

# HAPPY TRAILS 1

## GRAMMAR

INTERNATIONAL EDITION

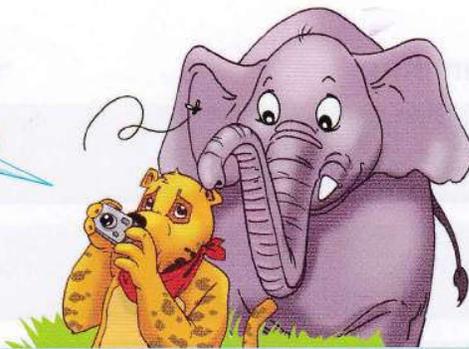


Erika Antorka



# A/An, Personal Pronouns

A fly. No, an elephant!



## A/An

We put **a** before a word to talk about one person, animal or thing.

If the word begins with **a, e, i, o** or **u**, then we use **an**.



### A Circle.

- 1  a /  an panda
- 2  a /  an song
- 3  a /  an octopus
- 4  a /  an girl
- 5  a /  an quilt
- 6  a /  an egg

### B Write a or an.

- 1 an elephant
- 2 \_\_\_\_\_ dog
- 3 \_\_\_\_\_ car
- 4 \_\_\_\_\_ insect
- 5 \_\_\_\_\_ baby
- 6 \_\_\_\_\_ fox



## Speaking

An ant!

Say.



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**Personal pronouns**

We use these words (personal pronouns) to show who someone is or who is doing something.

- I
- you
- he
- she
- it
- we
- you
- they

**She** is a nice girl.  
**It's** a blue pencil.



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**C Write.**

- he
- he
- it
- me
- she
- they
- we



**D Write.**

- |       |        |
|-------|--------|
| boy   | mum    |
| car   | pencil |
| dad   | sister |
| Emily | spider |
| girl  | Tom    |
| king  | worm   |

he	she	it
boy		



# To be

I'm Ty. I'm a panda. He's Leo and he's a leopard.



She's Mia. She's a meerkat.

## To be – affirmative

We use the verb **to be** to say who a person is or what a thing is. When we speak, we usually use the short form.

I <b>am</b>	I'm
you <b>are</b>	you're
he <b>is</b>	he's
she <b>is</b>	she's
it <b>is</b>	it's
we <b>are</b>	we're
you <b>are</b>	you're
they <b>are</b>	they're



**Am, are** and **is** go after the personal pronouns (**I, you, we, they** etc) or after the name of a person, animal or thing.

### Note

In English we always use personal pronouns with verbs. We must say, for example, **we are**.

I **am** John.  
 Penny **is** a girl.  
 A frog **is** green.  
 Robots **are** fantastic!

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### A Match and colour.

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



### B Circle.

- 1 Africa **is** / **are** cool.
- 2 I **am** / **is** seven.
- 3 Mia **is** / **am** a meerkat.
- 4 Ty, Mia and Leo **is** / **are** friends.
- 5 We **are** / **am** pupils.
- 6 You **are** / **is** fantastic!
- 7 They **are** / **is** babies.
- 8 It **am** / **is** an elephant.



### C Write **am**, **are** or **is**.



- My name (1) is Ryan.  
 I (2) \_\_\_\_\_ eight. I'm from England.  
 My sister (3) \_\_\_\_\_ six. Look! My  
 mum and dad (4) \_\_\_\_\_ in the  
 photo too. They (5) \_\_\_\_\_ cool!  
 Grandma (6) \_\_\_\_\_ happy.  
 Grandpa (7) \_\_\_\_\_ happy too. We  
 (8) \_\_\_\_\_ all happy.



## Speaking

Say.

I'm Matilda. I'm eight.  
 I'm from England. My sister  
 is Sabrina. She's five. My mum  
 and dad are nice.





It isn't a toy.  
It's a camera!



## To be – negative

We put **not** after **am**, **are** and **is** to say who a person isn't or what a thing isn't. When we speak, we usually use the short form.

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

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

You **aren't** funny.  
They **aren't** short.



### D Write 'm not, isn't or aren't.

1



It isn't a robot.

4



We \_\_\_\_\_ best friends.

2



He \_\_\_\_\_ Grandpa!

5



It \_\_\_\_\_ an octopus.

3



They \_\_\_\_\_ teddy bears.

6



I \_\_\_\_\_ a boy.

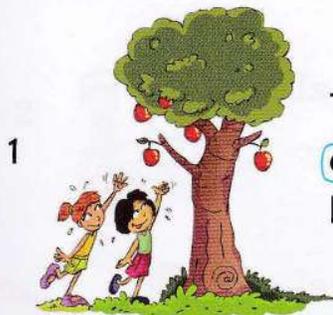


E Write.

~~aren't~~ aren't isn't isn't isn't 'm not

- 1 The cakes aren't blue. They're brown.
- 2 It \_\_\_\_\_ an ant. It's a worm.
- 3 They \_\_\_\_\_ igloos. They're balls.
- 4 She's tall. She \_\_\_\_\_ short.
- 5 I \_\_\_\_\_ nine. I'm ten.
- 6 He's from Africa. He \_\_\_\_\_ from England.

F Circle.



They \_\_\_ tall.  
 a aren't  
 b are



We \_\_\_ brothers.  
 a aren't  
 b are



He \_\_\_ happy.  
 a is  
 b isn't



It \_\_\_ fun!  
 a is  
 b isn't



I \_\_\_ a spider!  
 a 'm not  
 b am



You \_\_\_ funny.  
 a are  
 b aren't



She \_\_\_ a baby.  
 a isn't  
 b is



We \_\_\_ cool.  
 a are  
 b aren't

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Are we cool?

Yes, we are!



## To be – question and short answer

To ask questions with **to be** we put **am, are** or **is** at the beginning of the question. We can give short answers with **Yes** or **No**, the person and **am, are** or **is**.

**Am** I ...?

**Are** you ...?

**Is** he ...?

**Is** she ...?

**Is** it ...?

**Are** we ...?

**Are** you ...?

**Are** they ...?

**Are** you a king?

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

**Are** they pencils?

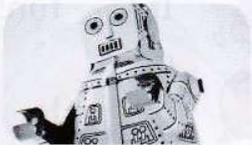
Yes, they **are**. / No, they **aren't**.



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## G Match.

1



Is it a camera?

a Yes, he is.

2



Is he happy?

b No, it isn't.

3



Are they sisters?

c Yes, it is.

4



Are they giraffes?

d No, they aren't.

5



Is it a birthday cake?

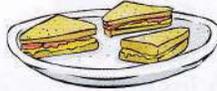
e Yes, they are.



**H Write Am, Are or Is.**

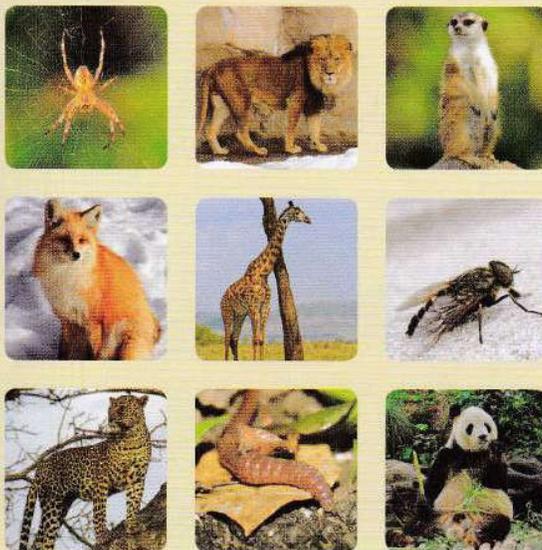
- |                            |                       |
|----------------------------|-----------------------|
| 1 <u>Is</u> the toy small? | 5 _____ you OK?       |
| 2 _____ the cakes yummy?   | 6 _____ we tall?      |
| 3 _____ Emily happy?       | 7 _____ it a leopard? |
| 4 _____ I cool?            | 8 _____ she your mum? |

**I Write.**

- |   |   |
|---|---|
| 1  Are you ten?<br><u>Yes, I am.</u> | 4  Are they cakes?<br>_____   |
| 2  Is she short?<br>_____            | 5  Are we friends?<br>_____   |
| 3  Is it a fox?<br>_____            | 6  Is he a hunter?<br>_____ |

 **Speaking**

Say.



Is it small?

No, it isn't.

Is it tall?

Yes, it is.

Is it a giraffe?

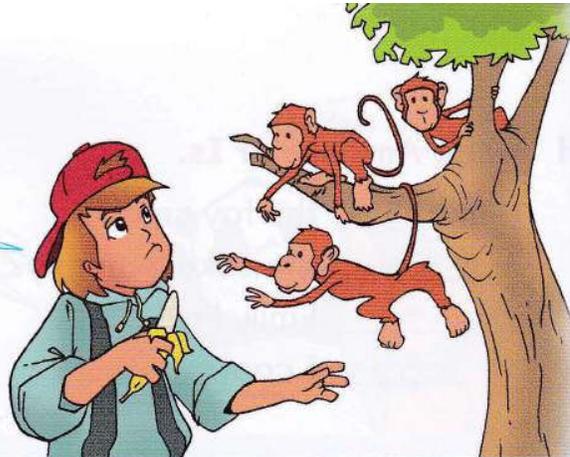
Yes, it is.

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# Plurals -s

One banana and three monkeys!



## Plurals -s

To talk about more than one person, animal or thing, we usually add **-s** at the end of the word.

one sister → four sister**s**  
one insect → two insect**s**



### A Circle.



1 hat / hats



2 insects / insect



3 candles / candle



4 photo / photos



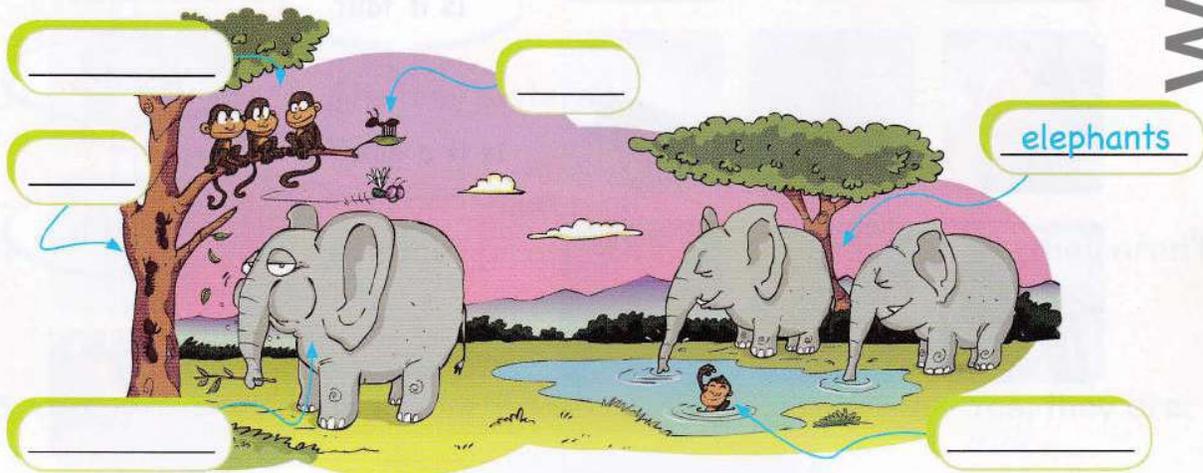
5 house / houses



6 brother / brothers

### B Circle and write.

emelephantsanafsyyoumonkeysandamonkeyisantsweantnaelephant



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C Write.

1



one ball

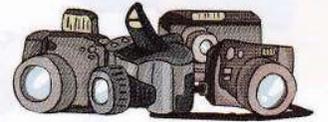


seven balls

3



one camera



2



one bird



4



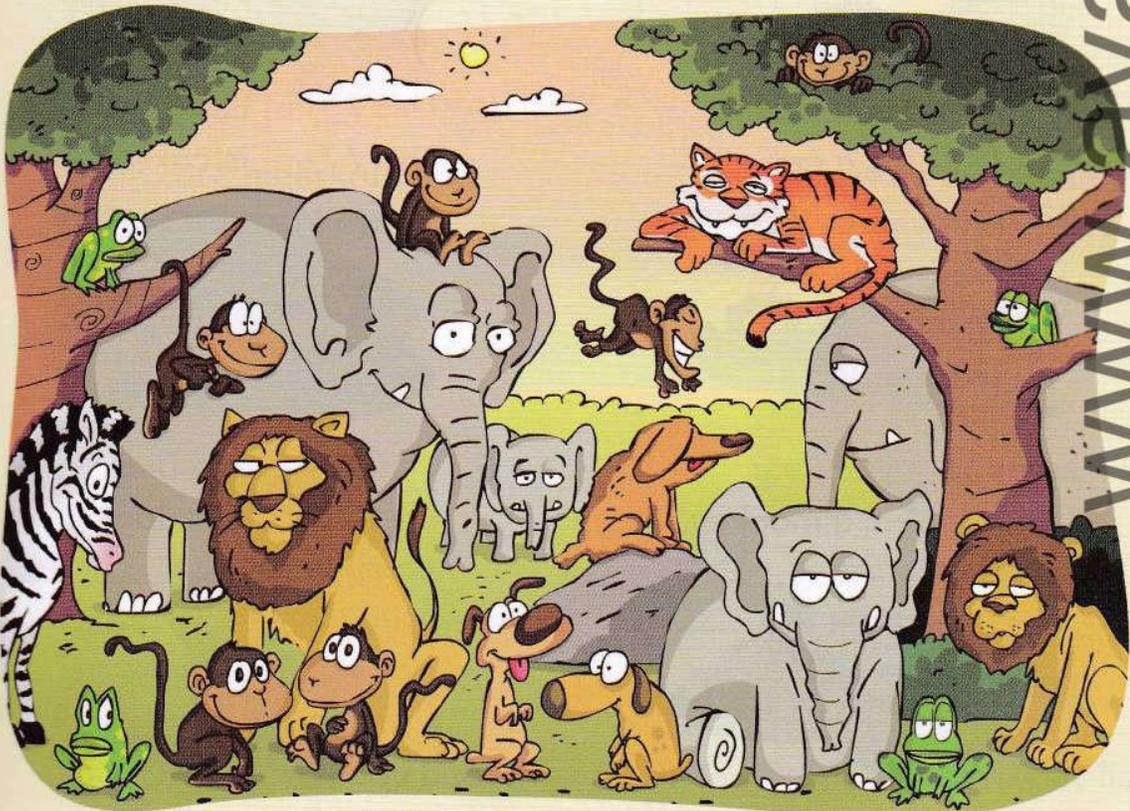
one frog



# Speaking

Three dogs!

Say.

