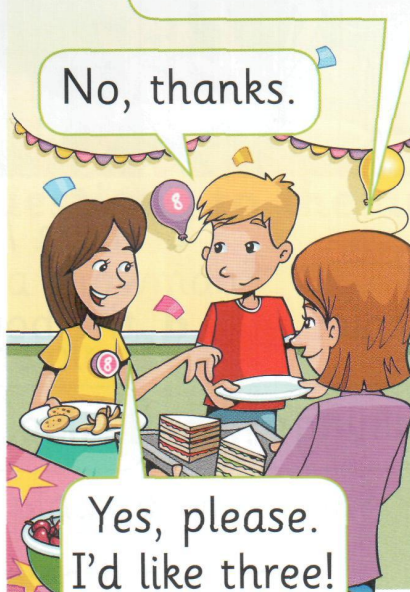
Yes, please!



Would you like a sandwich?

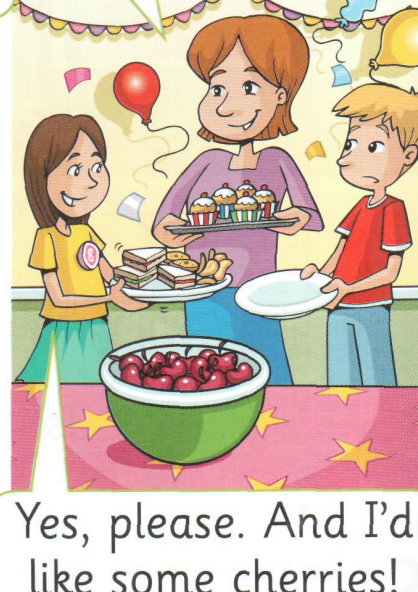
No, thanks.

Yes, please.  
I'd like three!



Would you like a cupcake?

Yes, please. And I'd like some cherries!



Read and circle *would* ('d).

?

+ / -



**Would** you like **a** cupcake?

**Yes**, please.

**Would** you like **some** cherries? **No**, thanks.

We use *I'd like a/some...* to say we want something.

**I'd** like **a** sandwich.



**I'd** like **some** cherries.



I'd = I would



4 Circle the words in orange or purple. Match.

sandwich

I'd like **a...**

biscuit

cupcake

crisps

I'd like **some...**

burger

drink

cherries

strawberries

1  Listen and ✓ or ✗.

a



b



c



d



e



f



2 Write in order. Complete the answers.

a you sandwich like ? Would a

Would you like a sandwich?

Yes, please.

b like crisps some you ? Would

\_\_\_\_\_

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

c drink ? you Would a like

\_\_\_\_\_

\_\_\_\_\_, thanks.

d you biscuits some like ? Would

\_\_\_\_\_

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

e a Would like cupcake you ?

\_\_\_\_\_

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

f some you ? like Would strawberries

\_\_\_\_\_

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

Colour the medal.



3 **Complete the dialogue. Listen and check.**

Dad: Would you like a pizza?

Girl: No, \_\_\_\_\_. I \_\_\_\_\_ like \_\_\_\_\_ burger.

Dad: OK. \_\_\_\_\_ you \_\_\_\_\_ some chips?

Girl: No, \_\_\_\_\_. \_\_\_\_\_ crisps.

Dad: \_\_\_\_\_ a drink?

Girl: Yes, \_\_\_\_\_. \_\_\_\_\_ a lemonade.

Dad: \_\_\_\_\_ a cupcake?

Girl: No, \_\_\_\_\_. \_\_\_\_\_ strawberries.




