



**Picture Grammar**  
**★ for Children** **4** ★

**Topic-based Grammar Practice**

**David Vale**

  
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# Picture Grammar for Children

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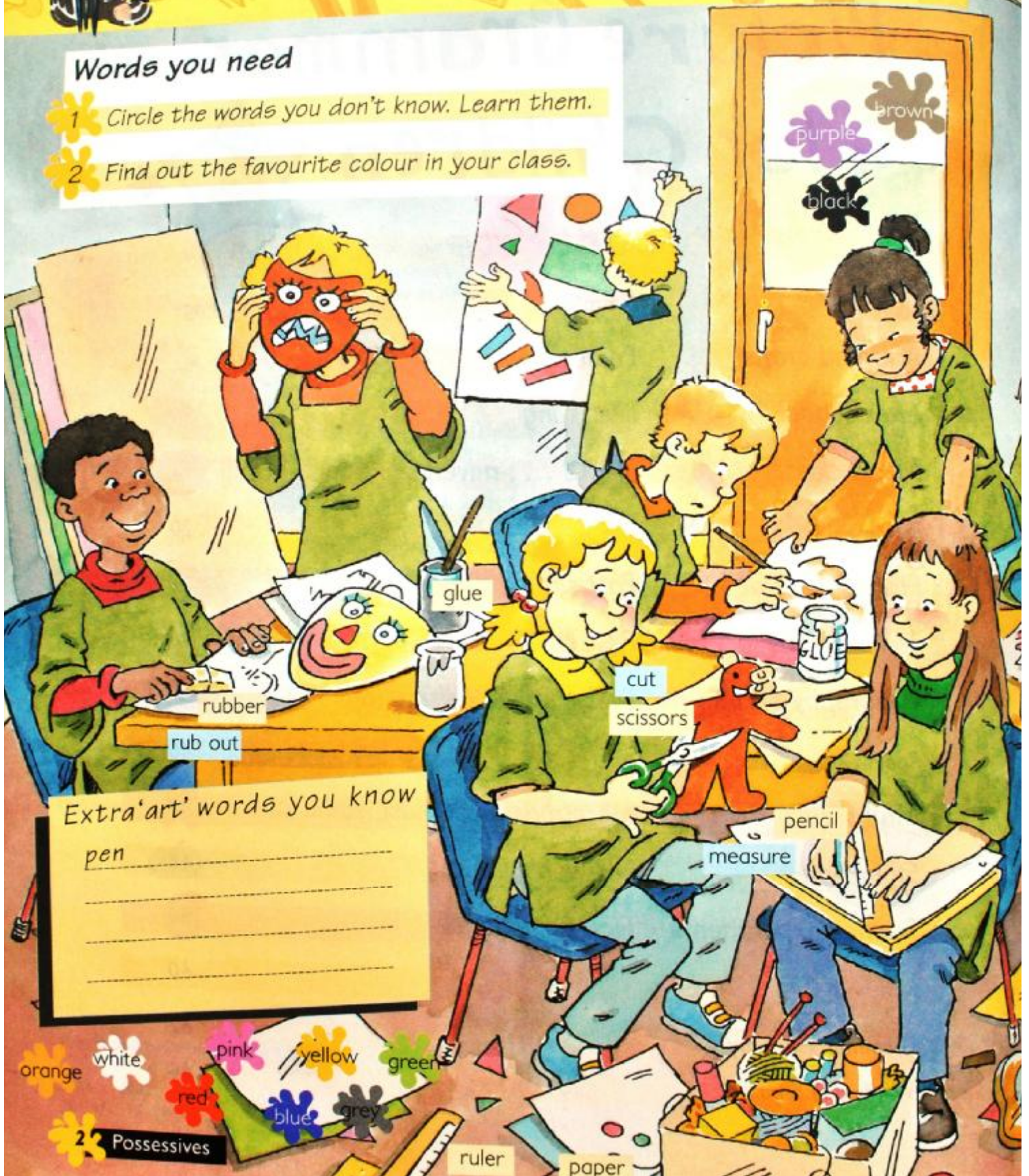




# Arts and crafts

## Words you need

- 1 Circle the words you don't know. Learn them.
- 2 Find out the favourite colour in your class.



### Extra 'art' words you know

pen  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- orange
- white
- pink
- yellow
- green
- red
- blue
- grey

### Possessives

- ruler
- paper



## Word check

1 Colour the correct answers.

red + yellow = a. white b. orange

1. yellow + blue = a. green b. purple

2. red + blue = a. pink b. purple

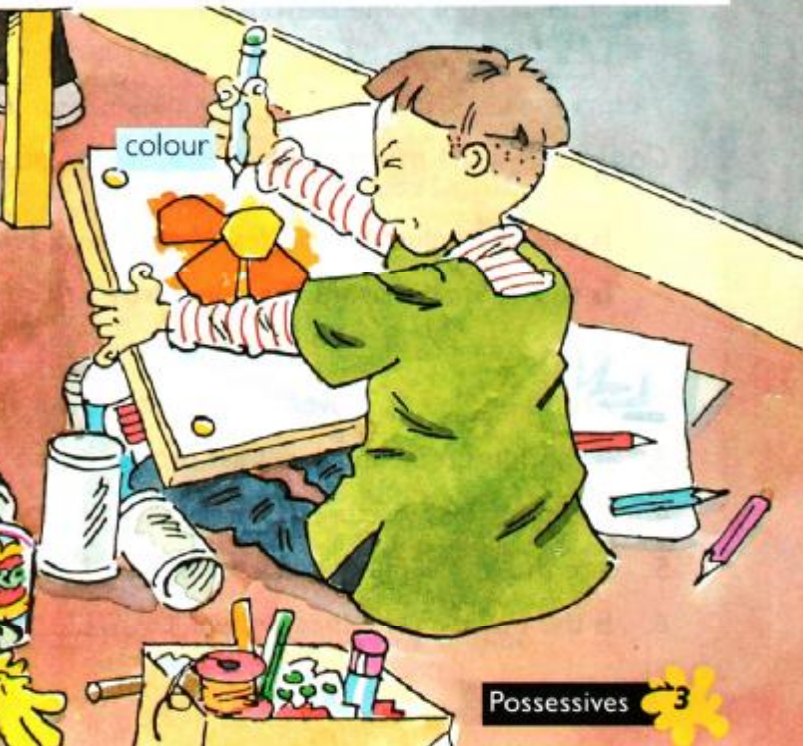
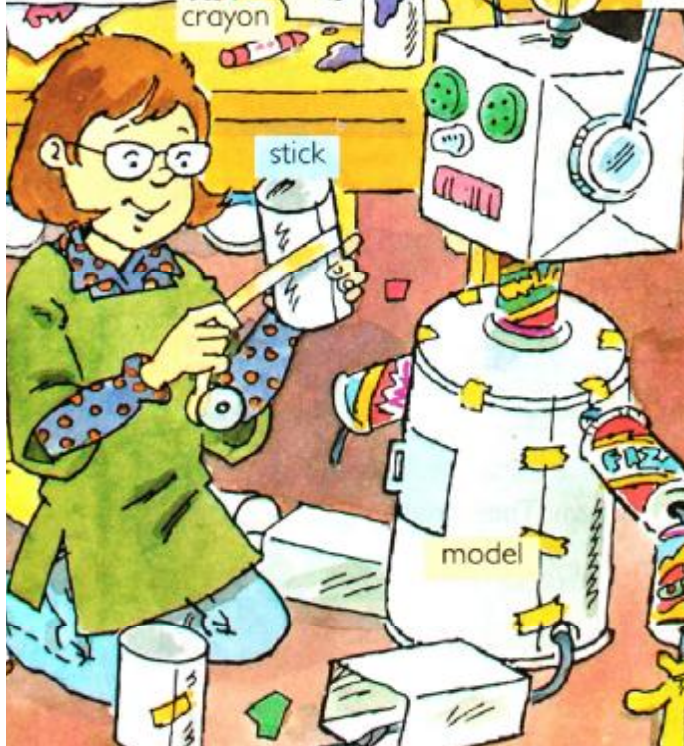
3. black + white = a. brown b. grey

Mix the colours and check your answers.

2 Match the objects to the actions.



draw  
measure  
rub out  
paint  
cut  
colour  
stick





## Show what you know

### 1 Complete.

I → my → mine	I've got a ruler.	It's <u>my</u> ruler.	It's <u>mine</u> .
You → your → yours	You've got a ruler.	It's _____ ruler.	It's _____.
He → his → his	He's got a ruler.	It's _____ ruler.	It's _____.
She → her → hers	She's got a ruler.	It's _____ ruler.	It's _____.
We → our → ours	We've got two rulers.	They're _____ rulers.	They're _____.
They → their → theirs	They've got two rulers.	They're _____ rulers.	They're _____.

### 2 Complete with *my, mine, your, yours, her, hers, his*.

I've got a crayon.  
But this isn't my crayon.  
My crayon isn't red.  
Mine is blue.



- I've got a pencil. But this isn't m\_\_\_\_\_ pencil. M\_\_\_\_\_ pencil isn't yellow. M\_\_\_\_\_ is red.
- You've got a ruler. But that isn't y\_\_\_\_\_ ruler. Y\_\_\_\_\_ ruler isn't green. Y\_\_\_\_\_ is blue.
- Maria has got a pen. But this isn't h\_\_\_\_\_ pen. H\_\_\_\_\_ pen isn't on the table.  
H\_\_\_\_\_ is in her school bag.
- Peter has got some crayons. But these aren't h\_\_\_\_\_ crayons. They're m\_\_\_\_\_ crayons.  
H\_\_\_\_\_ are on the table.