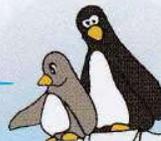


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# This is/That is, These are/Those are, What is ...?/What are ...?

This is Mum and that's Dad.



## This is/That is

We use **This** to point to a person, animal or thing which is near us. We use **That** to point to a person, animal or thing which is far away from us.

**This** is an animal.

**That** is a flower.

### Note

There is a short form: **That is** → **That's**



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## A Circle.



- 1 **This** / **That** is a rabbit.  
**This** / **That** is a cat.



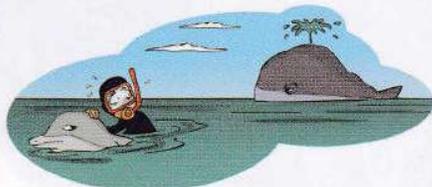
- 4 **This** / **That** is a sandwich.  
**This** / **That** is cake.



- 2 **This** / **That** is a lion.  
**This** / **That** is a monkey.



- 5 **This** / **That** is a bird.  
**This** / **That** is a dog.



- 3 **This** / **That** is a dolphin.  
**This** / **That** is a whale.



- 6 **This** / **That** is a computer game.  
**This** / **That** is a toy.



These oranges are yummy! Those bees are hungry!



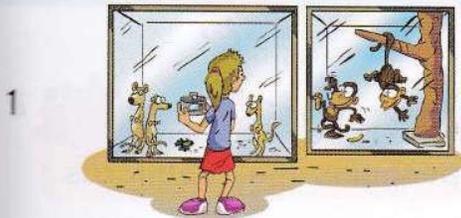
### These are/Those are

To point to more than one person, animal or thing that is near us we use **These**. We use the word **Those** if they are far away from us.

**These** are animals.  
**Those** are flowers.



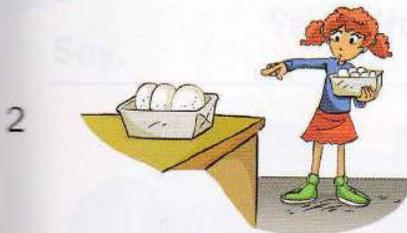
### B Write **these** or **those**.



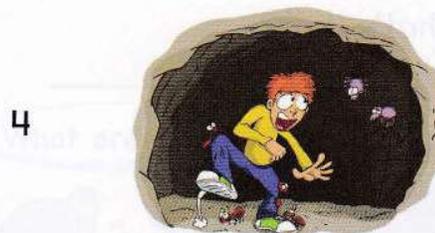
These are meerkats and  
those are monkeys.



\_\_\_\_\_ cakes are yummy but  
\_\_\_\_\_ cakes aren't nice.



\_\_\_\_\_ are big eggs and  
\_\_\_\_\_ are small eggs.



\_\_\_\_\_ are ants and  
\_\_\_\_\_ are spiders.

### C Circle.

- 1 **That** / **Those** are teddy bears.
- 2 **This** / **These** are flowers.
- 3 **This** / **Those** is an ostrich.

- 4 **That** / **Those** are baby lions.
- 5 **This** / **These** is a tree.
- 6 **That** / **Those** is a whale.

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What's that?

It's a ... bird?!?



### What is ...?/What are ...?

We use **What** to ask about actions, animals, things, etc. To answer questions with **What ...?** we use **It's** for one thing and **They're** for many things.

- |                        |                        |
|------------------------|------------------------|
| <b>What is this?</b>   | <b>It's</b> a dolphin. |
| <b>What is that?</b>   | <b>It's</b> a tree.    |
| <b>What are these?</b> | <b>They're</b> toys.   |
| <b>What are those?</b> | <b>They're</b> hats.   |

#### Note

There is a short form: **What is ...?** → **What's ...?**



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### D Choose and write.

~~It's~~ It's It's They're  
They're They're

an igloo a robot a shark  
dolphins penguins skateboards



1

What's that?  
It's a shark.

\_\_\_\_\_



2

What are these?

\_\_\_\_\_



3

What are those?

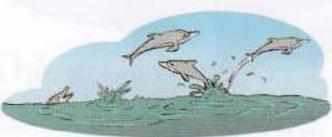
\_\_\_\_\_



4

What's this?

\_\_\_\_\_



5

What are those?

\_\_\_\_\_



6

What's that?

\_\_\_\_\_



E Write **What's** or **What are** and match.



1

What's this?

a They're worms.



2

\_\_\_\_\_ these?

b It's a teddy bear.



3

\_\_\_\_\_ that?

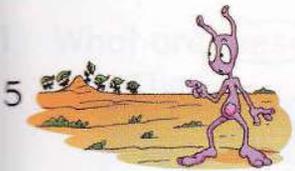
c It's a car.



4

\_\_\_\_\_ that?

d They're ants.



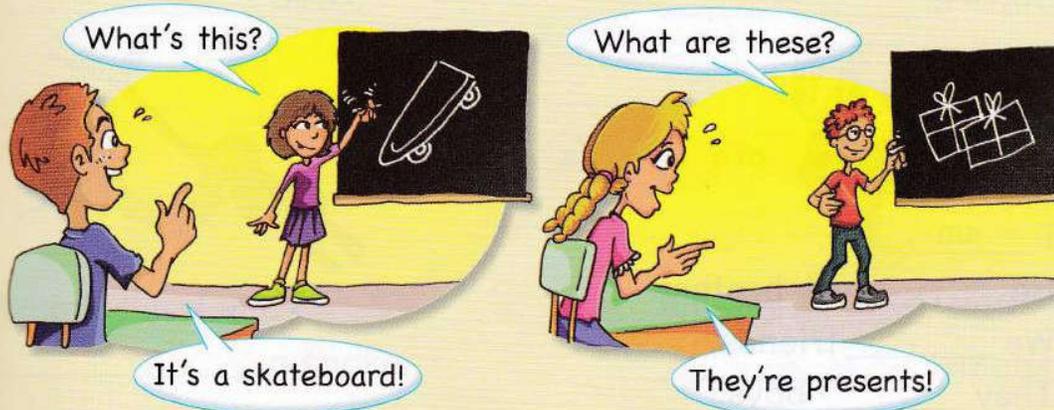
5

\_\_\_\_\_ those?

e It's a lion.

# Speaking

Say.



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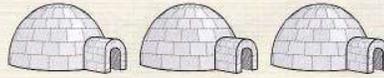
# Review 1 (Units 1-4)

## A Write.

1 two lions



2 three \_\_\_\_\_



3 five \_\_\_\_\_



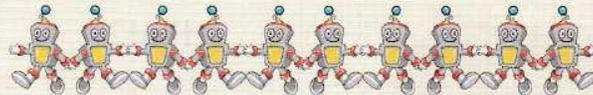
4 seven \_\_\_\_\_



5 eight \_\_\_\_\_



6 ten \_\_\_\_\_



## B Write.

egg  
elephant  
~~fly~~  
friend  
insect  
ostrich  
photo  
skateboard

a	an
fly	

## C Write am, are or is.

~~am~~ are are are is is

- I am Liz.
- He \_\_\_\_\_ my brother.
- We \_\_\_\_\_ friends.
- They \_\_\_\_\_ boys.
- It \_\_\_\_\_ an egg.
- You \_\_\_\_\_ tall!



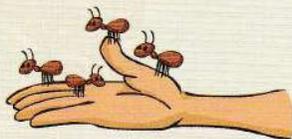
## D Circle.

- 1 She aren't / **isn't** seven.
- 2 We aren't / 'm not sad.
- 3 It aren't / isn't green.
- 4 I 'm not / aren't a boy!
- 5 They isn't / aren't cool!
- 6 You aren't / isn't a baby!

## E Write.

- 1 Is it small?  
Yes, it is.
- 2 \_\_\_\_\_ they short?  
No, they \_\_\_\_\_.
- 3 \_\_\_\_\_ she happy?  
No, she \_\_\_\_\_.
- 4 \_\_\_\_\_ he your dad?  
Yes, he \_\_\_\_\_.
- 5 \_\_\_\_\_ you brothers?  
No, we \_\_\_\_\_.

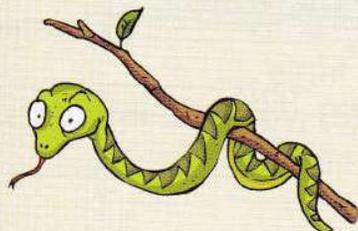
## F Circle and write.



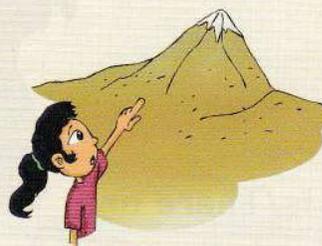
- 1 What are **these** / those?  
They're ants.



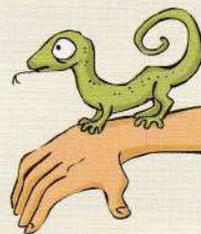
- 2 What are **these** / those?  
\_\_\_\_\_ birds.



- 3 What's **this** / that?  
\_\_\_\_\_ a snake.



- 4 What's **this** / that?  
\_\_\_\_\_ a mountain.



- 5 What's **this** / that?  
\_\_\_\_\_ a lizard.

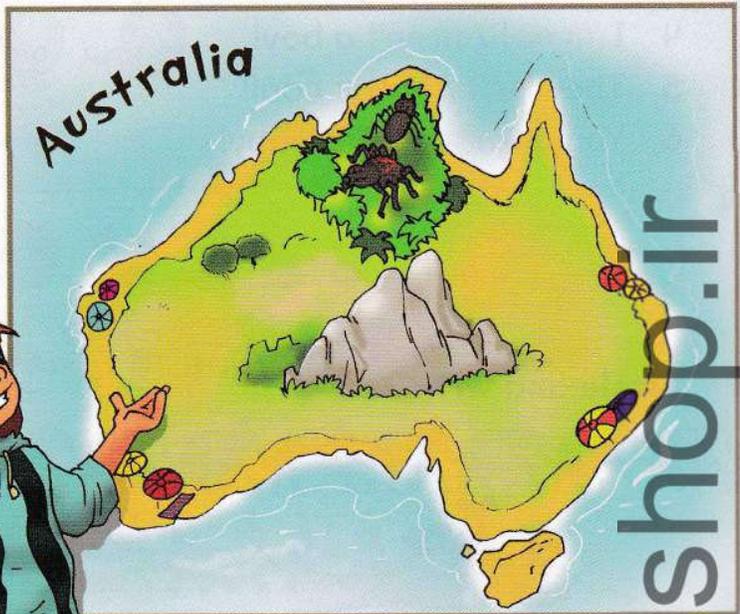


- 6 What are **these** / those?  
\_\_\_\_\_ lemons.



# There is/There are and How many ...?

There are beaches, there's a big rock and there are spiders!



## There is/There are

We use **There is** (for one thing) to say what exists. But we use **There are** for more than one thing.

**There is** a pen on the book.

**There are** photos on the desk.

### Note

There is a short form: **There is** → **There's**



## A Write.

- ~~ants~~
- birds
- helicopter
- ~~lion~~
- lizard
- rabbits
- snake
- spiders

There is	There are
a lion	ants
_____	_____
_____	_____
_____	_____
_____	_____



**B** Circle. Then write **Yes** or **No**.

- 1 There are / There is meerkats in Africa.
- 2 There's / There are a spider in my bag.
- 3 There are / There's a giraffe in the car.
- 4 There's / There are sharks in that helicopter.
- 5 There's / There are dolphins in the sea.
- 6 There's / There are a teacher in the classroom.
- 7 There are / There's lions in the school.
- 8 There's / There are a bear in the cake.
- 9 There are / There's boys and girls in my class.
- 10 There are / There's drawings at our school.

Yes

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

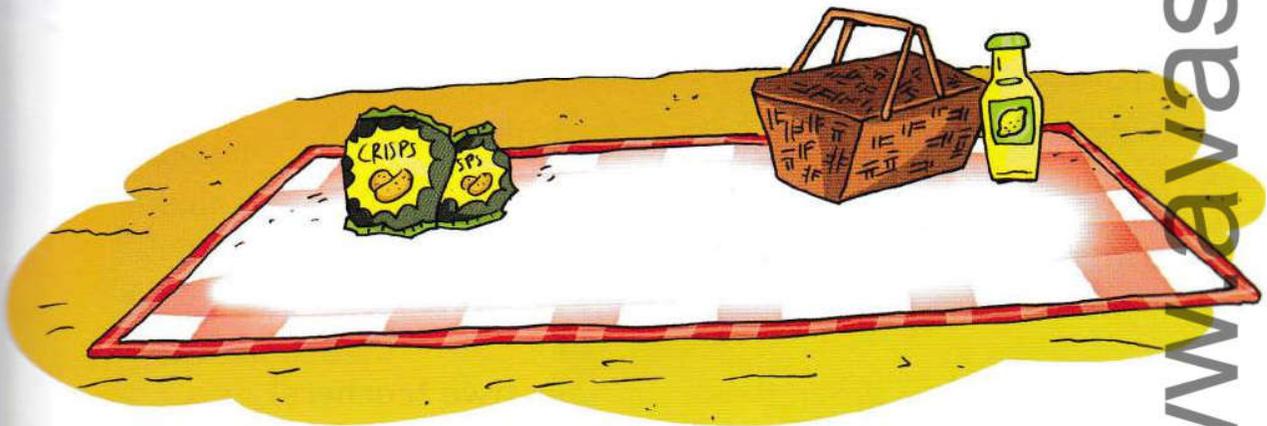
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C** Write **There is** or **There are** and draw.



A picnic! (1) There are crisps. (2) \_\_\_\_\_ six green apples,  
 (3) \_\_\_\_\_ eight sandwiches and (4) \_\_\_\_\_ a big bottle  
 of lemonade. Yummy, (5) \_\_\_\_\_ a big pink cake. Oh no!  
 (6) \_\_\_\_\_ three spiders too.



There isn't a pencil.  
There aren't any pens,  
but there are spiders!



## There isn't/There aren't

We put **n't (not)** after **There is** and **There are** to say that there isn't a person, animal or thing.

**There isn't** a penguin in the classroom.

**There aren't** any monkeys in the tree.



### D Circle.

- 1 There **isn't** / aren't a king in England.
- 2 There **isn't** / aren't twenty pencils in the box.
- 3 There **isn't** / aren't a snake in the tree.
- 4 There **isn't** / aren't elephants in Australia.
- 5 There **isn't** / aren't a photo in my bag.
- 6 There **isn't** / aren't a song in this unit.