4 **Look at the menu. Act out a dialogue.**


**Food**

**Drinks**


burger  
pizza  
chips  
crisps



cupcake  
strawberries



lemonade

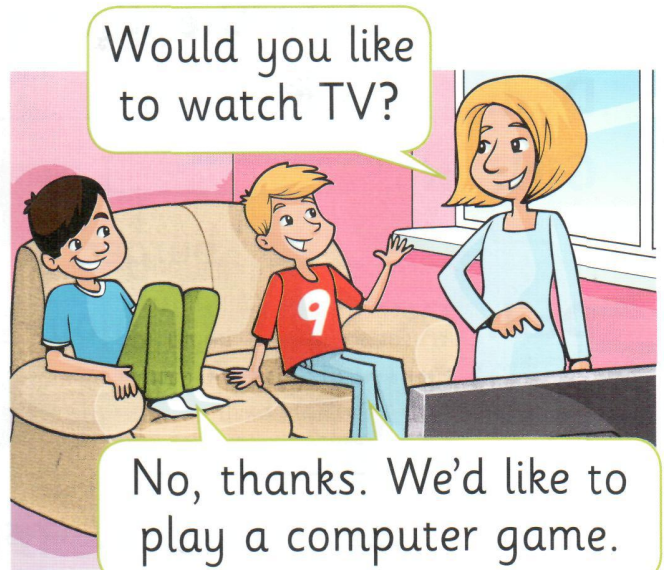
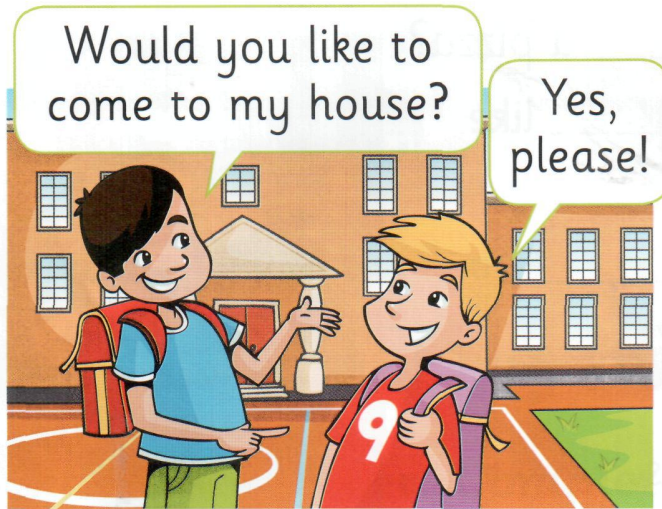


Would you like a burger?

No, thanks. I'd like a pizza.

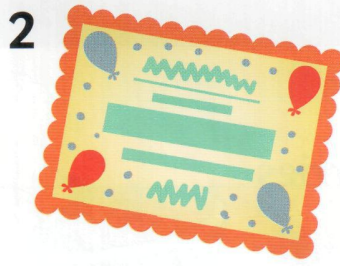
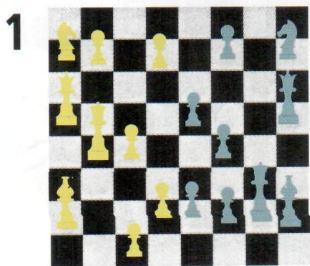
**Colour the medal.**

1 Listen and read.



?	+ / -
Would you like <b>to come</b> to my house?	<b>Yes</b> , please.
Would you like <b>to watch</b> TV?	<b>No</b> , thanks.

2 Complete and match.



- a Would you like to go to the park?
- b \_\_\_\_\_ you like to play chess?
- c \_\_\_\_\_ you \_\_\_\_\_ to watch a film?
- d \_\_\_\_\_ you \_\_\_\_\_ to come to my party?

### 3 Complete the questions with the verbs.

- a Would you like to go to the shops? (go)  
 b Would you like \_\_\_\_\_ football? (play)  
 c Would you like \_\_\_\_\_ TV? (watch)  
 d Would you like \_\_\_\_\_ a picture? (paint)  
 e Would you like \_\_\_\_\_ to a museum? (go)



### 4 Look and write questions. Write one more question.

play basketball    go to the cinema  
 go to the park    listen to music



- a Would you like to go to the cinema \_\_\_\_\_ ?  
 b Would you \_\_\_\_\_ ?  
 c Would \_\_\_\_\_ ?  
 d \_\_\_\_\_ ?  
 e \_\_\_\_\_ ?



### 5 Ask and answer with a partner.

Would you like to go to the cinema?

Yes, please. Good idea!

Colour the medal.