### 3 Complete with *mine, yours, his, hers, ours, theirs*.

Is this your glue, Linda? Yes, Miss Brown. It's mine.

Is this Linda's crayon? Yes, Miss Brown. It's hers.

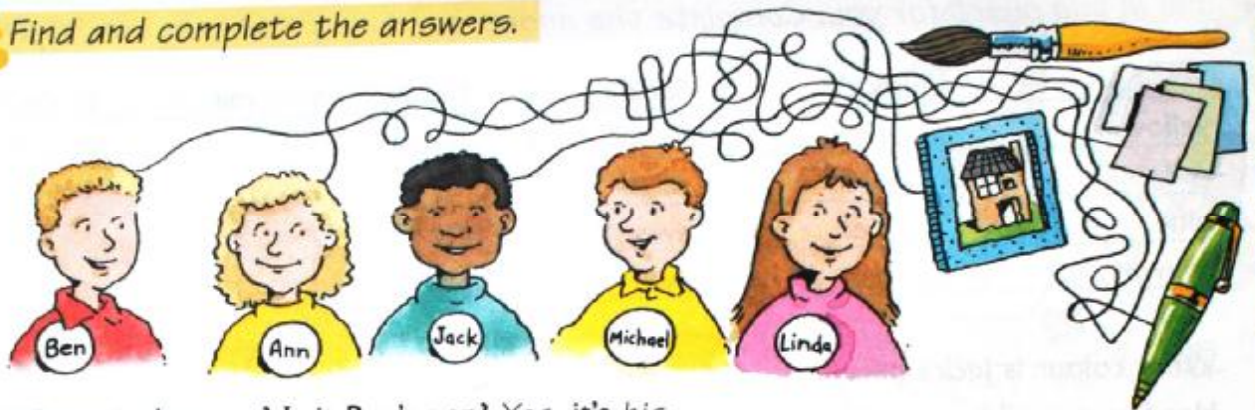
- Is this your brush, Sue? Yes, Miss Brown. It's \_\_\_\_\_.
- Are these Peter's crayons? Yes, Miss Brown. They're \_\_\_\_\_.
- Is this Maria's pencil? No, Miss Brown. It isn't \_\_\_\_\_.
- Are these your pictures, Jack and Linda? No, Miss Brown. They aren't \_\_\_\_\_.
- Are these Jack and Linda's paints? Yes, Miss Brown. They're \_\_\_\_\_.
- Is this my pen? Yes, Miss Brown. It's \_\_\_\_\_.





## Practice

### 1 Find and complete the answers.



Whose is that pen? Is it Ben's pen? Yes, it's his.

- Whose is that brush? Is it Ann's brush? \_\_\_\_\_, it's \_\_\_\_\_.
- Whose is that picture? Is it your picture, Michael? \_\_\_\_\_, it's \_\_\_\_\_.
- Whose is that paper? Is it Jack and Linda's paper? \_\_\_\_\_, it's \_\_\_\_\_.
- Is this your paper, Jack and Linda? \_\_\_\_\_, it's \_\_\_\_\_.

### 2 Complete.

Is this your green pen? Yes, it's mine.

- Is this y\_\_\_\_\_ red ruler? Yes, it's m\_\_\_\_\_.
- Is that B\_\_\_\_\_ green crayon? No, it isn't h\_\_\_\_\_. It's y\_\_\_\_\_.
- Is that S\_\_\_\_\_ yellow brush? No, it isn't h\_\_\_\_\_. It's m\_\_\_\_\_ yellow brush.
- Are J\_\_\_\_\_ and S\_\_\_\_\_ crayons on the table? No they aren't. T\_\_\_\_\_ are on t\_\_\_\_\_ desks.
- Are y\_\_\_\_\_ scissors on the floor? No, they aren't. M\_\_\_\_\_ are in m\_\_\_\_\_ pencil case.

Put objects around your classroom. Ask your partner questions.

### 3 Complete. Colour the pictures.

- What colour are Linda's eyes? Her's are green.  
What colour is h\_\_\_\_\_ hair? H\_\_\_\_\_ hair is brown.
- What colour are Jack's eyes? H\_\_\_\_\_ are brown.  
What colour is h\_\_\_\_\_ hair? H\_\_\_\_\_ hair is black.
- What colour are your eyes? M\_\_\_\_\_ are \_\_\_\_\_.  
What colour is y\_\_\_\_\_ hair? M\_\_\_\_\_ hair is \_\_\_\_\_.





## Practice

4 Fill in the chart for you. Complete the answers.

	Jack's	Sue's	Linda's	me
yellow	pencil	pencil	crayon	
red	brush	ruler	pen	
blue	ruler	eyes	pencil	
brown	eyes	pen	hair	

What colour is Jack's pencil?

His pencil is yellow.

Has Sue got a blue pencil?

No, hers is yellow.

- What colour are Sue's eyes? Her \_\_\_\_\_
- Has Jack got a blue brush? No, \_\_\_\_\_
- What colour is Jack's hair? \_\_\_\_\_
- Have Sue and Linda got red hair? \_\_\_\_\_
- What colour are your eyes? \_\_\_\_\_
- Have you got \_\_\_\_\_ hair? No, \_\_\_\_\_

Ask your partner similar questions about your class.

5 Complete.

Jack is colouring with his new crayons. I am colouring with mine.

- Linda is measuring with h\_\_\_\_\_ new ruler. Jack is measuring with h\_\_\_\_\_.
- I am painting with m\_\_\_\_\_ new brushes. You are painting with y\_\_\_\_\_.
- Sue and Linda are drawing with th\_\_\_\_\_ new pencils. We are drawing with o\_\_\_\_\_.
- You are colouring with y\_\_\_\_\_ new crayons. Linda is colouring with h\_\_\_\_\_.
- We are sticking pictures with o\_\_\_\_\_ glue. Sue and Linda are sticking pictures with th\_\_\_\_\_.

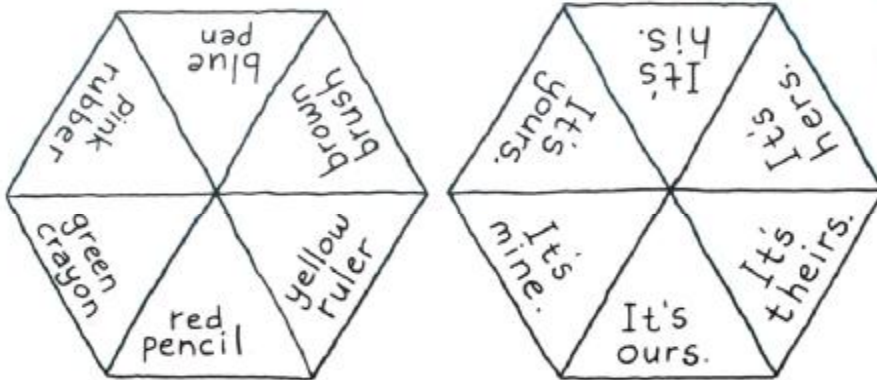




## Now you know

### 1 Make and play this game.

Copy or trace the spinners below.  
 (You make one spinner. Your partner makes the other.)  
 Cut them out and put a pencil through the middle.  
 Spin Spinner 1 and ask your partner a question.  
 Your partner spins Spinner 2, then answers the question.



### 2 Role play. Make similar conversations with your partner.



*Linda*. Can I have your pencil, please?  
 And can I have Jack's ruler?  
 And can I have his crayons?  
 And can I have Sue's rubber?  
 And can I have her scissors?  
 And can I have your picture?

Yes, here you are.  
 Yes, here you are.  
 Yes, here you are.  
 Yes, here you are.  
 Yes, here you are.  
 No, you can't!



## Think with your teacher

Circle the correct words. Explain to your teacher.

Is this your/yours crayon? No, it isn't my/mine. It's her/hers crayon.

- Is this my/mine ruler? No, it isn't your/yours. It's her/hers ruler.
- Are these our/ours crayons? No, they aren't our/ours. They're their/theirs crayons.
- Who/Whose are these pictures? They're our/ours.
- Who/whose scissors are these? They're my/mine scissors.

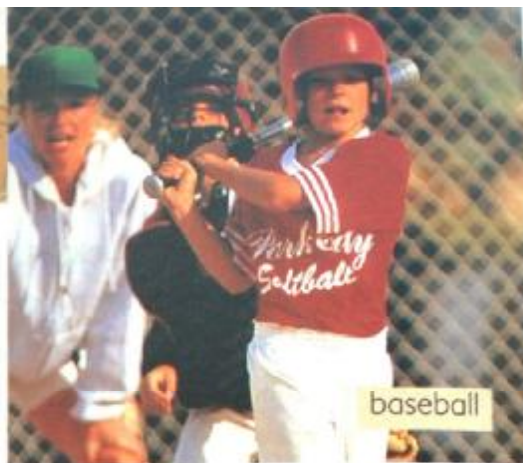




# After school

## Words you need

- 1 Tick (✓) the activities you often do.
- 2 Cross (✗) the activities you never do.