### E Write.

- 1 There's one teacher in the classroom. (two teachers)  
There aren't two teachers in the classroom.
- 2 There's a spider on the desk. (an ant)  
\_\_\_\_\_
- 3 There are ten toys in my bedroom. (fifteen toys)  
\_\_\_\_\_
- 4 There's a penguin in the igloo. (lion)  
\_\_\_\_\_
- 5 There's a yo-yo in my bag. (a present)  
\_\_\_\_\_
- 6 There's a bird in the tree. (flowers)  
\_\_\_\_\_



F Tick (✓) or cross (X).



- 1 There isn't a teacher.
- 2 There aren't any boys.
- 3 There isn't a computer.
- 4 There aren't six girls.
- 5 There isn't a board.
- 6 There aren't any notebooks.
- 7 There aren't five pupils.
- 8 There aren't any mums and dads.

✓  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

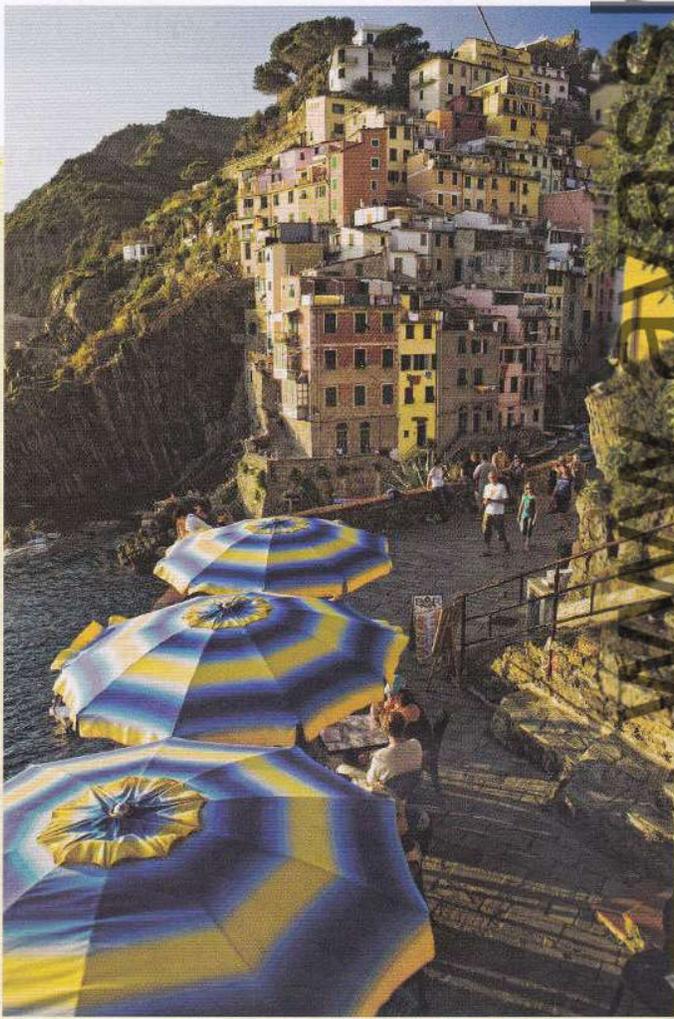
There isn't a beach.



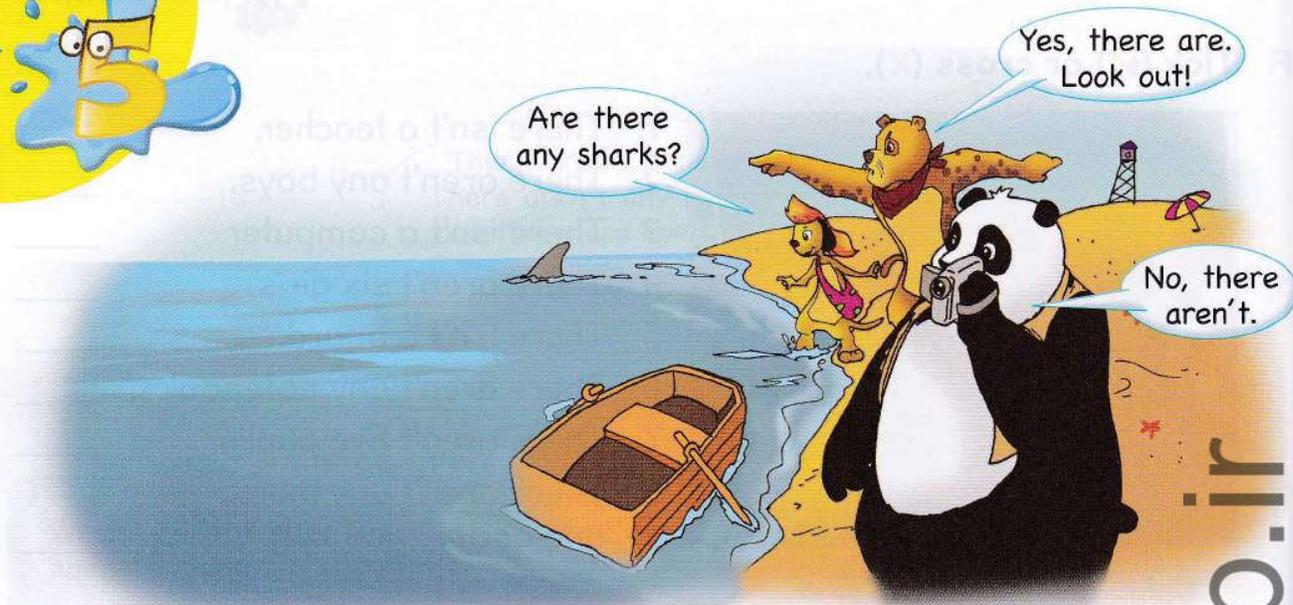
## Speaking

Say.

- ~~beach~~
- blue and yellow umbrellas
- blue hat
- blue houses
- boys
- car
- cat
- dog
- flowers
- girls
- trees
- yellow houses



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### Is there ...?/Are there ...? and short answer

To ask if there is a person, animal or thing, we put **is** or **are** at the beginning of the question. We can give short answers with **Yes, there is / are** or **No, there isn't / aren't**.

**Is there** an apple on the book?

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

**Are there** ten boys in your class?

Yes, **there are**. / No, **there aren't**.

### G Write about your school.

1 ? / a cat / there / is

Is there a cat?

No, there isn't.

2 ? / is / a big tree / there

\_\_\_\_\_

3 ? / girls / are / there

\_\_\_\_\_

4 ? / toys / are / there

\_\_\_\_\_

5 ? / there / is / a bus

\_\_\_\_\_

6 ? / insects / there / are

\_\_\_\_\_

7 ? / there / is / a helicopter

\_\_\_\_\_

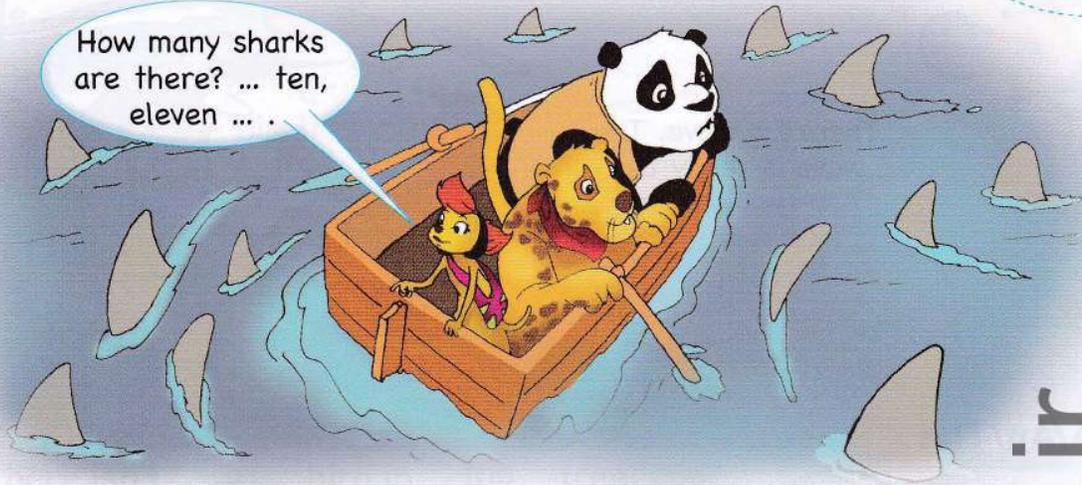
8 ? / are / drawings / there

\_\_\_\_\_

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How many sharks  
are there? ... ten,  
eleven ...



### How many ...?

To ask the number of things a person has got, or the number of people, animals or things there are, we use **How many ...?** We answer with **There is / There are**.

**How many** cars are there?  
**There are** five cars.



## Speaking

How many balls  
are there?

There are  
three balls.

Say.



# A/An/The



There's a wave. The wave is really big!



## A/An/The

We use **a** and **an** to talk about one person, animal or thing. We use **the** instead of **a/an** to talk about a specific person, animal or thing, or to talk about it, or them, again.

Look! **A** helicopter. **The** helicopter is big.

We also use **the** to talk about something which is unique, for example *the sky*, *the moon*, *the sun*.

**The** sun is yellow.

**The** sky is blue.

### A Write **a**, **an** or **the**.

1 an ant



6 \_\_\_\_\_ apple



2 \_\_\_\_\_ sun



7 \_\_\_\_\_ computer



3 \_\_\_\_\_ egg



8 \_\_\_\_\_ umbrella



4 \_\_\_\_\_ book



9 \_\_\_\_\_ moon



5 \_\_\_\_\_ sky



10 \_\_\_\_\_ helicopter



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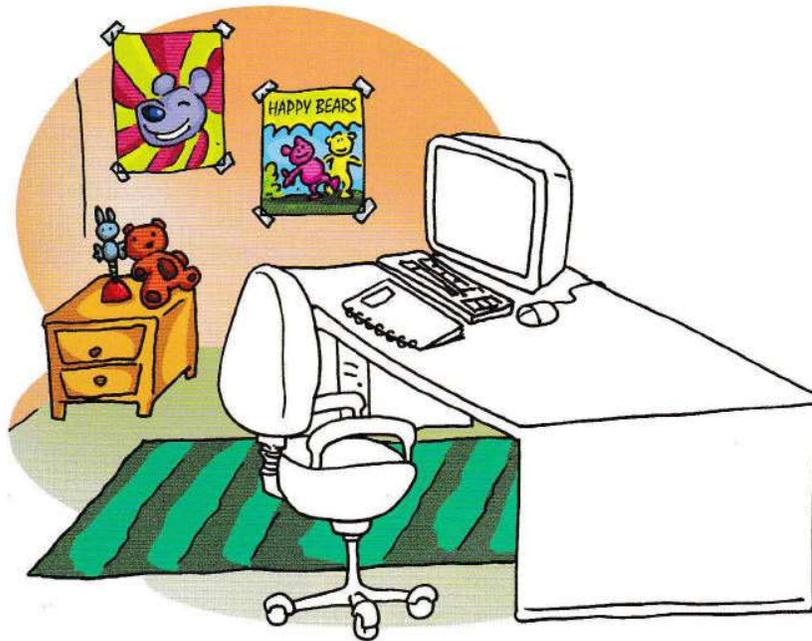


**B Circle.**

- 1 **The** / **A** sun is yellow.
- 2 There's **a** / **the** big tree outside.
- 3 There's **the** / **a** helicopter in **the** / **a** sky.
- 4 Is this **a** / **the** blue pen?
- 5 That's **a** / **an** egg.
- 6 Look! It's **the** / **a** moon.

**C Write a, an, or the.**

- 1 There isn't   a   bird in   the   tree.
- 2 There are waves in        sea.        waves are big.
- 3 That's        funny hat!
- 4 There's        elephant in the garden!        elephant is hungry.
- 5        sun isn't purple. It's yellow!
- 6 That isn't        aeroplane. It's        helicopter.

**D Write a, an, or the. Then draw and colour.**

In my bedroom, there is (1)   a   green desk and (2)        blue chair. On (3)        desk, there is (4)        pen and two pencils. (5)        pen is black and (6)        pencils are red and orange. There is (7)        notebook and two books. (8)        notebook is brown and (9)        books are yellow. There is (10)        grey computer too.

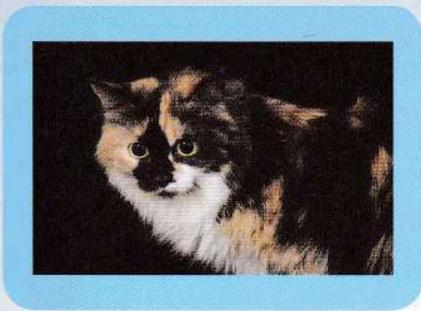




**B Write have got or has got.**

- 1 Sally has got ten toes.
- 2 Birds \_\_\_\_\_ two legs.
- 3 This kangaroo \_\_\_\_\_ big ears.
- 4 I \_\_\_\_\_ a red nose.
- 5 My sister \_\_\_\_\_ wet hair.
- 6 We \_\_\_\_\_ a ball.

**C Circle.**



I (1) 's got / 've got three cats. They (2) 's got / 've got black noses. This is Mickey. Mickey (3) 've got / 's got sad eyes, but he's happy!



This is a tarantula spider. It (4) 've got / 's got eight legs. It (5) 's got / 've got hair. These spiders (6) has got / have got big teeth too.



**Speaking**

**Draw and say.**



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Oh no! We haven't got the camera!



## Have got – negative

We put the word **not** after **have** / **has** to make the negative form. When we speak, we usually use the short form.

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

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

I **haven't got** a dog.  
They **haven't got** a sister.



### D Write **haven't got** or **hasn't got**.

- 1 Ants have got six legs. They haven't got eight legs.
- 2 Tom has got a cat. He \_\_\_\_\_ a dog.
- 3 You've got a pencil. You \_\_\_\_\_ a pen.
- 4 Mum's got a small car. She \_\_\_\_\_ a big car.
- 5 We've got skateboards. We \_\_\_\_\_ bicycles.
- 6 The elephant has got a long nose. It \_\_\_\_\_ a long tail.
- 7 I've got a thin cat. I \_\_\_\_\_ a fat cat.
- 8 John and Kate have got a pet lizard. They \_\_\_\_\_ a pet snake.

## E Circle.



- 1 Mia and Ty **have got** / **haven't got** surfboards.
- 2 Leo **hasn't got** / **has got** a surfboard.
- 3 They **'ve got** / **haven't got** a picnic.
- 4 Mia **'s got** / **hasn't got** a ball.
- 5 They **haven't got** / **'ve got** a camera.
- 6 Leo **'s got** / **hasn't got** a hat.
- 7 They **haven't got** / **'ve got** a beach umbrella.
- 8 Ty **'s got** / **hasn't got** the cake.