# Review 5

## 1 Read and complete the notes.

at 3 o'clock    at Tina's house    on Saturday



Dear Jane,  
Would you like to come to my party?  
It's at my house. It's on Saturday at 3 o'clock.  
From, Tina



**Where?** a \_\_\_\_\_

**Day:** b \_\_\_\_\_

**Time:** c \_\_\_\_\_

## 2 Circle *Dear* and *From* in activity 1.

We write *Dear* at the beginning. We write *From* at the end.

*at* + time

*on* + day of the week

**at** 2 o'clock

**on** Friday



## 3 Write an invitation to a party.

D \_\_\_\_\_,

Would you \_\_\_\_\_ to \_\_\_\_\_ to my \_\_\_\_\_?

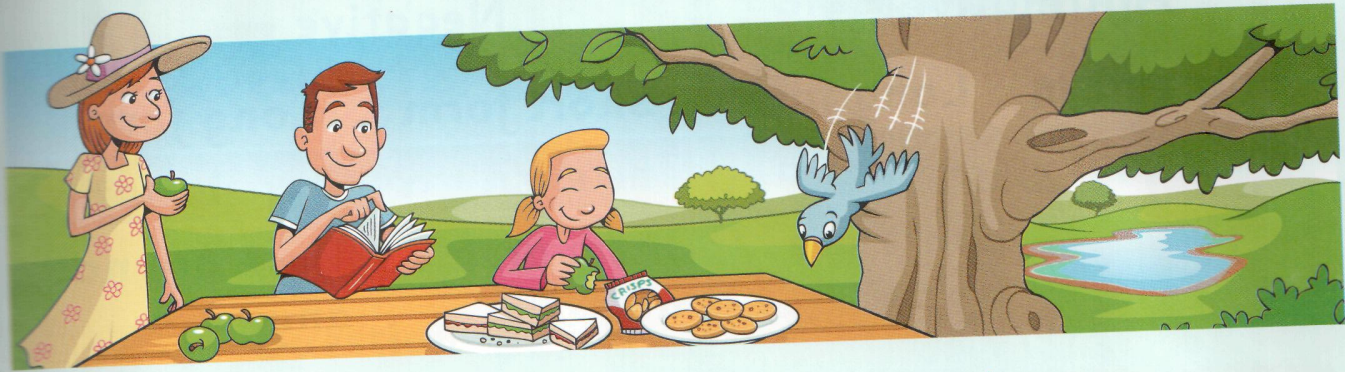
It's at \_\_\_\_\_. It's on \_\_\_\_\_

12 o'clock.

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



4 Look at the pictures and read the questions. Write one-word answers.



Where's the family?

In the park.

1 What's dad reading?

A book.

2 What's the girl eating?

An sandwich.

3 What's mum wearing?

A yellow dress.



4 Where's the bird?

It's in the tree.

5 What's it eating?

A cookie.

6 What's the girl doing?

She's taking a photo.

**What do you think? Colour a shield.**

Unit 9 Our school fair

Unit 10 Going out



# Grammar reference

## There is / There are Unit 1

Affirmative +		Negative -	
Short form	Long form	Short form	Long form
There's a	There is a	There isn't a	There is not a
	There are some	There aren't any	There are not any

Question ?	Short answers	
	+	-
Is there a lake?	Yes, there is.	No, there isn't.
Are there any farms?	Yes, there are.	No, there aren't.

## Present simple Units 2 and 5

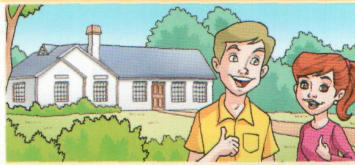
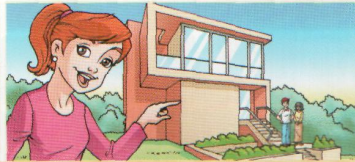
Affirmative +	Negative -	
	Short form	Long form
I play	I don't play	I do not play
you play	you don't play	you do not play
he/she/it plays	he/she/it doesn't play	he/she/it does not play
we play	we don't play	we do not play
they play	they don't play	they do not play

## Present simple Units 2 and 5

Question ?	Short answers	
	+	-
Do you <b>play</b> football?	Yes, I <b>do</b> .	No, I <b>don't</b> .