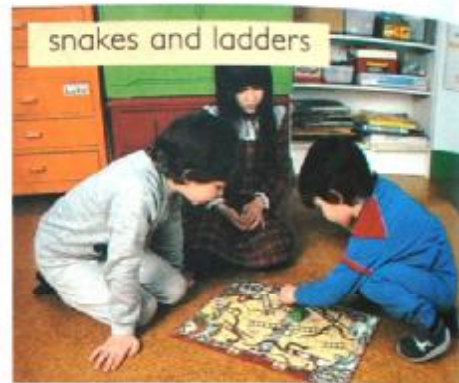
baseball



swimming



reading a book



snakes and ladders



rugby



horse riding



karate



fishing



roller skating



playing computer games

8 like ...ing

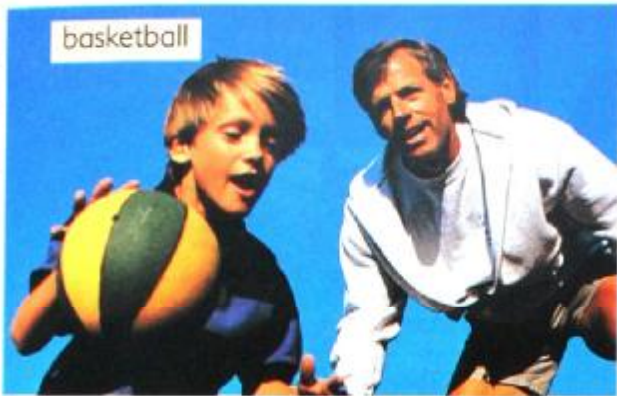




listening to the radio



ludo



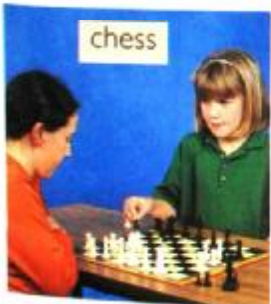
basketball



skating



judo



chess



watching videos

## Word check

1 Complete with **play, go** or **do**.

play rugby    go swimming    do karate  
 \_\_\_\_\_ basketball    \_\_\_\_\_ fishing  
 \_\_\_\_\_ judo    \_\_\_\_\_ rugby  
 \_\_\_\_\_ skating    \_\_\_\_\_ ludo

2 Tick (✓) the ones you like and cross (x) the ones you don't like.

playing baseball	going horse riding
doing judo	watching videos
playing snakes and ladders	playing chess
roller skating	going fishing

3 Write three activities under each heading.

I like doing this indoors.

watching videos

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I like doing this outside.

roller skating

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Extra 'after school' words you know

running

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## Show what you know

### 1 Complete.

I like playing with my toys.

You I \_\_\_\_\_ playing with your toys.

He I \_\_\_\_\_ playing with his toys.

She I \_\_\_\_\_ play \_\_\_\_\_ with her toys.

We I \_\_\_\_\_ play \_\_\_\_\_ with our toys.

They I \_\_\_\_\_ play \_\_\_\_\_ with their toys.

### 2 Tick the best answers for you.

- Do you like watching videos?
  - I like watching videos.
  - I don't like watching videos.
  - I sometimes like watching videos.
- Do you like listening to the radio?
  - I like listening to the radio.
  - I don't like listening to the radio.
  - I sometimes like listening to the radio.
- Do you like playing computer games?
  - I like playing computer games.
  - I don't like playing computer games.
  - I haven't got a computer game.



Ask your friend the same questions. Tell your teacher the answers.

### 3 Complete for you and a friend. You may imagine.

I like playing baseball. My friend likes playing baseball too.

- I like pl \_\_\_\_\_ ludo. My friend I \_\_\_\_\_ playing ludo too.
- I don't like going fi \_\_\_\_\_ . My friend d \_\_\_\_\_ I \_\_\_\_\_ going fishing either.
- I don't like do \_\_\_\_\_ karate. My friend d \_\_\_\_\_ I \_\_\_\_\_ doing karate either.
- I like pl \_\_\_\_\_ . My friend I \_\_\_\_\_ playing \_\_\_\_\_ too.



## Practice



### 1 Complete the questions or answers.

After school ...

- |   |                     |
|---|---------------------|
| 1. What do you like doing after school? | I like _____.       |
| 2. Do you like _____ing?                | Yes, I do.          |
| 3. Do you like _____ing?                | No, I don't.        |
| 4. What does your friend like doing?    | He/She likes _____. |
| 5. Does your friend like _____ing?      | Yes, he/she does.   |
| 6. Does your friend like _____ing?      | No, he/she doesn't. |

### 2 Read the conversation with a partner.



Make up similar conversations with a new partner.

### 3 Find out and complete. You may imagine.

My mum likes reading in her free time. She doesn't like cleaning.

- My mum likes \_\_\_\_\_ in her free time. She doesn't \_\_\_\_\_.
- My teacher likes \_\_\_\_\_ in his/her free time. He/she doesn't \_\_\_\_\_.
- I like \_\_\_\_\_ in my free time. I don't \_\_\_\_\_.
- My friends like \_\_\_\_\_ in their free time. They don't \_\_\_\_\_.



## Practice



4 Fill in the chart for you. Complete the sentences.

After school	likes	doesn't like
Jack	baseball, fishing	judo, reading
Linda	basketball, swimming	skating, chess
Sue	karate, horse riding	skating, ludo
Michael	baseball, fishing	reading, judo
Me		

After school, Jack likes playing baseball. He likes going fishing too.

Jack doesn't like doing judo. He doesn't like reading either.

- Linda I \_\_\_\_\_ p \_\_\_\_\_ basketball. She I \_\_\_\_\_ going \_\_\_\_\_ too.  
Linda doesn't I \_\_\_\_\_ going s \_\_\_\_\_. She doesn't I \_\_\_\_\_ p \_\_\_\_\_ chess either.
- Sue I \_\_\_\_\_ horse riding. She I \_\_\_\_\_ d \_\_\_\_\_ karate too.  
Sue doesn't I \_\_\_\_\_ ludo. She doesn't I \_\_\_\_\_ going \_\_\_\_\_ either.
- Jack and Michael I \_\_\_\_\_ baseball. They I \_\_\_\_\_ too.  
Jack and Michael don't I \_\_\_\_\_. They don't I \_\_\_\_\_ judo either.
- I like \_\_\_\_\_. I like \_\_\_\_\_ too.  
I don't like \_\_\_\_\_. I don't like \_\_\_\_\_ either.

5 Complete the questions and answers. Answer with **too/either**.

Do you like playing snakes and ladders? Yes, I do. And I like playing ludo too.

Do you like doing judo? No, I don't. And I don't like doing karate either.

- Do you like wa \_\_\_\_\_ videos? Yes, I \_\_\_\_\_. And I like watching TV \_\_\_\_\_.
- Does Michael like do \_\_\_\_\_ judo? No, he \_\_\_\_\_. And he doesn't like reading \_\_\_\_\_.
- Does Sue like pl \_\_\_\_\_ ludo? No, she \_\_\_\_\_.  
And she doesn't like going skating \_\_\_\_\_.
- Do Michael and Jack like pl \_\_\_\_\_ baseball?  
Yes, they \_\_\_\_\_. And they like going fishing \_\_\_\_\_.



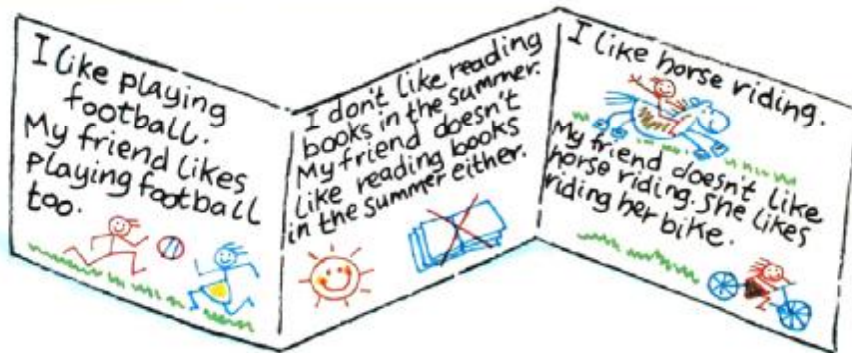
## Now you know



1 Do a 'free time' survey. Complete with your class and teacher.

- Which television programmes does your class like watching?
  - My class likes w\_\_\_\_\_.
  - My class doesn't l\_\_\_\_\_ w\_\_\_\_\_.
- Which sports do your friends like playing?
  - My friends like p\_\_\_\_\_.
  - My friends don't l\_\_\_\_\_ p\_\_\_\_\_.
- Which indoor game does your class like playing at the weekend?
  - My class l\_\_\_\_\_ p\_\_\_\_\_.
  - My class doesn't l\_\_\_\_\_ p\_\_\_\_\_.
- Which toys do your friends like playing with?
  - My friends l\_\_\_\_\_ p\_\_\_\_\_ with \_\_\_\_\_.
  - My friends don't l\_\_\_\_\_ p\_\_\_\_\_ with \_\_\_\_\_.

2 Make a 'same/different' page for you and a friend.



## Think with your teacher

Correct the mistakes. Tell your teacher the rules.

Are they the same in your language?

I like play ~~football~~ after school. I like to play football after school.

- Do you like to going skating after school.
- Jack doesn't like read a book after school.
- My mum and dad are like watching television in their free time.
- I like doing judo. My friend likes doing judo either.
- I don't like going swimming. My friend doesn't like going swimming too.





# Music class

## Words you need

- 1 Circle the words you don't know. Learn them.
- 2 Underline the actions you can do. Tick the instruments you can play.



Extra 'music' words you know  
 guitar  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





## Word check

1 Write three musical instruments under each heading.

It has strings.

violin

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

You blow it.

trumpet

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

You hit it.