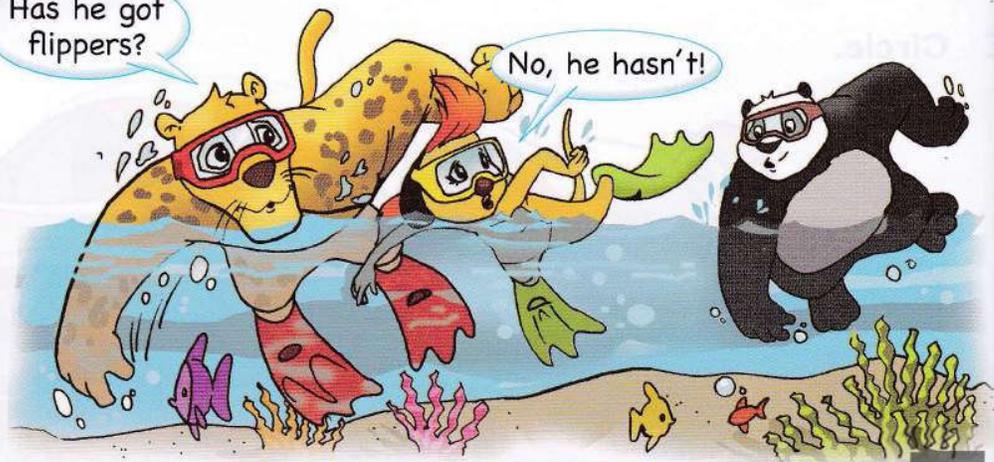
F Write **have got** or **haven't got**.

Hi, I'm Mary. This is my bag. My bag is yellow! I (1) **have got** a rubber and a ruler in my bag. I (2) \_\_\_\_\_ a book but I (3) \_\_\_\_\_ two notebooks. I (4) \_\_\_\_\_ three pencils too. I (5) \_\_\_\_\_ a present, but I (6) \_\_\_\_\_ an apple for my teacher.



Has he got flippers?

No, he hasn't!



### Have got – question and short answer

We put **have** or **has** at the beginning of a question to ask if a person has got a thing. We can give short answers with **Yes** or **No**, the person and **have / has** or **haven't / hasn't**.

**Have** I got ...?

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

**Have** you got ...?

Yes, you **have**. / No, you **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** you got ...?

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

**Have** they got ...?

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

**Has** Tom got a car?

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

**Have** you got a TV?

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

#### Note

When **have** is in the question, we answer with **have** or **haven't**, and when **has** is in the question we answer with **has** or **hasn't**. We don't use **got** in short answers.



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### G Write **Have** or **Has** and match.

1 Has Annie got flippers?

a No, I haven't.

2 \_\_\_\_\_ rabbits got long ears?

b Yes, she has.

3 \_\_\_\_\_ Ty got a camera?

c Yes, he has.

4 \_\_\_\_\_ a snake got legs?

d No, it hasn't.

5 \_\_\_\_\_ you got a big nose?

e Yes, they have.



Write.



Leglong



Strenko

- 1 Has Leglong got big eyes?
- 2 Has Strenko got two arms?
- 3 Has Strenko got one leg?
- 4 Have they got black hair?
- 5 Has Leglong got long legs?
- 6 Has Strenko got fourteen fingers?

Yes, she has.

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## Speaking

Have you got a pencil?

Yes, I have.

Say.



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# Possessive 's, Possessive Adjectives

These are Dad's socks and this is Mum's hat.



## Possessive 's

We put **'s** after the name of a person to show who a thing belongs to.

It's **Kathy's** mobile phone.  
They're **Billy's** shoes.

We can also put **'s** after a person (**I, you, he**, etc) or animal to show who owns something.

It's **dad's** shirt.  
They're the **dog's** toys.



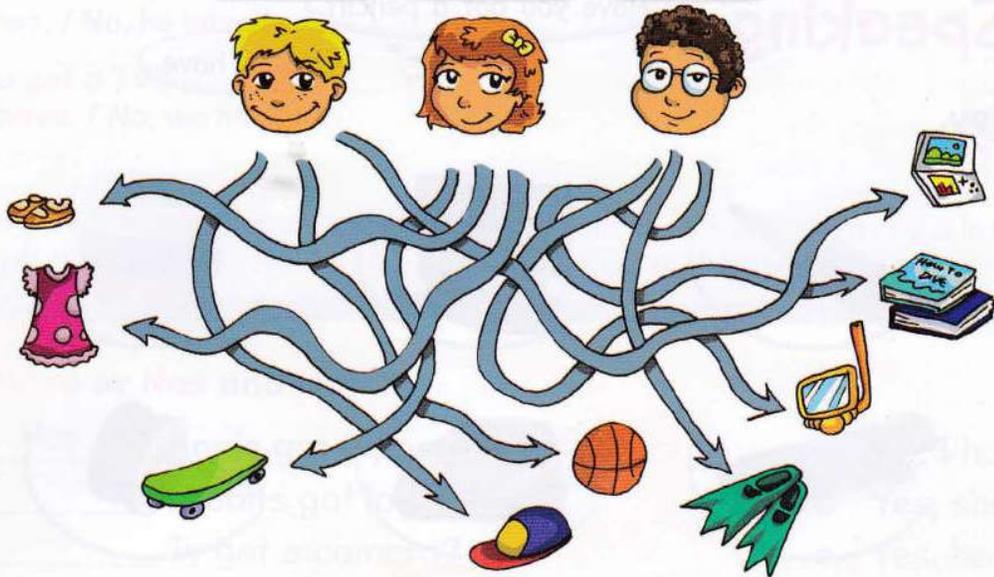
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### A Write.

MIKE

ALICE

TODD



- 1 They're Todd's flippers.
- 2 It's \_\_\_\_\_ hat.
- 3 It's \_\_\_\_\_ dress.
- 4 It's \_\_\_\_\_ computer game.
- 5 They're \_\_\_\_\_ books.
- 6 They're \_\_\_\_\_ shoes.
- 7 It's \_\_\_\_\_ mask.
- 8 It's \_\_\_\_\_ skateboard.
- 9 It's \_\_\_\_\_ ball.



These are my sweets. Those are your sweets.



## Possessive adjectives

We can use these words (possessive adjectives) to show whose something is.

my	our
your	your
his	their
her	
its	

### Note

Possessive adjectives always go before the noun.

It's **her** mask.

Don't confuse **it's** = **it is** with the possessive adjective **its**.



### B Match and colour.

he her his it  
she their its we  
they our your my you

### C Write.

- Look at that dog! Its tail is pink.
- They're funny cats. \_\_\_\_\_ ears are small.
- We're sisters. \_\_\_\_\_ dresses are green.
- I'm happy. \_\_\_\_\_ apple is yummy.
- Tom is sad. \_\_\_\_\_ milk is cold.
- Sally is cool. \_\_\_\_\_ jeans are new.
- You're wet! \_\_\_\_\_ umbrella is old.
- That's an elephant. \_\_\_\_\_ nose is long.

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# Review 2 (Units 5-8)

## A Circle.



1 There are / There aren't  
seven candles.



4 There isn't / There is  
a teddy bear.



2 There isn't / There is  
a girl.



5 There are / There aren't  
three monkeys.



3 There are / There aren't  
ten notebooks.



6 There is / There isn't  
a pencil.

## B Write have got, has got, haven't got or hasn't got.

- Elephants have got big ears.
- Giraffes \_\_\_\_\_ short legs.
- My baby sister \_\_\_\_\_ a car.
- My schoolbag \_\_\_\_\_ books and pencils in it.
- A snake \_\_\_\_\_ any hands.

## C Write.

- |                                    |                    |
|------------------------------------|--------------------|
| 1 <u>Has</u> Trek got a camera?    | Yes, <u>he has</u> |
| 2 _____ spiders got eight legs?    | Yes, _____         |
| 3 _____ your dog got a black nose? | Yes, _____         |
| 4 _____ a fish got legs?           | No, _____          |
| 5 _____ cats got fingers?          | No, _____          |

## D Write.

- |                     |       |
|---------------------|-------|
| ant                 | moon  |
| arm                 | photo |
| <del>computer</del> | sea   |
| desk                | sun   |
| elephant            |       |

a	an	the
computer		

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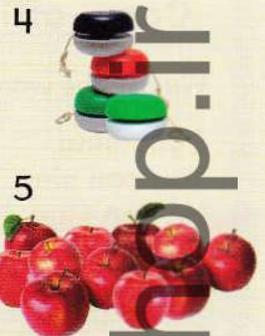
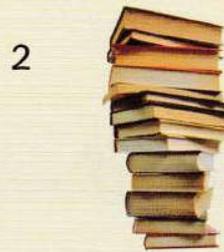


**E Write about your bedroom.**

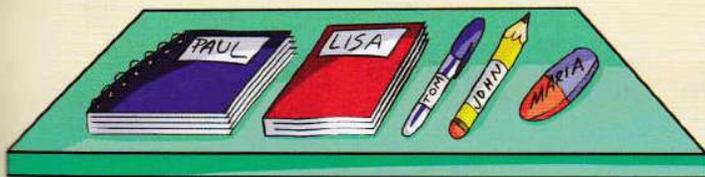
- 1 Is there a bed? Yes, there is.
- 2 \_\_\_\_\_ any toys? \_\_\_\_\_
- 3 \_\_\_\_\_ a computer? \_\_\_\_\_
- 4 \_\_\_\_\_ any trees? \_\_\_\_\_
- 5 \_\_\_\_\_ a board? \_\_\_\_\_
- 6 \_\_\_\_\_ any books? \_\_\_\_\_

**F Write How many and count.**

- 1 How many rulers are there?  
There are three rulers.
- 2 \_\_\_\_\_ books are there?  
\_\_\_\_\_
- 3 \_\_\_\_\_ eggs are there?  
\_\_\_\_\_
- 4 \_\_\_\_\_ yo-yos are there?  
\_\_\_\_\_
- 5 \_\_\_\_\_ apples are there?  
\_\_\_\_\_
- 6 \_\_\_\_\_ pencils are there?  
\_\_\_\_\_



**G Write.**



- 1 Paul's notebook
- 2 \_\_\_\_\_ book
- 3 \_\_\_\_\_ pen
- 4 \_\_\_\_\_ pencil
- 5 \_\_\_\_\_ rubber

**H Write.**

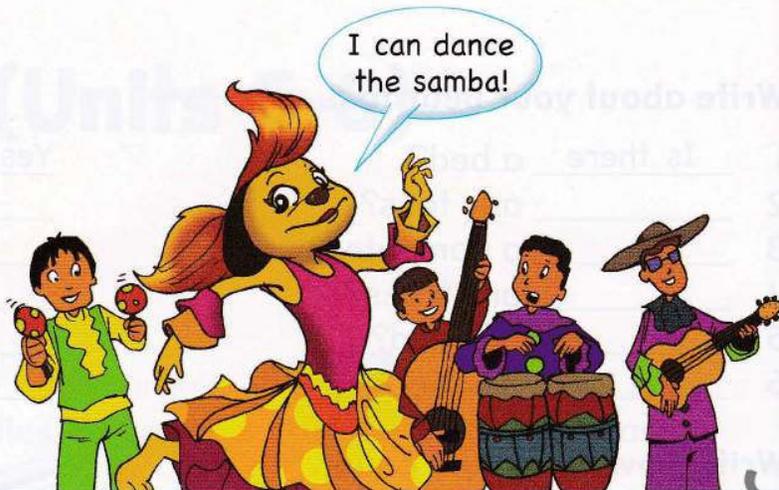
her his its my ~~our~~ their your

- 1 We put our books in the bookcase.
- 2 \_\_\_\_\_ name is Angela. What's \_\_\_\_\_ name?
- 3 Laura has got a brother. \_\_\_\_\_ name is Brandon.
- 4 Has Helen got a computer in \_\_\_\_\_ bedroom?
- 5 This is a rabbit. \_\_\_\_\_ ears are big.
- 6 The children are in \_\_\_\_\_ classroom.

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# Can



## Can – affirmative

We use the word **can** and a verb to say what we are able to do.

- I **can** sing.
- You **can** sing.
- He **can** sing.
- She **can** sing.
- It **can** sing.
- We **can** sing.
- You **can** sing.
- They **can** sing.



### A Tick (✓) or cross (X).

- |                      |                                     |                       |
|----------------------|-------------------------------------|-----------------------|
| 1 Snakes can run.    | <input checked="" type="checkbox"/> | 4 Kangaroos can jump. |
| 2 Parrots can speak. | <input type="checkbox"/>            | 5 Dancers can dance.  |
| 3 Koalas can sing.   | <input type="checkbox"/>            | 6 Dolphins can read.  |

### B Write.

dance ~~jump~~ read run sing swim



1 He can jump .



4 They \_\_\_\_\_ .



2 She \_\_\_\_\_ .



5 He \_\_\_\_\_ .



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



6 They \_\_\_\_\_ .

Oh no! I can't see.



### Can – negative

We use **cannot** or **can't** to say what we are not able to do. We usually use the short form.

- |                          |                         |
|--------------------------|-------------------------|
| I <b>cannot</b> sing.    | I <b>can't</b> sing.    |
| You <b>cannot</b> sing.  | You <b>can't</b> sing.  |
| He <b>cannot</b> sing.   | He <b>can't</b> sing.   |
| She <b>cannot</b> sing.  | She <b>can't</b> sing.  |
| It <b>cannot</b> sing.   | It <b>can't</b> sing.   |
| We <b>cannot</b> sing.   | We <b>can't</b> sing.   |
| You <b>cannot</b> sing.  | You <b>can't</b> sing.  |
| They <b>cannot</b> sing. | They <b>can't</b> sing. |



### Circle.

- Bears **can** / **can't** run but they **can** / **can't** read.
- An octopus **can** / **can't** swim but it **can** / **can't** speak.
- Dolphins **can** / **can't** play with a ball but they **can** / **can't** sit down.
- A leopard **can** / **can't** dance but it **can** / **can't** run.

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



1 My teacher can read but she can't draw.



2 My dog \_\_\_\_\_ jump but it \_\_\_\_\_ swim.



3 Tara \_\_\_\_\_ dance but she \_\_\_\_\_ sing.



4 My brother \_\_\_\_\_ speak but he \_\_\_\_\_ walk.

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Can he play the drums?



No, he can't

### Can – question and short answer

We put **Can** at the beginning of a question to ask if a person is able to do an action. We answer with **Yes** or **No**, the person and **can** or **can't**.