Question ?	Answer
What <b>does</b> it <b>eat</b> ?	It <b>eats</b> plants.
When <b>does</b> he <b>get up</b> ?	He <b>gets up</b> at six.
Where <b>does</b> she <b>work</b> ?	She <b>works</b> in Asia.

## Possessive adjectives Unit 3

<b>our</b>	<b>Our</b> house is old.	
<b>their</b>	<b>Their</b> house is modern.	

## Possessive 's Unit 3



Jane's bag =  
The bag belongs  
to Jane.



Simon's desk =  
Simon sits at  
this desk.

## Present simple: *have got* Unit 4

Affirmative +		Negative -
Short form	Long form	
I've got	I have got	I haven't got
you've got	you have got	you haven't got
he's got	he has got	he hasn't got
she's got	she has got	she hasn't got
it's got	it has got	it hasn't got
we've got	we have got	we haven't got
they've got	they have got	they haven't got

Question ?	Short answers	
	+	-
Have you got...?	Yes, I have.	No, I haven't.
Has he got...?	Yes, he has.	No, he hasn't.
Has she got...?	Yes, she has.	No, she hasn't.
Has it got...?	Yes, it has.	No, it hasn't.
Have we got...?	Yes, we have.	No, we haven't.
Have they got...?	Yes, they have.	No, they haven't.

## can / can't for ability and requests Unit 6

We use *can* / *can't* to talk about ability:

She **can** sail. He **can't** swim.

**Can** she **speak** English? Yes, she **can**. / No, she **can't**.

We also use *can* to ask for something:

**Can** I **watch** TV, please? Yes, you **can**. / No, you **can't**.

**Can** we **have** a biscuit, please? **Here you are**.

## like + -ing Unit 7

**Affirmative +**

**Negative -**

I **like** run**ning**.

I **don't like** run**ning**

She **likes** swim**ming**.

She **doesn't like** swim**ming**.

**Question ?**

**Short answers**

**+**

**-**

**Do you like** run**ning**?

Yes, I **do**.

No, I **don't**.

## Let's + infinitive Unit 7

We use **Let's** + the **infinitive** to make a suggestion to do something together:

**Let's watch** a film. **Let's play** chess.

Let's = Let us



## Present continuous Units 8 and 9

Affirmative +		Negative -
Short form	Long form	
I'm working	I <b>am</b> working	I'm <b>not</b> working
you're working	you <b>are</b> working	you <b>aren't</b> working
he's working	he <b>is</b> working	he <b>isn't</b> working
she's working	she <b>is</b> working	she <b>isn't</b> working
we're working	we <b>are</b> working	we <b>aren't</b> working
they're working	they <b>are</b> working	they <b>aren't</b> working

Question ?	Short answers	
	+	-
<b>Are</b> you working?	Yes, I <b>am</b> .	No, I'm <b>not</b> .
<b>Is</b> he/she/it working?	Yes, he/she/it <b>is</b> .	No, he/she/it <b>isn't</b> .
<b>Are</b> we working?	Yes, you <b>are</b> .	No, you <b>aren't</b> .
<b>Are</b> you working?	Yes, we <b>are</b> .	No, we <b>aren't</b> .
<b>Are</b> they working?	Yes, they <b>are</b> .	No, they <b>aren't</b> .

Question ?	Answer
What <b>are</b> you <b>doing</b> ?	I'm <b>painting</b> .
What's he <b>doing</b> ?	He's <b>singing</b> .
What <b>are</b> they <b>wearing</b> ?	They're <b>wearing</b> blue shirts.

## Imperatives Unit 8

Affirmative +	Negative -
Open the window!	Don't open the window!
Stand up!	Don't stand up!

## Would like + noun Unit 10

Question ?	Answer
Would you like a sandwich?	Yes, please. No, thanks.
Would you like some biscuits?	

### Request

I'd like a drink, please.

I'd like some chips, please.

I'd = I would



## Would like + infinitive Unit 10

Question ?	Answer
Would you like to watch TV?	Yes, please. / No, thanks. Good idea!
Would you like to play a game?	

### Request

I'd like to go to the park.

We'd like to play chess.