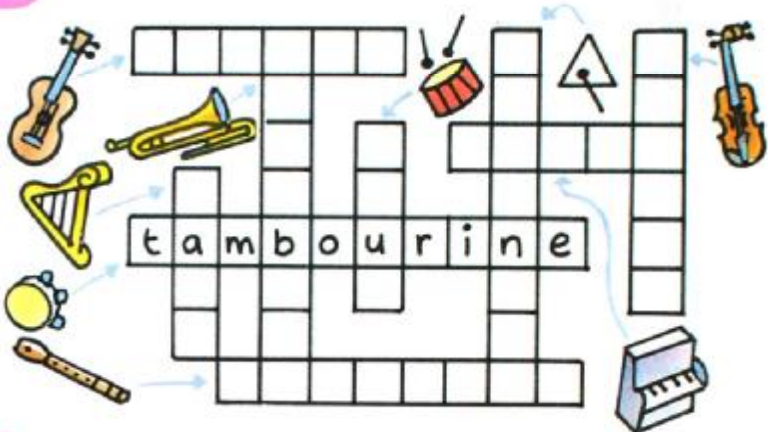
drum

\_\_\_\_\_

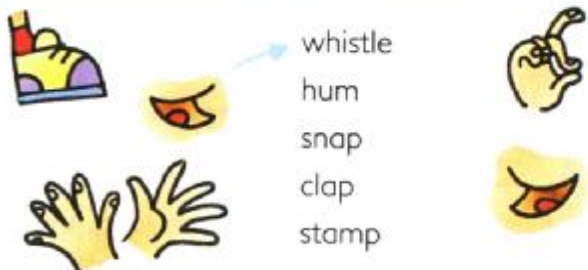
\_\_\_\_\_

\_\_\_\_\_

2 Complete the crossword.



3 Match the actions to the parts of the body.



4 Read and do.

- hum loudly
- snap your fingers quickly
- clap your hands softly
- stamp your feet carefully
- whistle quietly



## Show what you know

1 Complete. Tell your teacher the rules.

It's a quiet song. Please sing quietly.

It's a happy song. Please sing happily.

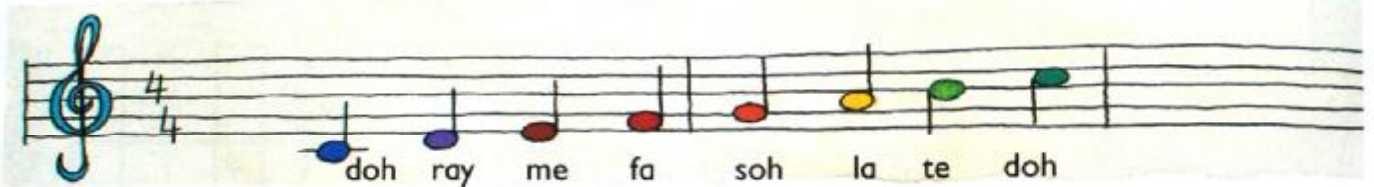
It's a loud song. Please sing loud\_\_\_\_\_.

It's a slow song. Please sing slow\_\_\_\_\_.

It's a quick song. Please sing quick\_\_\_\_\_.

It's a noisy song. Please sing noisy\_\_\_\_\_.

It's a good song. Please sing well\_\_\_\_\_.



Now sing 'doh ray me fa soh lah te doh' in these ways:

very softly - very loudly - very quickly - very slowly - very carefully - very quietly

2 Complete and choose an adverb. Do the actions.

quietly ~~quickly~~ slowly loudly softly happily

I like to whistle my favourite song. I like to whistle quickly.

1. You \_\_\_\_\_ to clap your hands to the song. You like to clap \_\_\_\_\_.
2. Maria \_\_\_\_\_ to snap her fingers to the song. She likes to snap her fingers \_\_\_\_\_.
3. Tom \_\_\_\_\_ to stamp his feet to the song. He likes to stamp his feet \_\_\_\_\_.
4. We \_\_\_\_\_ to hum our favourite song. We like to hum \_\_\_\_\_.
5. Our teachers \_\_\_\_\_ to sing their favourite song. They like to sing \_\_\_\_\_.

3 Complete and answer. Ask others in your class.

1. Do you like \_\_\_ sing? \_\_\_\_\_
2. Do you like \_\_\_ sing loud\_\_\_? \_\_\_\_\_
3. Do you want \_\_\_ play a musical instrument? \_\_\_\_\_
4. Do you want \_\_\_ play this musical instrument well? \_\_\_\_\_





## Practice

1 Fill in the chart for you. Complete the sentences.

	What do they like to play?	How do they want to play?	How do they really play?
Sue	harp	beautifully	badly
Jack	drums	loudly	softly
Michael and Ben	flute	slowly	badly
Me			

Sue likes to play the harp. She plays badly. She wants to play beautifully.

- Jack I \_\_\_\_\_ to play the drums. He plays soft\_\_\_\_. He w\_\_\_\_\_ to play \_\_\_\_\_ly.
- Michael and Ben I \_\_\_\_\_ to play the flute. They play bad\_\_\_\_. They w\_\_\_\_ to play \_\_\_\_\_ly.
- I I \_\_\_\_\_ to play the \_\_\_\_\_. I play \_\_\_\_\_ly. I w\_\_\_\_\_ to play \_\_\_\_\_ly.

2 Look again at the table. Complete. Answer with an adverb.

How does Sue want to play the harp?

Beautifully

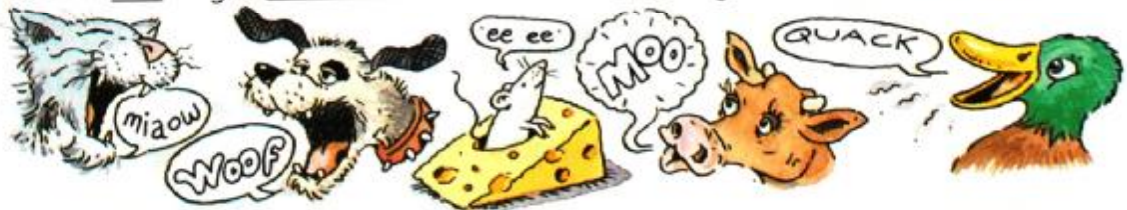
- How \_\_\_\_\_ Jack want \_\_\_\_\_ play the \_\_\_\_\_? \_\_\_\_\_
- How \_\_\_\_\_ Michael and Ben want \_\_\_\_\_ play the \_\_\_\_\_? \_\_\_\_\_
- How \_\_\_\_\_ you want \_\_\_\_\_ play the \_\_\_\_\_? \_\_\_\_\_

3 Complete and choose how each animal likes to 'sing'.

The lion likes to sing loudly. The dog likes \_\_\_\_\_ sing sl\_\_\_\_\_.

The duck likes \_\_\_\_\_ sing q\_\_\_\_\_. The cow likes to sing n\_\_\_\_\_.

The mouse likes \_\_\_\_\_ sing so\_\_\_\_\_. The cat likes \_\_\_\_\_ sing h\_\_\_\_\_.



Extra Demonstrate with your partner.

How does the lion like to sing?

The lion likes to sing loudly. ROAR-



## Practice

### 4 Complete the adverbs.

Jack wanted to play the piano.

At first he played the piano very badly.

Then he played the piano slow\_\_ and careful\_\_.

Then he played the piano quiet\_\_.

After that he played the piano loud\_\_.

After that he played the piano quick\_\_.

Jack practised h\_\_\_\_ every day.

Now Jack likes to play the piano and he can play the piano very w\_\_\_\_.



### 5 Draw your favourite musical instrument. Complete this 'how to' card for it.

How to play the \_\_\_\_\_ well.

Play sl\_\_\_\_\_.

Play car\_\_\_\_\_.

Play \_\_\_\_\_.

Practice \_\_\_\_\_ every day.

### 6 Tick the correct words and complete the sentence.

I

1. Sue

a. want to play the piano

a. very good.

b. want play the piano

b. very well.

a. like to plays the triangle

a. very noisy.

b. likes to play the triangle

b. very noisily.

2. Jack

a. likes practise the guitar

a. hardly.

b. likes to practise the guitar

b. hard.

3. Do you

a. wants to play the flute

a. beautifully?

b. want to play the flute

b. beautiful?

4. Do Linda and Ann

a. like to practise the violin

a. quick?

b. likes to practise the violin

b. quickly?





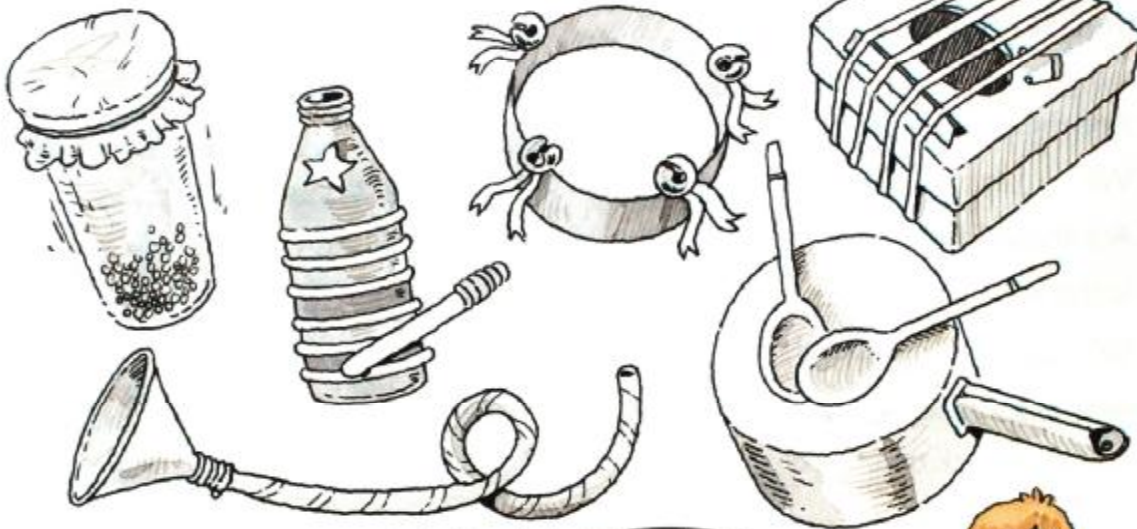
## Now you know



### 1 Write in the correct order.

1. play/Sue/to/well/the recorder/wants \_\_\_\_\_
2. loudly/the xylophone/wants/play/Jack/to \_\_\_\_\_
3. don't want/play/I/softly/the trombone/to \_\_\_\_\_
4. play/the trumpet/to/My friend/well/wants \_\_\_\_\_
5. the harp/to/Do you/well/play/?/want \_\_\_\_\_

### 2 Make a musical instrument at home. Circle and tell your teacher how you like to play it.



- Do you like to play it slowly? Yes, I do. No I don't
- Do you like to play it loudly? Yes, I do./No I don't.
- Do you like to play it softly? Yes, I do./No I don't.
- Do you like to play it quickly? Yes, I do./No I don't.
- Do you like to play it carefully? Yes, I do./No I don't.