<b>Can I sing?</b>	Yes, I <b>can</b> . / No, I <b>can't</b> .
<b>Can you sing?</b>	Yes, you <b>can</b> . / No, you <b>can't</b> .
<b>Can he sing?</b>	Yes, he <b>can</b> . / No, he <b>can't</b> .
<b>Can she sing?</b>	Yes, she <b>can</b> . / No, she <b>can't</b> .
<b>Can it sing?</b>	Yes, it <b>can</b> . / No, it <b>can't</b> .
<b>Can we sing?</b>	Yes, we <b>can</b> . / No, we <b>can't</b> .
<b>Can you sing?</b>	Yes, you <b>can</b> . / No, you <b>can't</b> .
<b>Can they sing?</b>	Yes, they <b>can</b> . / No, they <b>can't</b> .



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#### E Match.

- |                                     |                   |
|-------------------------------------|-------------------|
| 1 Can a lion play the guitar?       | a No, it can't.   |
| 2 Can Donald and Kelly play tennis? | b Yes, he can.    |
| 3 Can Frank sing?                   | c No, they can't. |
| 4 Can a dolphin swim?               | d Yes, she can.   |
| 5 Can you read?                     | e Yes, I can.     |
| 6 Can Lucy dance?                   | f Yes, it can.    |

#### F Write about you.

- 1 Can you play the drums?
- 2 Can your mum jump?
- 3 Can your dad swim?
- 4 Can you play volleyball?
- 5 Can you dance?
- 6 Can your teacher play the guitar?

No, I can't.

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**Write.**

1 ? / Sam / can / read ✗

Can Sam read?

No, he can't.

4 ? / dance / can / your friends ✓

2 ? / the boys / jump / can ✓

5 ? / the piano / play / can / Harry ✗

3 ? / swim / Kim / can ✗

6 ? / play / the drums / can / Kathy ✓



**Speaking**

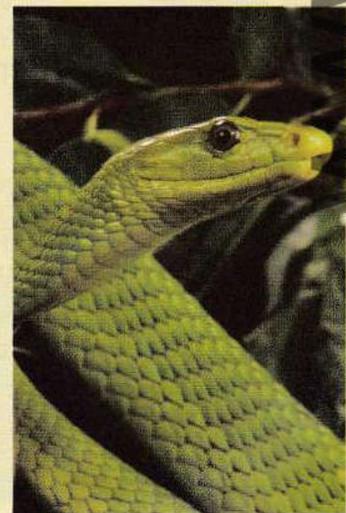
Can parrots walk?

Yes, they can.

Say.



	Parrots	Snakes
walk	✓	✗
fly	✓	✗
climb	✓	✓
swim	✗	✓
eat frogs	✗	✓



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# Present Continuous, What ... doing?



## Present Continuous – affirmative

To talk about an action which is happening now, we use the **Present Continuous**. We form this tense with **am / are / is + verb + -ing**.

When we speak, we usually use the short form.

I **am** cooking.

You **are** cooking.

He **is** cooking.

She **is** cooking.

It **is** cooking.

We **are** cooking.

You **are** cooking.

They **are** cooking.

I**'m** cooking.

You**'re** cooking.

He**'s** cooking.

She**'s** cooking.

It**'s** cooking.

We**'re** cooking.

You**'re** cooking.

They**'re** cooking.

### Note

When the verb ends in **-e**, we drop the **-e** before adding **-ing**.

**dance**

**write**

They**'re** dancing.

We**'re** writing.

When the verb has got only one syllable and ends in **consonant-vowel-consonant**, we double the consonant at the end of the verb.

**sit**

She**'s** sitting.





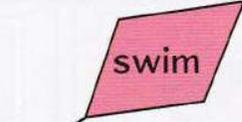
A Write.



1 running



2 \_\_\_\_\_



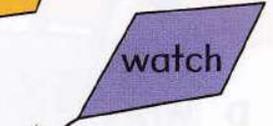
3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

B Match.

1



She's playing a game.

4



He's watching TV.

2



They're riding their bikes.

5



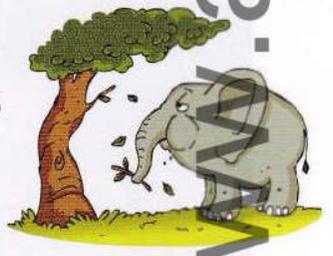
You're reading!

3



It's eating.

6



We're dancing.

C Write.

1 They are reading.

They're reading.

5 You are watching TV.

2 He is sitting.

6 It is running.

3 We are singing.

7 She is sleeping.

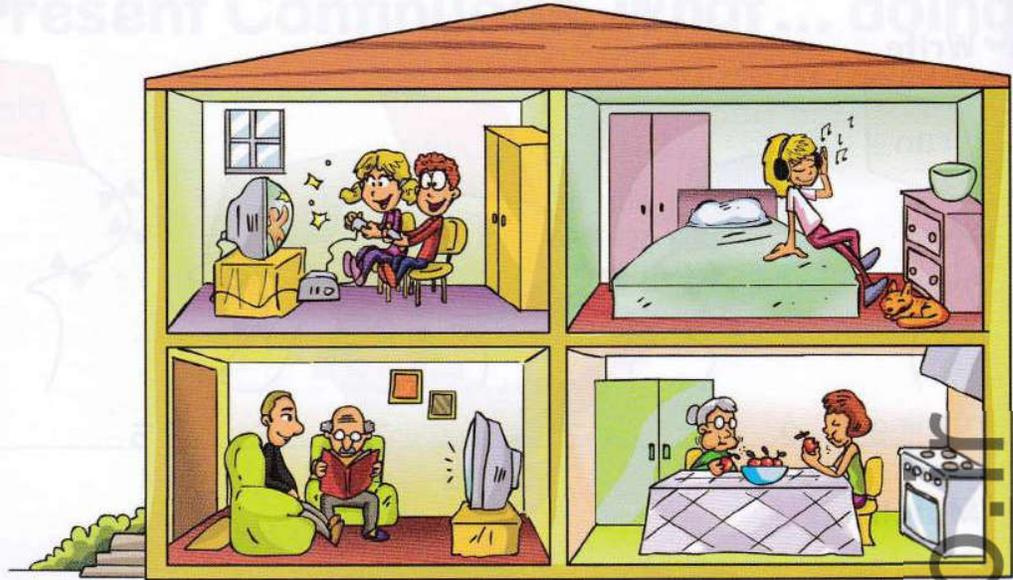
4 I am writing.

8 They are playing tennis.



**D Write.**

- eat
- listen
- play
- read
- sleep
- watch



- 1 Grandpa is reading a book.
- 2 Tom and Lucy \_\_\_\_\_ a game.
- 3 Dad \_\_\_\_\_ TV.
- 4 The cat \_\_\_\_\_ on the floor.
- 5 Mum and Grandma \_\_\_\_\_ apples.
- 6 Meg \_\_\_\_\_ to music.

**E Write and colour.**



- This is circus school. The animals (1) are having (have) fun. The elephant (2) \_\_\_\_\_ (play) a pink piano. The zebra and the lion (3) \_\_\_\_\_ (play) yellow drums and a purple guitar. The giraffe (4) \_\_\_\_\_ (ride) a red bike. The meerkat (5) \_\_\_\_\_ (sit) on its head. It (6) \_\_\_\_\_ (listen) to the music. The ostriches (7) \_\_\_\_\_ (dance). They have got orange hats and they (8) \_\_\_\_\_ (wear) blue socks.

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Am I wearing the  
wrong T-shirt?

I'm not looking  
... 1, 2, 3, ...



## Present Continuous – negative

We use the **Present Continuous** with **not** after **am, are, is** to say that a person is not doing an action now. When we speak, we usually use the short form.

I **am not** cooking.

You **are not** cooking.

He **is not** cooking.

She **is not** cooking.

It **is not** cooking.

We **are not** cooking.

You **are not** cooking.

They **are not** cooking.

I'm **not** cooking.

You **aren't** cooking.

He **isn't** cooking.

She **isn't** cooking.

It **isn't** cooking.

We **aren't** cooking.

You **aren't** cooking.

They **aren't** cooking.



### Circle.

1



It **isn't** / **aren't** sleeping.

4



We **isn't** / **aren't** running.

2



They **isn't** / **aren't** playing the drums.

5



I **aren't** / **'m not** singing.

3



You **aren't** / **isn't** listening.

6



She **isn't** / **aren't** watching TV.



**G Write.**

look play ride sit swim ~~wear~~



She isn't wearing a scarf.  
She 's wearing a hat.



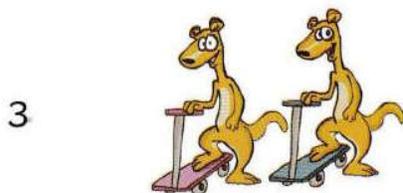
He \_\_\_\_\_ in the sea.  
He \_\_\_\_\_ in a pool.



He \_\_\_\_\_ volleyball.  
He \_\_\_\_\_ basketball.



I \_\_\_\_\_ at a photo.  
I \_\_\_\_\_ at you!



They \_\_\_\_\_ bikes.  
They \_\_\_\_\_ scooters.



We \_\_\_\_\_ in the classroom.  
We \_\_\_\_\_ in a rollercoaster.

**H Write.**

1 I'm reading a book. (not write)  
I'm not writing.

2 Sam is watching TV. (not sleep)  
\_\_\_\_\_

3 Pip and Susie are playing tennis. (not play football)  
\_\_\_\_\_

4 We are singing a song. (not listen to music)  
\_\_\_\_\_

5 The cat is eating its food. (not run)  
\_\_\_\_\_

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Am I wearing the wrong T-shirt?



Yes, you are!

### Present Continuous – question and short answer

To ask if a person is doing an action now, we put **Am, Are, Is** at the beginning of the question. We can answer with **Yes** or **No**, the person and **am, are** or **is**.

**Am** I cooking?

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

**Are** you cooking?

Yes, you **are**. / No, you **aren't**.

**Is** he cooking?

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

**Is** she cooking?

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

**Is** it cooking?

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

**Are** we cooking?

Yes, we **are**. / No, we **aren't**.

**Are** you cooking?

Yes, you **are**. / No, you **aren't**.

**Are** they cooking?

Yes, they **are**. / No, they **aren't**.



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#### Write.

1



Is she playing tennis?

Yes, she is.

2



Are they drawing?

\_\_\_\_\_

3



Is he reading a book?

\_\_\_\_\_

4



Am I playing football?

\_\_\_\_\_



**J Write and answer with a tick (✓) or cross (✗).**

- |  |  |
|--|--|
| 1 ? / your teacher / is / dancing<br><u>Is your teacher dancing?</u> <input checked="" type="checkbox"/> | 5 ? / the pupils / sitting / are<br>_____ <input type="checkbox"/> |
| 2 ? / your friends / playing / are<br>_____ <input type="checkbox"/>                                     | 6 ? / a bird / is / singing<br>_____ <input type="checkbox"/>      |
| 3 ? / you / are / writing<br>_____ <input type="checkbox"/>  | 7 ? / your friend / reading / is<br>_____ <input type="checkbox"/> |
| 4 ? / thinking / are / you<br>_____ <input type="checkbox"/>   | 8 ? / having fun / you / are<br>_____ <input type="checkbox"/>     |

**K Write.**

1  Is he eating? (eat)  
Yes, he is.

2  \_\_\_\_\_ he \_\_\_\_\_? (kick the ball)  
\_\_\_\_\_

3  \_\_\_\_\_ she \_\_\_\_\_? (cook)  
\_\_\_\_\_

4  \_\_\_\_\_ they \_\_\_\_\_? (have fun)  
\_\_\_\_\_

5  \_\_\_\_\_ she \_\_\_\_\_? (climb)  
\_\_\_\_\_

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What are you doing?



We're having fun!

### What ... doing?

We use **What** at the beginning of a question to ask what a person is doing now, or when we can see what a person is doing, but we want to ask more about the action.

**What** are you doing?  
**What** are they doing?

I'm climbing.  
 They're singing.

### Match.

- 1 What are you doing?
- 2 What am I doing?
- 3 What is she doing?
- 4 What are they doing?
- 5 What are we doing?

- a They're eating cake.
- b I'm riding a bike.
- c We're having fun.
- d She's climbing a mountain.
- e You're playing basketball.

## Speaking

Say.

- climb
- dance
- eat
- play basketball
- play tennis
- ride a bike
- sing
- sleep
- swim
- watch TV

What am I doing?

Are you swimming?

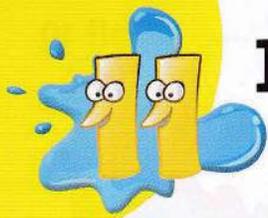
No, I'm not.

Are you dancing?

Yes, I am!



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# Imperative, Let's



## Imperative – affirmative

To give instructions or orders, we only use the verb for the action. It doesn't matter how many people we are talking to.

**Stand up!**



### A Match.



Listen!

Sit down!

Stand up!

Be quiet!

Open your books!

Stop!

4

5

6

### B Circle.

- 1 Run! / Walk! That's the bus!
- 2 I can dance. Listen! / Watch!
- 3 Look! / Listen! The fireworks are great!
- 4 Go / Do your homework!
- 5 Sing / Talk the happy birthday song!



**Imperative – negative**

To tell a person not to do an action, we put **Don't** at the beginning of the sentence and before the verb.

**Don't jump** on the bed!

**Write.**

Don't go on the ride!    ~~Don't pick the flowers!~~    Don't play with fireworks!  
 Don't sit down!    Don't swim here!    Don't watch TV!



1 Don't pick the flowers!



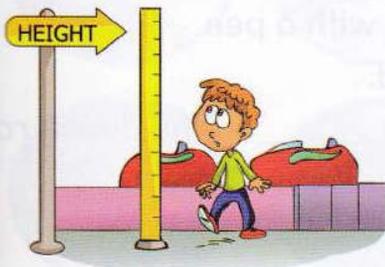
4 \_\_\_\_\_



2 \_\_\_\_\_



5 \_\_\_\_\_

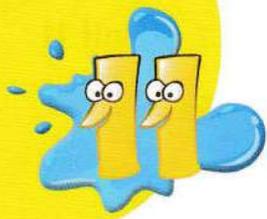


3 \_\_\_\_\_



6 \_\_\_\_\_

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**D Write.**

eat  
make  
play  
ride  
sit  
~~watch~~



**House Rules:**

- 1 Don't watch TV today!
- 2 \_\_\_\_\_ on Grandma's chair!
- 3 \_\_\_\_\_ computer games!
- 4 \_\_\_\_\_ your father's bike!
- 5 \_\_\_\_\_ any noise!
- 6 \_\_\_\_\_ the cake!

**E Match.**

- |                    |                          |
|--------------------|--------------------------|
| 1 Look!            | a It's cold outside.     |
| 2 Don't walk!      | b I'm talking to you.    |
| 3 Don't eat those! | c That cat is beautiful. |
| 4 Listen to me!    | d The light is red.      |
| 5 Wear your hat!   | e They aren't nice.      |

**F Write.**

- 1 Talk to the teacher. Don't talk to your friends.
- 2 Don't run in the classroom. \_\_\_\_\_ in the playground.
- 3 Look at the board. \_\_\_\_\_ at your book.
- 4 Write with a pencil. \_\_\_\_\_ with a pen.
- 5 \_\_\_\_\_ happy. Don't be sad.
- 6 Don't eat in the classroom. \_\_\_\_\_ in the dining room.