I like to play the maracas quickly and loudly.

Use your instruments to play a favourite song.

### Think with your teacher

Say 'We like to sing' in these ways:

slowly - loudly - softly - quickly - quietly - happily - carefully

Do you use the same words in the same way in your language?



# Review 1

## A Possessives

### 1 Complete. (5 points)

I've got a pencil.

It's my pencil.

It's mine.

You've got a pencil.

It's \_\_\_\_\_ pencil.

It's \_\_\_\_\_.

He's got a pencil.

It's \_\_\_\_\_ pencil.

It's \_\_\_\_\_.

She's got a pencil.

It's \_\_\_\_\_ pencil.

It's \_\_\_\_\_.

We've got two pencils.

They're \_\_\_\_\_ pencils.

They're \_\_\_\_\_.

They've got two pencils.

They're \_\_\_\_\_ pencils.

They're \_\_\_\_\_.

### 2 Complete. (5 points)

Whose is this crayon? Is it your crayon, Linda?  
Are these Linda's crayons?

Yes, it's mine.

Yes, they're hers.

1. Wh\_\_\_\_\_ is this pencil? Is it y\_\_\_\_\_ pencil, Paula?

No, it isn't \_\_\_\_\_.

2. Are these Tom's paints?

Yes, they're \_\_\_\_\_.

3. Is this Sue'\_\_ brush?

Yes, it's \_\_\_\_\_.

4. Wh\_\_\_\_\_ pens are these?

Are they y\_\_\_\_\_ pens, Laura and Maria?

Yes, they're \_\_\_\_\_.

5. Are these Jack and Linda'\_\_ brushes?

Yes, they're \_\_\_\_\_.

## B like ...ing, too/either

### Complete. Add too/either. (10 points)

We like playing tennis. They like playing tennis too.

1. I like eat \_\_\_\_\_ chocolate ice cream. Jack likes \_\_\_\_\_ing chocolate ice cream \_\_\_\_\_.

2. Sue doesn't like watch \_\_\_\_\_ football. Linda doesn't like \_\_\_\_\_ing football \_\_\_\_\_.

3. Jack doesn't like play \_\_\_\_\_ chess. Tom doesn't like \_\_\_\_\_ing chess \_\_\_\_\_.

4. My cat likes drink \_\_\_\_\_ milk. Sue's cat likes \_\_\_\_\_ing milk \_\_\_\_\_.

5. My friend doesn't like do \_\_\_\_\_ his homework.

I don't like \_\_\_\_\_ing my homework \_\_\_\_\_.



C like to.../like ...ing

**Complete. (10 points)**

In the summer ...

I like swimming in the sea.

= I like to swim in the sea.

You \_\_\_ play\_\_\_ baseball.

= You \_\_\_ to \_\_\_ baseball.

He \_\_\_ go\_\_\_ fishing.

= He \_\_\_ to \_\_\_ fishing.

She \_\_\_ play\_\_\_ beach volleyball.

= She \_\_\_ to \_\_\_ beach volleyball.

We \_\_\_ eat\_\_\_ ice cream.

= We \_\_\_ to \_\_\_ ice cream.

They \_\_\_ play\_\_\_ computer games.

= They \_\_\_ to \_\_\_ computer games.

D Adverbs

**Write the adverbs correctly. Read with your class. (10 points)**



*The Pied Piper of Hamlin*

Hamlin was a pretty town but there were a lot of rats in it. One day a man came. He had a flute.

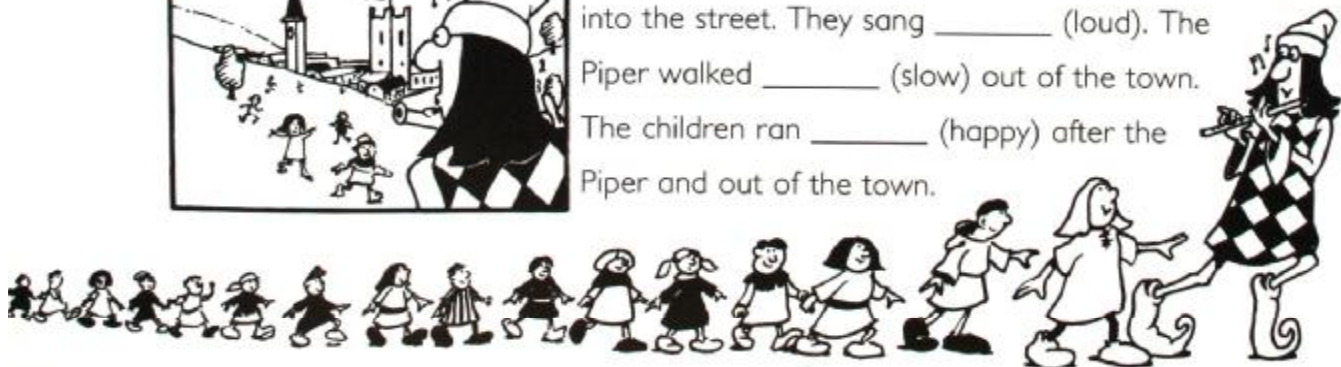
He played his flute softly and happily. He played his flute loud\_\_ . The rats came into the street. They sang nois\_\_ .



The Piper walked slow\_\_ out of the town. The rats ran quick\_\_ after the Piper and out of the town. The Piper came back to Hamlin but the people didn't thank him. He was very angry. He played his flute again. He played softly (soft) and \_\_\_\_\_ (sweet). He played \_\_\_\_\_



(noisy). He played \_\_\_\_\_ (happy). The children came into the street. They sang \_\_\_\_\_ (loud). The Piper walked \_\_\_\_\_ (slow) out of the town. The children ran \_\_\_\_\_ (happy) after the Piper and out of the town.



Your score /50



40-50  
very good



25-39  
OK



0-24  
have another try





# History long ago

## Words you need

- 1 Circle the words you don't know. Learn them.
- 2 Tick your favourite dinosaur. Describe it.



Tyrannosaurus

Pteranodon

meat-eaters



shelter

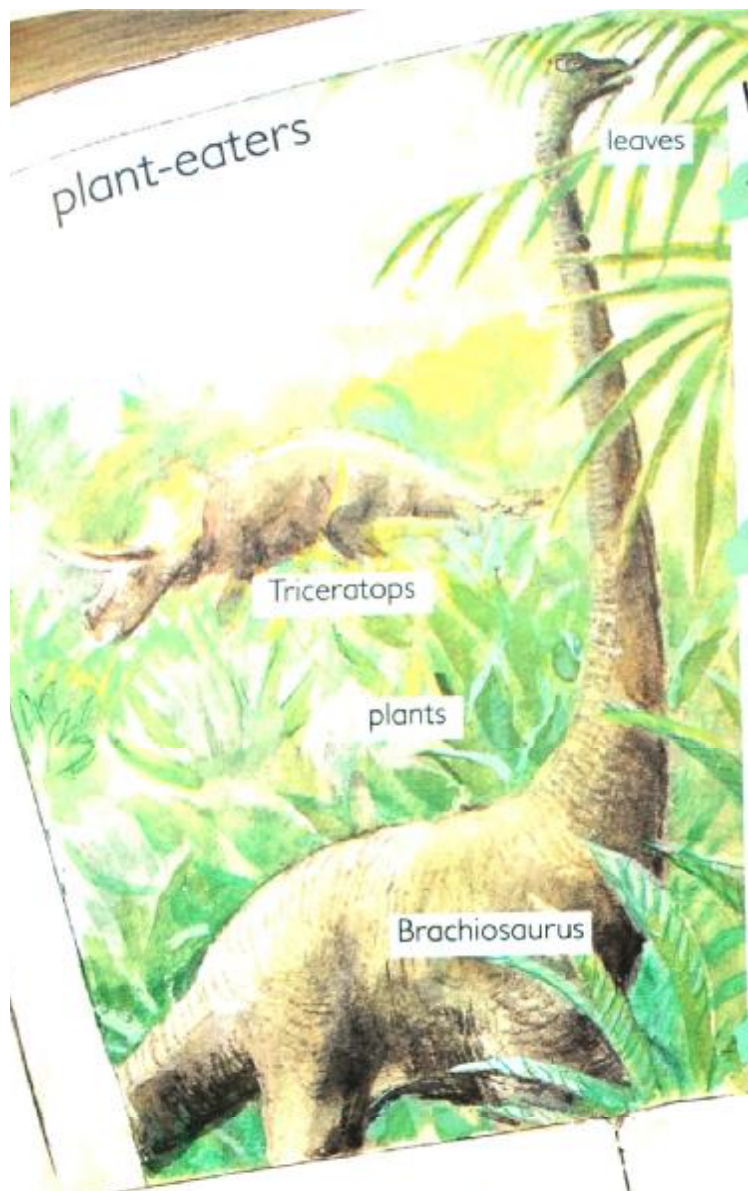
furs

fish

wood



plant-eaters



### Word check

1 Choose two words for each.

axe      arrow  
             stone  
             wood  
 knife      skins/furs      shelter  
    spear  
    clothes

2 Write or draw what early people had for breakfast.



3 Find out and write the names of other dinosaurs below.

meat-eaters

plant-eaters

Tyrannosaurus

Triceratops

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



Extra 'history' words you know

cave

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Show what you know

1 Read with your teacher. Then complete with **did** or **was**.



Dinosaurs lived on Earth from 225 to 65 million years ago. Some dinosaurs ate plants, e.g. the Brachiosaurus. The Brachiosaurus was the tallest dinosaur. It was over 20 metres long. Some dinosaurs ate meat, e.g. the Tyrannosaurus and the Pteranodon. They hunted for food.

When did dinosaurs live on Earth?

From about 225 million years ago.

- |   |                             |
|---|-----------------------------|
| 1. _____ they live on Earth 50 million years ago? | No, they didn't.            |
| 2. How long _____ the Brachiosaurus?              | It was over 20 metres long. |
| 3. _____ the Tyrannosaurus a big dinosaur?        | Yes, it was.                |
| 4. _____ the Pteranodon eat meat?                 | Yes, it did.                |

2 Read with your teacher. Then complete with **do/does** or **is/are**.



There are many animals on Earth today. Some animals eat plants, for example the elephant. Elephants are the biggest animals on land. They can be over 3 metres tall. Some animals eat meat, e.g. lions. They hunt for food.

Which is the biggest animal on land?

The elephant is.

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. How tall _____ elephants?   | They can be over 3 metres tall. |
| 2. _____ elephants eat meat?   | No, they don't.                 |
| 3. _____ a lion hunt its food? | Yes, it does.                   |
| 4. _____ lions plant-eaters?   | No, they aren't.                |

3 Complete with **did** or **do/does**.

Did elephants live on Earth 225 million years ago?

No, they didn't.

- |   |                 |
|---|-----------------|
| 1. _____ dinosaurs live on Earth today? | No, they don't. |
| 2. _____ the Brachiosaurus eat plants?  | Yes, it did.    |
| 3. _____ the Brachiosaurus eat fish?    | No, it didn't.  |
| 4. _____ an elephant hunt for its food? | No, it doesn't. |

24 Past simple/present simple





## Practice

### 1 Read with your teacher.



Early people lived in caves and shelters 40 thousand years ago.  
 They wore furs and skins.  
 They made axes, spears, arrows and knives from stone and wood.  
 Early people ate meat and plants or fruit.

Now complete the questions and answers.

- When \_\_\_\_\_ early people live on Earth? They \_\_\_\_\_ about \_\_\_\_\_ thousand years ago.
- \_\_\_\_\_ there any dinosaurs 40 thousand years ago? No, there \_\_\_\_\_.
- What \_\_\_\_\_ early people wear? They \_\_\_\_\_ furs and \_\_\_\_\_.
- What \_\_\_\_\_ early people eat? They \_\_\_\_\_ meat and plants.
- How \_\_\_\_\_ they make axes and knives? They \_\_\_\_\_ them from stone and wood.

### 2 Complete for you and your family.

- |  |                                   |
|--|-----------------------------------|
| 1. _____ you live in a cave?             | No, I _____ . I live in a _____ . |
| 2. _____ your family wear furs or skins? | _____, we _____ .                 |
| 3. _____ you eat meat and plants?        | _____, I _____ .                  |
| 4. _____ there a knife in your house?    | _____, there _____ .              |
| 5. _____ your knives made from stone?    | _____, they _____ .               |

### 3 Imagine you are a reporter. Complete, then practise with a partner.

You go back in time 40 thousands years. You meet an early boy or girl.

#### Your questions

- What \_\_\_\_\_ you eat for breakfast every day?
- What \_\_\_\_\_ you eat for breakfast yesterday?
- \_\_\_\_\_ your cave warm or cold at night?
- \_\_\_\_\_ your cave warm last night?
- \_\_\_\_\_ you wear jeans yesterday?
- \_\_\_\_\_ you go to school every day?

#### Answers

- I eat \_\_\_\_\_ .  
 I ate \_\_\_\_\_ .  
 It's \_\_\_\_\_ .  
 \_\_\_\_\_ , it \_\_\_\_\_ .  
 \_\_\_\_\_ , I \_\_\_\_\_ .  
 No, I \_\_\_\_\_ .



## Practice

4 Look at the pictures. Complete the questions and answers.



Triceratops 2.9m tall 5,000 kilos 66 million years ago

When did the Triceratops live?

It lived 66 million years ago.

1. What \_\_\_\_\_ the Triceratops eat?

It \_\_\_\_\_.

2. How much \_\_\_\_\_ it weigh?

It \_\_\_\_\_ kilos.

3. \_\_\_\_\_ it live 150 million years ago?

\_\_\_\_\_.

4. How tall \_\_\_\_\_ it?

It \_\_\_\_\_ metres tall.

5. \_\_\_\_\_ it a meat-eater?

\_\_\_\_\_.



Rhinoceros 1.8m tall 3,000 kilos Africa/Asia

Where do rhinoceroses live?

They live in Africa and Asia.

1. What \_\_\_\_\_ rhinoceroses eat?

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

2. How much \_\_\_\_\_ they weigh?

They \_\_\_\_\_ kilos.

3. \_\_\_\_\_ they live in Europe?

\_\_\_\_\_.

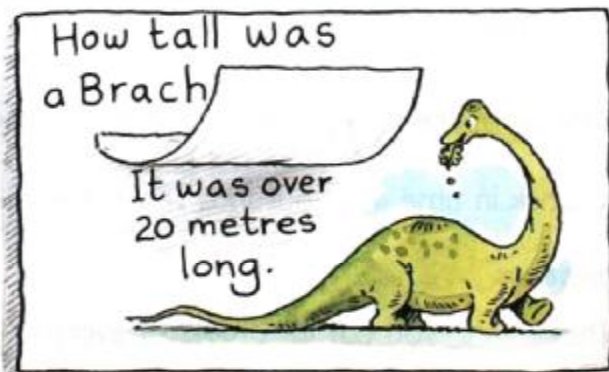
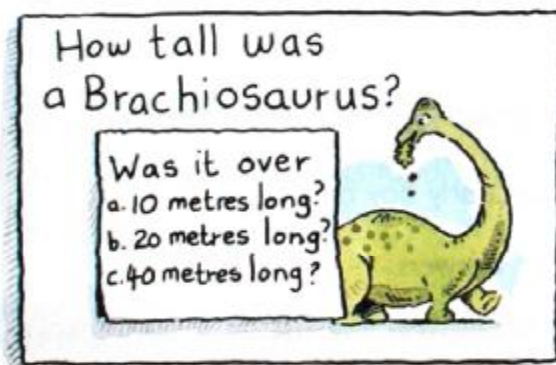
4. How tall \_\_\_\_\_ they?

They \_\_\_\_\_ metres tall.

5. \_\_\_\_\_ they meat-eaters?

\_\_\_\_\_.

5 Make a 'lift the flap' page about dinosaurs or early people.



Work with five friends. Put your pages together to make a quiz book.

**Extra** Do an early history project about your country:

Were there any dinosaurs? Were there any early people? What were they like?

Report back to your class.



## Now you know



### 1 Match. Check with your partner.

- |   |                           |
|---|---------------------------|
| 1. Did early people make spears and arrows? | They wore furs and skins. |
| 2. Did early people live with dinosaurs?    | They lived in caves.      |
| 3. What did early people wear?              | Yes, they did.            |
| 4. Where did early people live?             | Yes, they were.           |
| 5. Were early people meat-eaters?           | No, they didn't.          |

### 2 Write in the correct order. Then ask your partner.

1. on Earth/live/did/dinosaurs/When \_\_\_\_\_ ?
2. was/Which/tallest/dinosaur/the \_\_\_\_\_ ?
3. the/eat/Did/meat/Tyrannosaurus \_\_\_\_\_ ?
4. dinosaurs/Were/meat-eaters/all \_\_\_\_\_ ?

### 3 Complete.

1. \_\_\_\_\_ early people live on Earth 150 million years ago? No, they \_\_\_\_\_ .
2. \_\_\_\_\_ early people live on Earth today? No, they \_\_\_\_\_ .
3. \_\_\_\_\_ there axes in their caves or shelters? \_\_\_\_\_ , there \_\_\_\_\_ .
4. \_\_\_\_\_ there knives in your kitchen? \_\_\_\_\_ , there \_\_\_\_\_ .
5. \_\_\_\_\_ early people wear jeans and jackets? No, they \_\_\_\_\_ .
6. \_\_\_\_\_ your family make its clothes? \_\_\_\_\_ , we \_\_\_\_\_ .

## Think with your teacher

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| When did dinosaurs live on earth?     |                                     |
| Were all dinosaurs big?               | No, they weren't.                   |
| Did all dinosaurs eat meat?           | No, some dinosaurs didn't eat meat. |
| Does an elephant eat meat?            | No, it doesn't eat meat.            |
| Are all elephants over 3 metres tall? | No, they aren't.                    |
| Do all elephants live in Africa?      | No, they don't.                     |

Do you say the same things in the same way in your language?