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I'm tired. Let's go home!

Let's

To suggest an action to other people, we use **Let's** at the beginning of the sentence and before the verb.

**Let's run!**

### 6 Match.

- |                                      |                              |
|--------------------------------------|------------------------------|
| 1 It's Chinese New Year.             | a Let's have a sandwich!     |
| 2 I'm hungry.                        | b Let's watch the fireworks! |
| 3 It's Mum's birthday today.         | c Let's buy a present!       |
| 4 That's my favourite computer game. | d Let's swim!                |
| 5 This is a nice song.               | e Let's sing!                |
| 6 The river is clean.                | f Let's play!                |



## Speaking

Let's draw!

Say.





# Plurals -es, -ies and Irregular Plurals

Two families,  
eight babies!



## Plurals -es, -ies

When we talk about more than one person, animal or thing, we usually put **-s** at the end of the word.

one goat → two goats

But when words end in **-s**, then we put **-es** at the end of the word.

one bus → two buses

The same happens when words end in **-ss, -ch, -sh, -x, -o**.

one glass → five glasses

one beach → six beaches

one dish → four dishes

one fox → two foxes

one potato → seven potatoes

When words end in a consonant + **-y**, then we drop the **-y** and we add **-ies** at the end of the word.

one baby → three babies

one family → two families

But when words end in a vowel + **-y**, we add only **-s**.

one toy → ten toys

one boy → three boys









E Write.

~~baby~~ ~~bike~~ ~~bus~~ cherry ~~child~~ city dish face family fly  
 foot fox glass man mouse ostrich party river shirt  
 shop tomato tooth toy woman

-s	-es	-ies	!
bikes	buses	babies	children
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



# Speaking

C1?

Babies!

Say.

	1	2	3	4
A				
B				
C				
D				

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# Review 3 (Units 9-12)

## A Write **can** or **can't**.



1 He can jump.



2 She \_\_\_\_\_ swim.



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



4 They \_\_\_\_\_ run.



5 It \_\_\_\_\_ read.



6 We \_\_\_\_\_ dance.

## B Look and write.



Lyn



Alex



Maya



Philip

	Lyn	Alex	Maya	Philip
dance	✓			
play volleyball	✓		✓	
swim	✓	✓		✓
sing	✓			
play the piano			✓	✓

- Can Alex sing?
- \_\_\_\_\_ Lyn and Maya play volleyball?
- \_\_\_\_\_ Philip swim?
- \_\_\_\_\_ Lyn dance?
- \_\_\_\_\_ Lyn and Alex play the piano?

No, he can't.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## C Write and answer about yourself.

- Are you sleeping?
- \_\_\_\_\_ your mum working?
- \_\_\_\_\_ your friends playing?
- \_\_\_\_\_ you writing?
- \_\_\_\_\_ your teacher standing?

No, I'm not.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



D Write.

climb eat ~~have~~ play ride sleep



1 What are they doing?  
They 're having fun.



4 What is he \_\_\_\_\_ ?  
He \_\_\_\_\_ a mountain.



2 What \_\_\_\_\_ it doing?  
It \_\_\_\_\_ in its bed.



5 What am I \_\_\_\_\_ ?  
You \_\_\_\_\_ baseball.



3 \_\_\_\_\_ is she doing?  
She \_\_\_\_\_ a rollercoaster.



6 What \_\_\_\_\_ you doing?  
We \_\_\_\_\_ birthday cake.

E Match.

- 1 Don't eat
- 2 Let's draw
- 3 Look
- 4 Clean
- 5 Don't go
- a at me!
- b a picture!
- c to sleep!
- d your shoes!
- e my dinner!

F Write.

baby bus ~~dress~~ mouse pupil tooth

- 1 Mary has got five red dresses .
- 2 There are twenty \_\_\_\_\_ in my class.
- 3 I take two \_\_\_\_\_ to go to school.
- 4 \_\_\_\_\_ drink milk.
- 5 Minnie and Mickey are \_\_\_\_\_ .
- 6 Our \_\_\_\_\_ are white.

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# Some and Any

We've got some bananas and some chocolate.



But there aren't any sandwiches!

## Some and any

To talk about an amount of people, animals or things we use **some** and **any**. We use **some** in affirmative sentences and we use **any** in negative sentences and in questions.

I've got **some** pencils.  
She hasn't got **any** pencils.  
Have they got **any** pencils?



The same happens when we use there is / there are.

There are **some** notebooks in the kitchen.  
There aren't **any** computers in the classroom.  
Are there **any** books on the desk?

### A Write **some** or **any**.

- 1 There are some notebooks on the desk.
- 2 Lucy hasn't got \_\_\_\_\_ toys in her bag.
- 3 The boys haven't got \_\_\_\_\_ green pens, but they have got \_\_\_\_\_ blue pens.
- 4 I've got \_\_\_\_\_ pencils, but I haven't got \_\_\_\_\_ rubbers.
- 5 Grandma's got \_\_\_\_\_ bananas and \_\_\_\_\_ cherries for us.
- 6 There aren't \_\_\_\_\_ children in the park.



### B Match.

- |                           |                              |
|---------------------------|------------------------------|
| 1 Has a dog got           | a some spots.                |
| 2 There is                | b any teeth?                 |
| 3 Leo the leopard has got | c some sugar on the table.   |
| 4 Look! There are         | d any fingers?               |
| 5 Have snakes got         | e any tigers in the sea.     |
| 6 There aren't            | f some fireworks in the sky. |

### C Write **have got**, **haven't got**, **has got** or **hasn't got** with **some** or **any**.

1



She hasn't got any eggs.

4



I \_\_\_\_\_ flip-flops.

2



She \_\_\_\_\_ apples.

5



The baby \_\_\_\_\_ milk.

3



We \_\_\_\_\_ books.

6



The dog \_\_\_\_\_ water.



# Prepositions of Place, Where is ...?/ Where are ...?

Ty! You're standing on my tail.



## Prepositions of place

We use **prepositions of place** to say where a person, animal or thing is.

**on**

The cat is **on** the chair.

**in**

The book is **in** the bag.

**under**

The socks are **under** the chair.

**behind**

The woman is **behind** the man.

**in front of**

The boys are **in front of** the desk.

**next to**

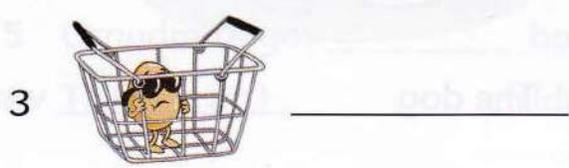
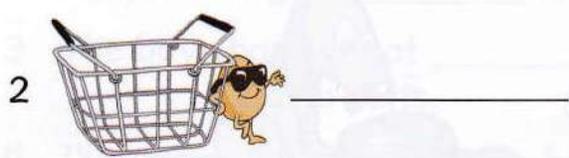
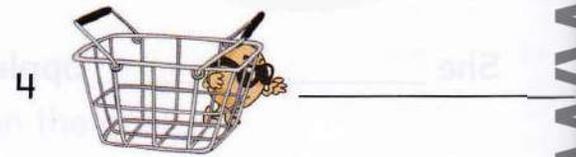
The toy is **next to** the bike.



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### A Write.

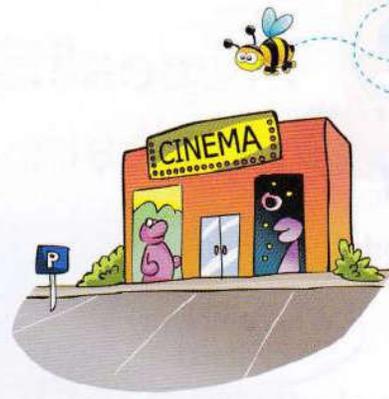
behind in ~~in front of~~ next to on under



## B Read and draw.



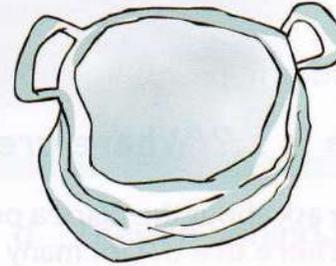
1 The house is behind the girl.



4 The car is in front of the cinema.



2 The skateboard is next to the boy.



5 The flippers and the mask are in the bag.



3 The ball is under the table.



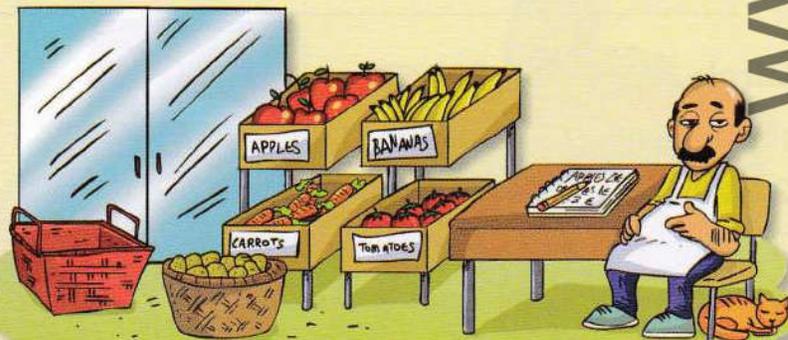
6 There's a spider on Mum's head!



## Speaking

Say.

- apples/bananas
- basket/door
- carrots/potatoes
- cat/chair
- man/chair
- pencil/notebook
- potatoes/basket
- tomatoes/carrots





# Prepositions of Place

## Where are ...?

Where are my clothes?



### Where is ...?/Where are ...?

When we ask about the place a person, animal or thing is, we use **Where is ...?**  
We use **Where are ...?** for many people, animals or things.

**Where is** the basket?

**Where are** the sweets?



#### Note

There is a short form: **Where is** → **Where's**



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### C Write.

1 Where is Mary's notebook?

Where's Mary's notebook?

4 Where is the milk?

\_\_\_\_\_

2 Where is the DVD?

\_\_\_\_\_

5 Where is the basket?

\_\_\_\_\_

3 Where is Mike?

\_\_\_\_\_

6 Where is the cheese?

\_\_\_\_\_

### D Circle.

1 Where **is** / **are** the boat?

2 Where **is** / **are** the drums?

3 Where **is** / **are** your boots?

4 Where **is** / **are** Jack's T-shirt?

5 Where **is** / **are** the mice?

6 Where **is** / **are** my bike?



**E Write Where is or Where are and match.**



Where are the apples?

a She's in the kitchen.



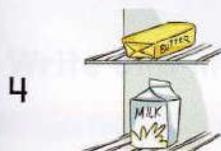
\_\_\_\_\_ the cheese?

b They're in the box.



\_\_\_\_\_ Tamsin?

c It's under the butter.



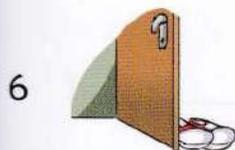
\_\_\_\_\_ the milk?

d They're behind the door.



\_\_\_\_\_ the sweets?

e It's on the table.



\_\_\_\_\_ my shoes?

f They're next to the cake.



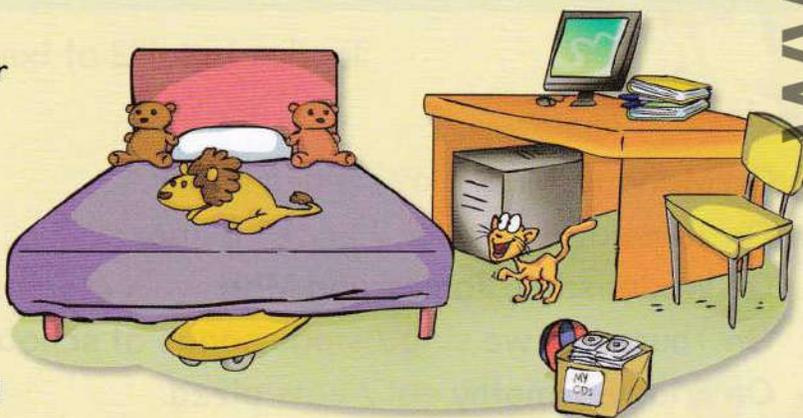
## Speaking

Where's the ball?

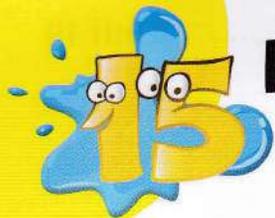
It's behind the CDs.

Say.

- ball/CDs
- books/computer
- CDs/box
- chair/desk
- computer/desk
- cat/desk
- lion/bed
- pens/book
- skateboard/bed
- teddy bears/bed



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# Present Simple



## Present Simple – affirmative (1)

We use the **Present Simple** to say what happens, or that a person does an action *always, often, every day* or *usually*. We use the person (**I, you, we**, etc) and the verb only in affirmative sentences. The verb changes with **he / she / it**. Then we must add **-s** at the end of the verb.

I swim  
you swim  
he swims  
she swims  
it swims  
we swim  
you swim  
they swim

I **ride** my bike on Friday.  
He **cooks** on Sunday.



### A Circle.

- 1 On Monday, Mum **play** / **plays** tennis.
- 2 On Tuesday, you **cook** / **cooks** dinner.
- 3 On Wednesday, James and Matt **walk** / **walks** to school.
- 4 On Thursday, we **sing** / **sings** songs at school.
- 5 On Friday, Timothy **eat** / **eats** pizza.
- 6 On Saturday, I **get** / **gets** up at 9 o'clock.



**B Write.**

- 1 Sam and Milly eat (eat) an apple every day.
- 2 I \_\_\_\_\_ (play) volleyball on Monday.
- 3 Jason \_\_\_\_\_ (sit) at the front of the class.
- 4 My mum \_\_\_\_\_ (cook) yummy cakes.
- 5 Maggie's sister \_\_\_\_\_ (listen) to great music!
- 6 You \_\_\_\_\_ (run) very fast!
- 7 My brother \_\_\_\_\_ (read) books at the weekends.
- 8 Rick's rabbit \_\_\_\_\_ (like) carrots.

**C Write and match.**

~~drive~~ play ride sit wear win

- 1 Dad drives big cars.
- 2 I \_\_\_\_\_ the guitar on Sunday.
- 3 The girls \_\_\_\_\_ pink socks every day.
- 4 Tom \_\_\_\_\_ next to Elliot at school.
- 5 Our teacher \_\_\_\_\_ a bike to school.
- 6 Max \_\_\_\_\_ the cup every year.

a



b



c



d



e



f



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## Present Simple – affirmative (2)

When the verb ends in **-sh, -ch, -o** and we have **he / she / it**, we add **-es** at the end of the verb.