# Town studies

## Words you need

- 1 Take turns to mime the actions to your teacher.
- 2 Circle the actions you did or saw yesterday.



Extra 'home studies' words you know

waking up

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## Word check

### 1 Complete.

clean	cleaning
collect	collect
cook	co
deliver	del
drive	dr
make	ma
play	pla
ride	ri
run	ru
talk	tal
walk	wa
wash	wa
work	wo

### 2 Match.

- cooking
- delivering
- driving
- listening
- cleaning
- riding
- talking
- watching





## Show what you know

### 1 Read. Complete the questions and answers.

Jack woke up at 7.00 am yesterday.  
 His mum and dad were sleeping.  
 His sister was listening to music in bed.  
 His pet mice were eating.  
 The postman was delivering letters.



#### a. When Jack woke up ...

What were his mum and dad doing?

1. What \_\_\_\_\_ his sister doing?
2. What \_\_\_\_\_ his pet mice doing?
3. What \_\_\_\_\_ the postman doing?

They were sleeping.

She \_\_\_\_\_ listen \_\_\_\_\_ to music.

They \_\_\_\_\_ eat \_\_\_\_\_.

He \_\_\_\_\_ deliver \_\_\_\_\_ letters.

#### b. When you woke up yesterday ...

1. What was your mum doing?
2. What was your dad doing?
3. What was your \_\_\_\_\_ doing?

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

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

\_\_\_\_\_.

### 2 Complete with *was/wasn't* or *were/weren't*.

#### a. At 7.30 am yesterday ...

Was Jack eating a piece of toast?

Yes, he was.

1. \_\_\_\_\_ his dad cooking breakfast?
2. \_\_\_\_\_ his mum making some tea?
3. \_\_\_\_\_ his sister cleaning her teeth?
4. \_\_\_\_\_ his pet mice sleeping?

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

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

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

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



#### b. What were you doing at 7.30 am yesterday ...

1. \_\_\_\_\_ you eating your breakfast? Yes, I was./No, I wasn't.
2. \_\_\_\_\_ you cleaning your teeth? Yes, I was./No, I wasn't.
3. \_\_\_\_\_ you sleeping? Yes, I was./No, I wasn't.

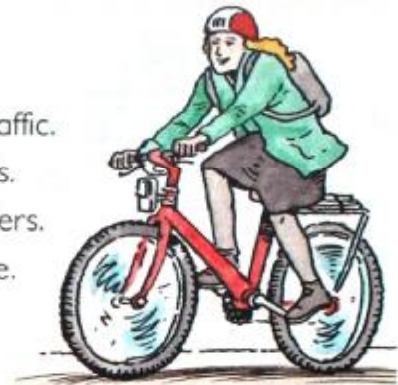


## Practice

### 1 Match.

On my way to school yesterday ...

- |                               |                              |
|-------------------------------|------------------------------|
| 1. I saw a postwoman.         | They were directing traffic. |
| 2. I saw two police officers. | They were driving taxis.     |
| 3. I saw my teacher.          | She was delivering letters.  |
| 4. I saw three taxi drivers.  | She was riding her bike.     |



### 2 Complete for 3.00 pm yesterday.

What was the postwoman doing? She wasn't delivering letters. She was reading a book.

- the police officers They \_\_\_\_\_ the traffic. They \_\_\_\_\_ playing football.
- the teacher She \_\_\_\_\_ her bike. She \_\_\_\_\_ talking on the telephone.
- the taxi drivers They \_\_\_\_\_ taxis. They \_\_\_\_\_ listening to music.

### 3 Read and colour.

At 8.30 am yesterday I was playing with my friends in the school playground. Maria and Sue were running. They were wearing red sweaters and black skirts. Linda was eating a sandwich. She was wearing a yellow sweater and a green skirt. I was walking with Tina. We were wearing green shorts and blue sweaters.



### 4 Complete and answer.

Was Maria wearing a black sweater? *No, she was wearing a red sweater.*

- \_\_\_\_\_ Sue playing football? \_\_\_\_\_
- \_\_\_\_\_ Linda wearing a brown skirt? \_\_\_\_\_
- \_\_\_\_\_ Maria and Sue eating sandwiches? \_\_\_\_\_
- \_\_\_\_\_ you and Tina running? \_\_\_\_\_



## Practice

5 Read the chart and complete the sentences.

	watching TV	reading	working	sleeping	eating
Jack's mum		✓		✗	
Jack's dad	✗		✓		
Jack's sister	✓	✗			
Jack's pet mice				✓	✗

Jack got home at 4.00pm yesterday ...

His mum *wasn't* sleeping. She was reading.

1. His dad wasn't \_\_\_\_\_ TV. He \_\_\_\_\_ working.
2. His sister wasn't \_\_\_\_\_. She \_\_\_\_\_ watching TV.
3. His pet mice weren't \_\_\_\_\_. They \_\_\_\_\_ sleeping.



6 Make a chart for your family for 4.00 pm yesterday. You may imagine.

	_____ing	_____ing	_____ing	_____ing
my _____				
my _____				

1. My \_\_\_\_\_ wasn't \_\_\_\_\_. He/She was \_\_\_\_\_.
2. My \_\_\_\_\_ wasn't \_\_\_\_\_. He/She was \_\_\_\_\_.

7 What was the weather like? Answer.

When you got home yesterday ...

Was it raining?

Yes, it was. (No, it wasn't.)

1. Was it snowing?

\_\_\_\_\_

2. Was it raining?

\_\_\_\_\_

3. Was the wind blowing?

\_\_\_\_\_

4. Was the sun shining?

\_\_\_\_\_





## Now you know



### 1 Circle the differences.

Yesterday morning



This morning



### 2 Write about the differences.

This morning ...

The postman wasn't delivering letters. He was reading a book.

1. The boys \_\_\_\_\_ to music. They \_\_\_\_\_ football.
2. The police officer \_\_\_\_\_ traffic. He \_\_\_\_\_ a car.
3. Two girls \_\_\_\_\_ bikes. They \_\_\_\_\_ home.
4. The taxi driver \_\_\_\_\_ a small taxi. She \_\_\_\_\_ a big taxi.

### 3 Take turns covering the pictures and asking your partner questions.



What were the girls doing yesterday morning?

They were riding bikes.



## Think with your teacher

Complete the questions. Write true answers.

1. What \_\_\_\_\_ you doing at 8.00pm yesterday evening?  
I was \_\_\_\_\_  
I wasn't \_\_\_\_\_
2. What \_\_\_\_\_ your mum and dad doing at 8.00pm yesterday evening?  
They were \_\_\_\_\_  
They weren't \_\_\_\_\_