Mike watch**es** TV on Saturday.

When the verb ends in a consonant + **-y** and we have **he / she / it**, we drop the **-y** and we add **-ies** at the end of the verb.

Shelly stud**ies** English on Mondays and Wednesdays.



### D Write.

- 1 My sister stud**ies** a lot.
- 2 My dog like\_\_\_ chocolate.
- 3 Our cat watch\_\_\_ TV.
- 4 My brother go\_\_\_ to a big school.
- 5 An aeroplane fl\_\_\_ fast.
- 6 She listen\_\_\_ to music in her bedroom.

### E Write.

- 1 We go to school. He goes to school.
- 2 I try hard. It \_\_\_\_\_.
- 3 We wash the glasses. He \_\_\_\_\_.
- 4 I stand next to the desk. She \_\_\_\_\_.
- 5 You ride a bike. He \_\_\_\_\_.



F Write.

brush ~~get up~~ go play study watch



1 Flo gets up at 7 o'clock.



4 She \_\_\_\_\_ hard at school.



2 Her mum \_\_\_\_\_ her hair.



5 She \_\_\_\_\_ in the park.



3 Flo \_\_\_\_\_ to school on the bus.



6 At night, she \_\_\_\_\_ TV.

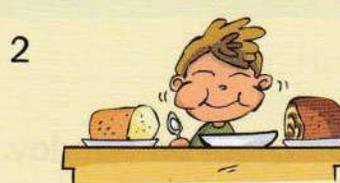


Speaking

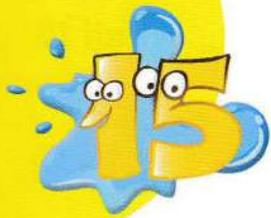
Sam gets up at 7 o'clock.

Say.

- do his homework
- ~~get up at 7 o'clock~~
- go to bed at 9 o'clock
- have breakfast
- play with his friends
- study hard at school



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I like your camera but I don't like your hat!



### Present Simple – negative

To say that an action doesn't happen or that a person doesn't do an action *always, often, every day* or *usually*, we use the **Present Simple** with **do not (don't)** or **does not (doesn't)** before the verb.

We use **does not** with **he / she / it**, and with **I / you / we / you / they** we use **don't**. When we have **does not (doesn't)**, we don't add **-s, -es, or -ies** at the end of the verb.

When we speak, we usually use the short form.

I <b>do not</b> swim	I <b>don't</b> swim
you <b>do not</b> swim	you <b>don't</b> swim
he <b>does not</b> swim	he <b>doesn't</b> swim
she <b>does not</b> swim	she <b>doesn't</b> swim
it <b>does not</b> swim	it <b>doesn't</b> swim
we <b>do not</b> swim	we <b>don't</b> swim
you <b>do not</b> swim	you <b>don't</b> swim
they <b>do not</b> swim	they <b>don't</b> swim



She **doesn't eat** breakfast.  
They **don't play** tennis on Saturdays.

### G Circle.

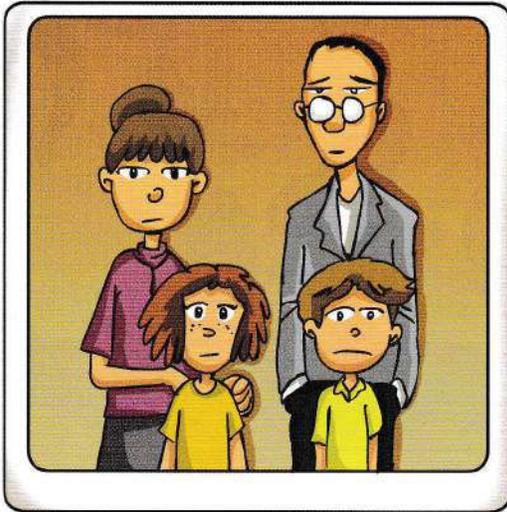
- 1 I **don't** / **doesn't** go to school on Sunday.
- 2 He **don't** / **doesn't** ride a bike.
- 3 We **don't** / **doesn't** go to the theatre.
- 4 It **don't** / **doesn't** eat bread.
- 5 Mum and Dad **don't** / **doesn't** watch TV.
- 6 She **don't** / **doesn't** sing very well!

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H W  
I W  
1  
2  
3  
4  
5  
6



H Write **don't** or **doesn't**.



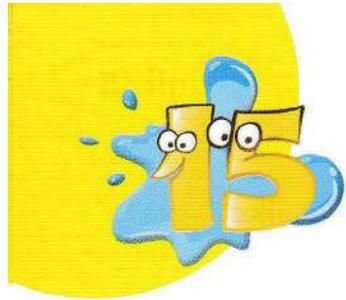
Mr and Mrs No (1) don't like anything! Mr No (2) \_\_\_\_\_ eat vegetables. Mrs No (3) \_\_\_\_\_ eat meat. Martha and Rick (4) \_\_\_\_\_ play games. He (5) \_\_\_\_\_ like balls and she (6) \_\_\_\_\_ wear trainers! The Nos (7) \_\_\_\_\_ have any friends. They (8) \_\_\_\_\_ like people!

I Write.

climb eat go play ride wear

- 1  Mum wears trousers. She doesn't wear dresses.
- 2  Dad \_\_\_\_\_ crisps. He \_\_\_\_\_ popcorn.
- 3  They \_\_\_\_\_ basketball. They \_\_\_\_\_ tennis.
- 4  He \_\_\_\_\_ a bike. He \_\_\_\_\_ a scooter.
- 5  I \_\_\_\_\_ mountains. I \_\_\_\_\_ trees.
- 6  We \_\_\_\_\_ to the theatre. We \_\_\_\_\_ to the cinema.

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## Present Simple – question and short answer

To form a question with the **Present Simple**, we put **Do** or **Does** at the beginning of the question. When we use **does**, we don't add **-s**, **-es** or **-ies** at the end of the verb. We can give short answers with **Yes** or **No**, the person and **do / does** or **don't / doesn't**.

**Do** I swim?

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

**Do** you swim?

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

**Does** he swim?

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

**Does** she swim?

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

**Does** it swim?

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

**Do** we swim?

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

**Do** you swim?

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

**Do** they swim?

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

**Do** you **like** oranges?

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

**Does** Peter **get up** at 7 o'clock?

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



## J Match.

- 1 Does Dean like cameras?
- 2 Does Laura go to school?
- 3 Do you eat crisps?
- 4 Does your dog live in a box?
- 5 Do cats drink milk?
- 6 Do we run at school?

- a Yes, you do.
- b No, I don't.
- c Yes, he does.
- d No, it doesn't.
- e Yes, they do.
- f No, she doesn't.



**K Write.**

1  Do they go to school? Yes, they do.

2  \_\_\_\_\_ he like the food? \_\_\_\_\_

3  \_\_\_\_\_ it swim in the sea? \_\_\_\_\_

4  \_\_\_\_\_ they work in a garden? \_\_\_\_\_



**Speaking**

Do you watch TV?

Yes, I do.

Write and say.

- eat
- listen to
- play
- ride
- watch

Do you ...	You	Your friend
	✓	✓
		
		
		
		

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# Prepositions of time, What ... + prepositions of time, Question words

I go to bed in the morning and I get up in the evening.



## Prepositions of time

We use **prepositions of time** to say when something happens.

### in

in the morning                      in the evening  
in the afternoon                  in spring

I have a piano lesson **in** the evening.

### on

on Monday                          on Friday  
on Wednesday                      on Saturday

Mike plays football **on** Sunday.

### at

at 7 o'clock                          at night  
at 3 o'clock                          at the weekend

We cook **at** 5 o'clock every day.

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

- 1 Kyle drinks milk **in** the morning.
- 2 We get up \_\_\_\_\_ 7 o'clock.
- 3 It's cold \_\_\_\_\_ winter.
- 4 I go to school \_\_\_\_\_ Monday.
- 5 I play tennis \_\_\_\_\_ the weekend.



### What ... + prepositions of time

To ask what a person does *every morning*, *every evening*, *every Saturday*, etc, we use the word **What** at the beginning of the question.

- What** do you do **on Saturday**?
- What** does Angela do **in the evening**?
- What** do they do **at the weekend**?

### B Write.

- |  |   |
|--|---|
| 1 <u>What does Sue do</u> in the morning?<br>Sue goes to the park. | 4 _____ on Sunday?<br>They do their homework. |
| 2 _____ in the evening?<br>Mark watches TV.                        | 5 _____ at 8 o'clock?<br>Lisa gets up.        |
| 3 _____ at the weekend?<br>I go to the cinema.                     | 6 _____ every day?<br>We brush our teeth.     |

## Speaking

Write and say.

What do you do on Saturday?

In the morning, I play basketball.

Saturday	Sunday
Morning _____ <span style="color: blue; font-size: 1.2em;">play basketball</span>	Morning _____
Afternoon _____	Afternoon _____
Evening _____	Evening _____

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Where is my sandwich?

It's in my tummy.



### Question words

We use question words when we want more information than **yes** or **no** in the answer.

We use **What** to ask about things and actions.

**What** is this?  
It's my bag.

**What** is Jessica doing?  
She is swimming.

We use **When** to ask about time.

**When** is your English lesson?  
On Monday.

We use **Where** to ask about a place.

**Where** is my book?  
In your bedroom.

**Where** are your friends?  
At the park.

We use **Who** to ask about people.

**Who** is he?  
He is my brother, Tom.



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### C Match.

- 1 Where are your shoes?
- 2 Where is my schoolbag?
- 3 What is that?
- 4 Who is Tom?
- 5 What are you doing?
- 6 When is the maths lesson?

- a It's a cave.
- b We're playing a game.
- c It's on Monday.
- d It's under the bed.
- e He's my brother.
- f They're in the kitchen.



D Circle.

- 1 A: **Who** / **When** is she?  
B: She's my friend.
- 2 A: **What** / **Where** are they?  
B: They're dragonflies.
- 3 A: **Where** / **Who** is the goat?  
B: It's in the garden.
- 4 A: **What** / **Who** is that?  
B: That's the new teacher.
- 5 A: **When** / **What** are the holidays?  
B: They're in summer.
- 6 A: **Where** / **What** is in your bag?  
B: It's a toy cat.
- 7 A: **What** / **Where** is she doing?  
B: She's sleeping.
- 8 A: **Who** / **Where** are the books?  
B: They're on the desk.



# Speaking

What's your name?

My name is Michalis.

Write and say.

	You	Your friend
1 What's your name?	Alex	Michalis
2 Who is your best friend?		
3 What's your favourite animal?		
4 Where is your school?		
5 Where do you go on holiday?		
6 When is your birthday?		

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# Review 4 (Units 13-16)

**A** Look and write **have got** or **haven't got** with **some** and **any**.



What's in my bag? I (1) have got some notebooks. I (2) \_\_\_\_\_ books. I (3) \_\_\_\_\_ pens but I (4) \_\_\_\_\_ pencils. I (5) \_\_\_\_\_ sweets and I (6) \_\_\_\_\_ apples. Oh no! I (7) \_\_\_\_\_ socks too! Are there any socks in your bag?

**B** Write.

behind in ~~in front of~~  
next to on under



- 1 Where is Sally?  
She's in front of the door.
- 2 \_\_\_\_\_ Tom?  
He's \_\_\_\_\_ the door.
- 3 \_\_\_\_\_ the chair?  
It's \_\_\_\_\_ the door.
- 4 \_\_\_\_\_ Tom's shoes?  
They're \_\_\_\_\_ the chair.
- 5 \_\_\_\_\_ Tom's bag?  
It's \_\_\_\_\_ the chair.
- 6 \_\_\_\_\_ Tom's hat?  
It's \_\_\_\_\_ the bag.
- 7 \_\_\_\_\_ Tom's socks?  
They're \_\_\_\_\_ the bag.

**C** Write.

- 1 Kim / play / football (✓)
- 2 Tom / play / tennis (✗)
- 3 He / fly / a plane (✓)
- 4 Mum / watch / TV (✓)
- 5 Karl / swim / in the river (✗)
- 6 I / climb / mountains (✗)

Kim plays football.

---



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**D Circle and write about you.**

- 1 Do / Does your mum make cakes? Yes, she does.
- 2 Do / Does you live in a city? \_\_\_\_\_
- 3 Do / Does you like bananas? \_\_\_\_\_
- 4 Do / Does your friends play football? \_\_\_\_\_
- 5 Do / Does your dad drive a car? \_\_\_\_\_

**E Write.**

- 1  ? / do / they / what / do / in the evening  
What do they do in the evening?  
They watch TV in the evening.
- 2  ? / Nancy / does / practise / on Monday / what  
 \_\_\_\_\_
- 3  ? / do / what / they / do / at the weekend  
 \_\_\_\_\_
- 4  ? / study / Brian / what / does / on Tuesday  
 \_\_\_\_\_
- 5  ? / what / drink / Frankie / does / in the morning  
 \_\_\_\_\_
- 6  ? / at night / Valerie / what / do / does  
 \_\_\_\_\_

**F Write and match.**

what what when where ~~who~~

- 1 Who is Shrek? \_\_\_\_\_ a It's in winter.
- 2 \_\_\_\_\_ is London? \_\_\_\_\_ b It's an animal.
- 3 \_\_\_\_\_ is a hippopotamus? \_\_\_\_\_ c TV.
- 4 \_\_\_\_\_ is New Year? \_\_\_\_\_ d It's in England.
- 5 \_\_\_\_\_ are you watching? \_\_\_\_\_ e He's a monster.

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# Test 1 (Units 1-4)

## A Circle.

- |                  |                  |
|------------------|------------------|
| 1 a / an ball    | 6 a / an octopus |
| 2 a / an yo-yo   | 7 a / an igloo   |
| 3 a / an party   | 8 a / an hat     |
| 4 a / an ostrich | 9 a / an egg     |
| 5 a / an penguin | 10 a / an ant    |

\_\_\_\_\_ / 9 marks

## B Match.

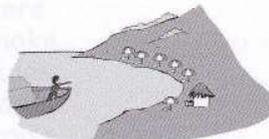
- |                        |        |
|------------------------|--------|
| 1 Mum and Dad          | a it   |
| 2 my sister            | b she  |
| 3 my brother           | c we   |
| 4 my cat               | d they |
| 5 me and my friends    | e you  |
| 6 you and your friends | f he   |
| 7 me                   | g I    |

\_\_\_\_\_ / 6 marks

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



1 \_\_\_\_\_ This \_\_\_\_\_ is a skateboard.



5 \_\_\_\_\_ is a beach.



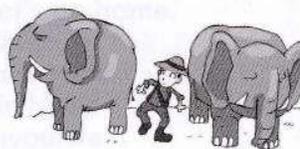
2 \_\_\_\_\_ is a toy.



6 \_\_\_\_\_ are lizards.



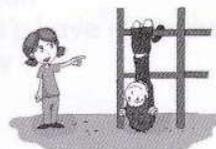
3 \_\_\_\_\_ are presents.



7 \_\_\_\_\_ are elephants.



4 \_\_\_\_\_ are teddy bears.



8 \_\_\_\_\_ is my sister.

\_\_\_\_\_ / 7 marks

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**D Count and write.**

1    
 one dog      four dogs

4    
 one bird      \_\_\_\_\_

2    
 one monkey      \_\_\_\_\_

5    
 one insect      \_\_\_\_\_

3    
 one tiger      \_\_\_\_\_

6    
 one meerkat      \_\_\_\_\_

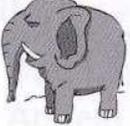
**E Write am, is or are.**

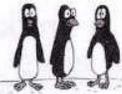
\_\_\_\_\_ / 5 marks

- 1 Ty is a panda.
- 2 I \_\_\_\_\_ nine years old.
- 3 \_\_\_\_\_ you my friend?
- 4 We \_\_\_\_\_ from Africa.
- 5 My dog \_\_\_\_\_ black and white.
- 6 Leo and Mia \_\_\_\_\_ funny.
- 7 My sister \_\_\_\_\_ cool.

\_\_\_\_\_ / 6 marks

**F Write am, aren't, is or isn't.**

1  This elephant \_\_\_\_\_ isn't small. It \_\_\_\_\_ 's big.

4  We \_\_\_\_\_ penguins.  
 We \_\_\_\_\_ dolphins.

2  I \_\_\_\_\_ seven.  
 I \_\_\_\_\_ nine.

5  Africa \_\_\_\_\_ small.  
 It \_\_\_\_\_ big.

3  They \_\_\_\_\_ Mum and Dad. They \_\_\_\_\_ Grandma and Grandpa.

6  He \_\_\_\_\_ happy.  
 He \_\_\_\_\_ sad.

\_\_\_\_\_ / 5 marks

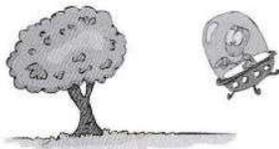


**G Write and match.**

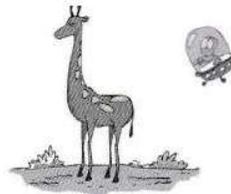
- |   |                                   |   |                  |
|---|-----------------------------------|---|------------------|
| 1 | Is Mia a lion?                    | a | No, she isn't.   |
| 2 | _____ you a teacher?              | b | Yes, it is.      |
| 3 | _____ Ty and Leo friends?         | c | Yes, they are.   |
| 4 | _____ you and your friends happy? | d | No, they aren't. |
| 5 | _____ a whale big?                | e | No, I'm not.     |
| 6 | _____ giraffes short?             | f | Yes, we are.     |

\_\_\_\_\_ / 5 marks

**H Write What's this? What's that? What are these? or What are those?**



1 What's that? It's a tree.



5 \_\_\_\_\_ It's a giraffe.



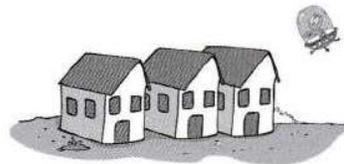
2 \_\_\_\_\_ They're boys.



6 \_\_\_\_\_ It's a car.



3 \_\_\_\_\_ It's a snake.



7 \_\_\_\_\_ They're houses.



4 \_\_\_\_\_ They're ants.



8 \_\_\_\_\_ They're bananas.

\_\_\_\_\_ / 7 marks

\_\_\_\_\_ / 50 marks

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T  
A  
B  
1  
2  
3  
4  
5  
C  
V  
1  
2  
3  
4  
5  
6

# Test 2 (Units 5-8)

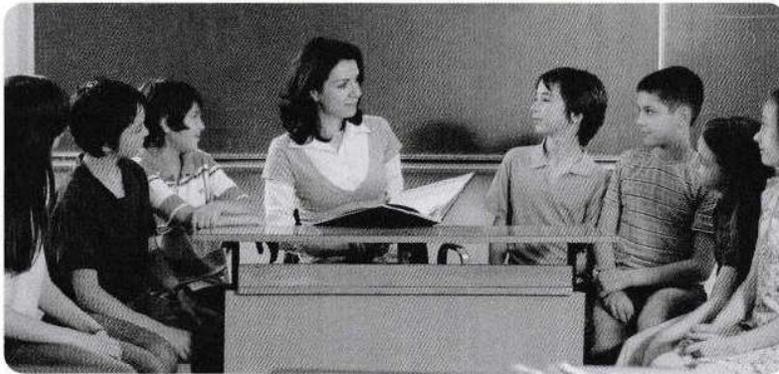
## A Circle.

In my classroom...

- |                                    |  |
|------------------------------------|--|
| 1 ... there <u>are</u> / is desks. | 5 ... there isn't / aren't three pupils. |
| 2 ... there is / are a teacher.    | 6 ... there is / are a computer.         |
| 3 ... there are / is books.        | 7 ... there aren't / isn't any lions.    |
| 4 ... there isn't / aren't a TV.   | 8 ... there isn't / aren't a tree.       |

\_\_\_\_\_ / 7 marks

## B Write.



- |   |          |           |           |   |                           |
|---|----------|-----------|-----------|---|---------------------------|
| 1 | How many | notebooks | are there | ? | There are five notebooks. |
| 2 | _____    | teachers  | _____     | ? | _____                     |
| 3 | _____    | desks     | _____     | ? | _____                     |
| 4 | _____    | pupils    | _____     | ? | _____                     |
| 5 | _____    | books     | _____     | ? | _____                     |

\_\_\_\_\_ / 4 marks

## C Write.

- Bob has got green eyes. Bob's eyes are green.
- Angela has got a bike. \_\_\_\_\_ bike is yellow.
- Lucy has got a dog. \_\_\_\_\_ dog is brown.
- Maria has got a teddy bear. \_\_\_\_\_ teddy bear is big.
- Mike has got presents. \_\_\_\_\_ presents are great.
- Mum has got a car. \_\_\_\_\_ car is red.

\_\_\_\_\_ / 5 marks

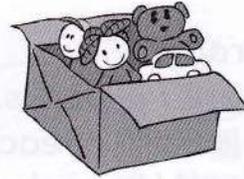
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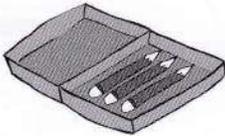
**D Write.**



1 Is there a lion?  
Yes, there is.



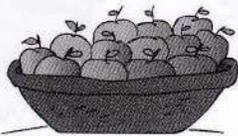
4 Is there a skateboard?  
\_\_\_\_\_



2 Are there any pens?  
\_\_\_\_\_



5 Are there beaches in Australia?  
\_\_\_\_\_



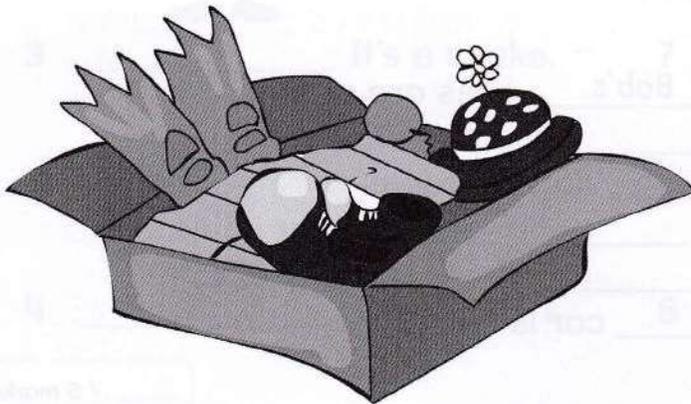
3 Are there thirteen apples?  
\_\_\_\_\_



6 Is there a helicopter in the sky?  
\_\_\_\_\_

\_\_\_\_\_ / 5 marks

**E Write a, an or the.**



What's in (1) the box?  
There's (2) \_\_\_\_\_ nose, there's  
(3) \_\_\_\_\_ hat and there are  
trousers. (4) \_\_\_\_\_ hat is  
funny. It has got a flower on it.  
(5) \_\_\_\_\_ trousers have got  
stripes. There's (6) \_\_\_\_\_ big  
shoe and (7) \_\_\_\_\_ small shoe.  
Look at (8) \_\_\_\_\_ flippers! Are  
they for (9) \_\_\_\_\_ sea?

\_\_\_\_\_ / 8 marks

# Test 3 (Units 9-12)

## A Circle.

- |                                     |                              |
|-------------------------------------|------------------------------|
| 1 Penguins <u>can</u> / can't swim. | 6 Dolphins can / can't read. |
| 2 Pianos can / can't jump.          | 7 Parrots can't / can swim.  |
| 3 Snakes can / can't ride a bike.   | 8 Pupils can / can't read.   |
| 4 Birds can / can't fly.            | 9 Ants can / can't sing.     |
| 5 Whales can / can't run.           | 10 Cats can / can't sleep.   |

..... / 9 marks

## B Write.

cook dance go play ride run



1 Can he cook?  
No, he can't.



4 Can she play tennis?



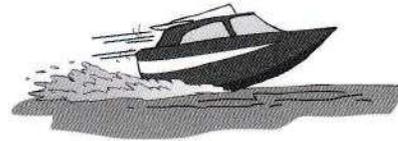
2 Can he ride a unicycle?



5 Can he walk?



3 Can they dance?



6 Does it go fast?

..... / 5 marks

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C

D

E

F



C Circle.

- 1 Debbie is / are eating.
- 2 Robin isn't / aren't playing tennis.
- 3 I am / is riding my bike.
- 4 Mum and Dad am not / aren't sleeping.
- 5 Leo aren't / isn't dancing.
- 6 We are / is listening to music.
- 7 That dog is / am jumping.
- 8 I 'm not / aren't eating a sandwich.

\_\_\_\_ / 7 marks

D Write.

- 1 Are you watching TV?
- 2 \_\_\_\_\_ Ty and Mia having fun?
- 3 \_\_\_\_\_ Trek playing basketball?
- 4 \_\_\_\_\_ you listening to the teacher?
- 5 \_\_\_\_\_ Leo climbing a mountain?
- 6 \_\_\_\_\_ you and your friends reading?

- No, I'm not
- Yes, \_\_\_\_\_
- No, \_\_\_\_\_
- Yes, \_\_\_\_\_
- Yes, \_\_\_\_\_
- Yes, \_\_\_\_\_

E Circle.

**SCHOOL RULES**

- 1 Listen / Don't listen to the teacher.
- 2 Eat / Don't eat in the classroom.
- 3 Play / Don't play games in the playground.
- 4 Sit / Don't sit on the chairs.
- 5 Read / Don't read the lesson.
- 6 Write / Don't write on the desks.
- 7 Open / Don't open your books.

\_\_\_\_ / 5 marks

F Write.

climb eat have play read swim watch

- 1 It's New Year. Let's watch the fireworks!
- 2 I'm hungry. \_\_\_\_\_ a sandwich!
- 3 This is a great book. \_\_\_\_\_ it!
- 4 The sea is nice. \_\_\_\_\_ !
- 5 *It's my birthday.* \_\_\_\_\_ *fun!*
- 6 That's a big tree. \_\_\_\_\_ it!
- 7 I've got a new computer game. \_\_\_\_\_ !

\_\_\_\_ / 6 marks

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**D Circle.**

- 1 Elizabeth play / plays tennis on Mondays.
- 2 Bobby study / studies maths at the weekend.
- 3 John go / goes to the cinema on Sunday.
- 4 Mum and Dad watch / watches TV in the evening.
- 5 My brother and sister ride / rides their bikes at 6 o'clock.
- 6 I like / likes rollercoasters.
- 7 Pilots fly / flies aeroplanes.
- 8 Harry wear / wears funny clothes.

\_\_\_\_\_ / 7 marks

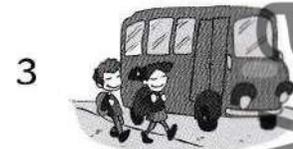
**E Write don't or doesn't.**

- 1 Elephants don't eat meat.
- 2 Mr Robins \_\_\_\_\_ ride a bike.
- 3 Peter \_\_\_\_\_ drive.
- 4 Her sisters \_\_\_\_\_ like winter.
- 5 You \_\_\_\_\_ eat cakes.
- 6 I \_\_\_\_\_ live in Paris.

\_\_\_\_\_ / 5 marks

**F Write.**

eat  
get  
go  
go  
have  
ride



- 1 Do Max and Tilly get up at 7 o'clock? Yes, they do.
- 2 \_\_\_\_\_ they \_\_\_\_\_ breakfast at 9 o'clock? \_\_\_\_\_
- 3 \_\_\_\_\_ they \_\_\_\_\_ to school after breakfast? \_\_\_\_\_
- 4 \_\_\_\_\_ they \_\_\_\_\_ sandwiches at 1 o'clock? \_\_\_\_\_
- 5 \_\_\_\_\_ Max \_\_\_\_\_ his bike after school? \_\_\_\_\_
- 6 \_\_\_\_\_ Tilly \_\_\_\_\_ to bed at 5 o'clock? \_\_\_\_\_

\_\_\_\_\_ / 5 marks

**G Write in, on or at.**

- 1 Kyle eats breakfast in the morning.
- 2 My Dad gets up at 7 o'clock.
- 3 Mum cooks on Monday and Tuesday.
- 4 My sister does homework on Sunday.
- 5 I play tennis on the weekend.
- 6 I read a book in the evening.
- 7 Erik listens to music at night.
- 8 The boys watch DVDs on Saturdays.

\_\_\_\_ / 7 marks

**H Match.**

- |                                      |                           |
|--------------------------------------|---------------------------|
| 1 What does Mike do on Sunday?       | a They brush their teeth. |
| 2 What do the children do at night?  | b He goes to the park.    |
| 3 What does Sally do in the evening? | c You go to school.       |
| 4 What do we do in the morning?      | d We have breakfast.      |
| 5 What do you do at the weekend?     | e I play with my friends. |
| 6 What do I do at 8 o'clock?         | f She watches TV.         |

\_\_\_\_ / 5 marks

**I Circle.**

- 1 What / Where are my socks?
- 2 What / Who is Sam watching?
- 3 Who / What is Scooby Doo?
- 4 Where / When is Eid?
- 5 What / Who is a rhinoceros?
- 6 When / Where is the zoo?

\_\_\_\_ / 5 marks

\_\_\_\_ / 50 marks