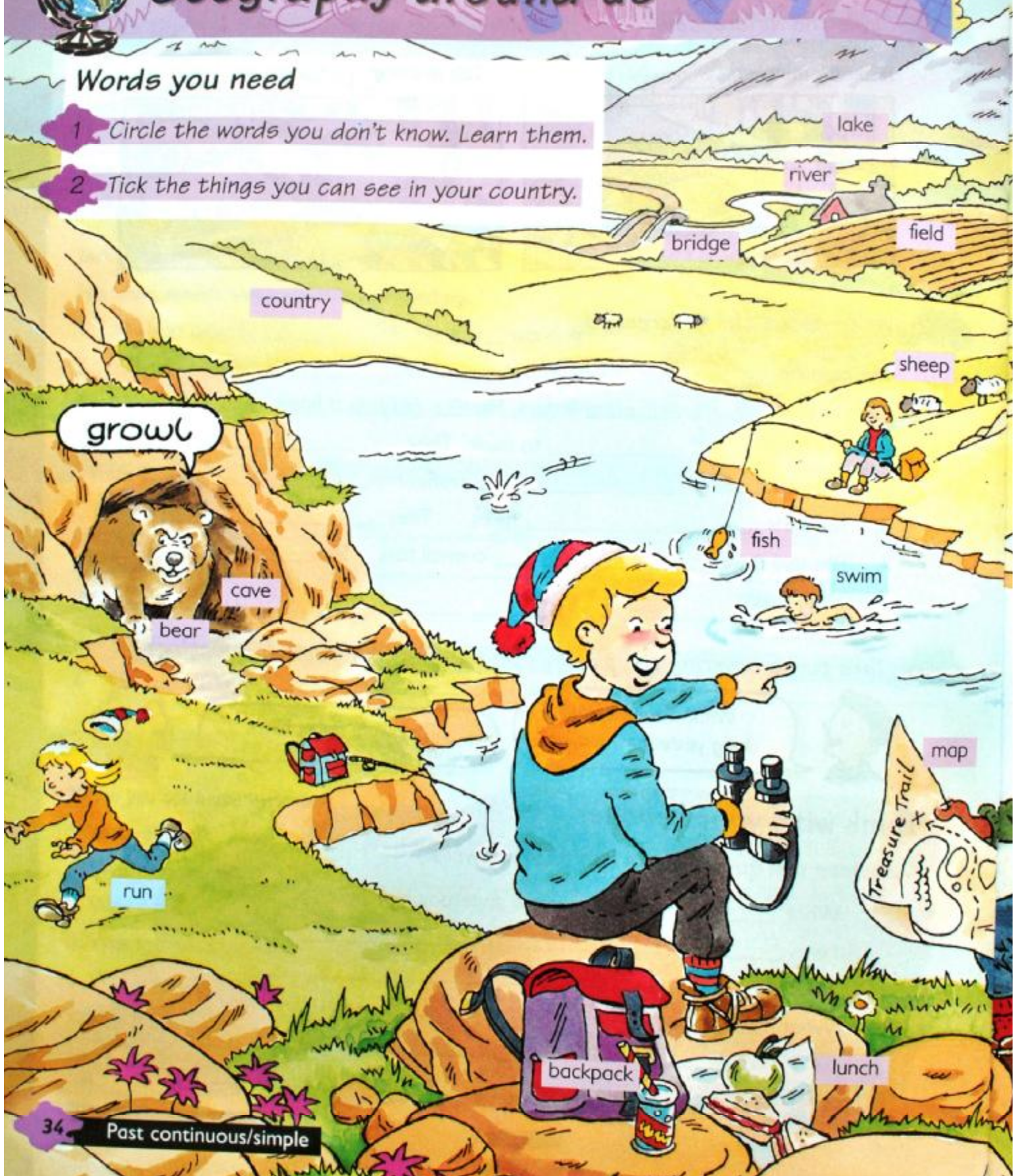


# Geography around us

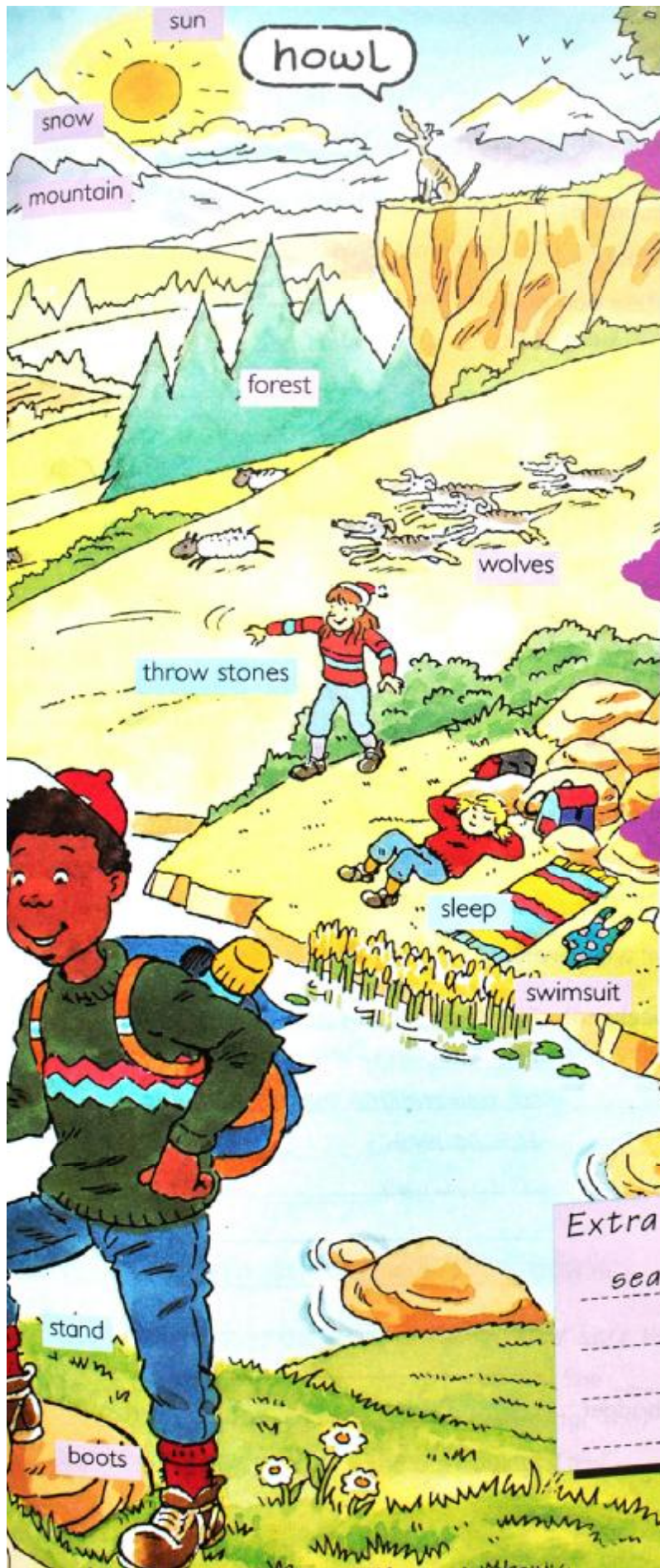
## Words you need

1 Circle the words you don't know. Learn them.

2 Tick the things you can see in your country.







## Word check

1 Write names you know in your country.

- a mountain Mount McKinley (USA)
- a mountain \_\_\_\_\_
- a river \_\_\_\_\_
- a forest \_\_\_\_\_
- a lake \_\_\_\_\_
- a city \_\_\_\_\_

2 Circle the odd one out.

- |       |       |        |
|-------|-------|--------|
| sun   | map   | sea    |
| snow  | bear  | river  |
| field | sheep | lake   |
| rain  | wolf  | forest |

3 Mime three of these actions to your partner. Your partner writes them down.

- |       |       |       |      |
|-------|-------|-------|------|
| throw | stand | sleep | walk |
| take  | swim  | run   | howl |

Extra 'geography' words you know

sea

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Show what you know

### 1 Complete with the correct past tense of the verbs.

Yesterday Michael (walk) walked in the country.

1. He (go) \_\_\_\_\_ with his friend, Jack.
2. They (take) \_\_\_\_\_ a lunch in their backpacks.
3. They (wear) \_\_\_\_\_ their boots.
4. They (run) \_\_\_\_\_ through the forest.
5. They (swim) \_\_\_\_\_ in the river.

### 2 Read and complete the picture. Colour it.

Michael and Jack were swimming in the river.  
A girl was standing next to the river.  
She was throwing a stone into the river.  
Three fish were swimming under a bridge.  
A man and a dog were walking over the bridge.  
The man was wearing a backpack.



### 3 Complete the questions with *did* or *was/were*. Answer.

Where did Michael and Jack walk last weekend? They walked in the country.

Did they take their backpacks? Yes, they did.

What was the man doing? He was walking over the bridge.

Was he wearing a backpack? Yes, he was.

1. Where \_\_\_\_\_ Michael and Jack run?

2. \_\_\_\_\_ they swim in the river?

3. \_\_\_\_\_ they see a girl?

4. What \_\_\_\_\_ the girl doing?

5. What \_\_\_\_\_ the fish doing?

6. \_\_\_\_\_ the dog walking under the bridge?

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## Practice



### 1 Complete with *did/didn't*.

Linda and Sue visited the country yesterday.

- \_\_\_\_\_ they swim in the lake? Yes, they \_\_\_\_\_.
- \_\_\_\_\_ Sue throw stones in the river? No, she \_\_\_\_\_.
- \_\_\_\_\_ Linda wear a hat? No, she \_\_\_\_\_.
- \_\_\_\_\_ Sue and Linda walk in the forest? Yes, they \_\_\_\_\_.

### 2 Spot the differences. Complete with *was/wasn't* or *were/weren't*.

Sue's photo



Linda's photo



In Sue's photo the sheep weren't sleeping in the forest. They were running in the field.

- The fish \_\_\_\_\_ swimming in the lake. They \_\_\_\_\_ swimming in the river.
- The girl \_\_\_\_\_ wearing a swimsuit. She \_\_\_\_\_ wearing boots.
- The boys \_\_\_\_\_ running up the mountain. They \_\_\_\_\_ walking up the mountain.
- It \_\_\_\_\_ snowing. The sun \_\_\_\_\_ shining.

### 3 Complete with the correct form of the verbs.

Where did Sue and Linda go yesterday? They went to the country.

- Where \_\_\_\_\_ they swim? They \_\_\_\_\_ in the lake.
- What \_\_\_\_\_ Linda wear? She \_\_\_\_\_ a swimsuit.
- Where \_\_\_\_\_ they walk? They \_\_\_\_\_ in the forest.

### 4 Complete about Linda's photograph.

Where were the sheep sleeping? They were sleeping in the forest.

- What \_\_\_\_\_ the girl wearing? She \_\_\_\_\_ a swimsuit.
- Where \_\_\_\_\_ the fish swimming? They \_\_\_\_\_ in the lake.
- What \_\_\_\_\_ the boys doing? They \_\_\_\_\_ up the mountain.



## Practice

### 5 Survey in the country. Read.

Jack, Linda, Sue and Michael did a survey in the country yesterday.  
They went for a walk in the forest.  
They wrote a report.  
Complete their report.



We saw a man.

He was carrying a backpack and a map.

1. We \_\_\_\_\_ two girls. They \_\_\_\_\_.
2. We \_\_\_\_\_ a dog. It \_\_\_\_\_.
3. We \_\_\_\_\_ a bear. It \_\_\_\_\_.
4. We \_\_\_\_\_ three boys. They \_\_\_\_\_.

### 6 Complete the story with the correct form of the verbs.

Last summer Ben (go) went to a farm.

He (walk) \_\_\_\_\_ around it. He (see) \_\_\_\_\_ some horses. They were (run) \_\_\_\_\_ in a field. He (go) \_\_\_\_\_ past some sheep. They were (sleep) \_\_\_\_\_ next to the river. The sun was (shine) \_\_\_\_\_.

### 7 Chant with your class and do the actions.

I rode my bike in the country yesterday. What did I see?

I saw a big bear. He was growling at me.

My mum rode her bike in the country yesterday. What did she see?

She saw some horses. They were running through the trees.

My friends rode their bikes in the country yesterday. What did they see?

They saw my mum and me. We were drinking our tea!

**Extra** Do a survey of your local area.

Say where you went and what was happening.

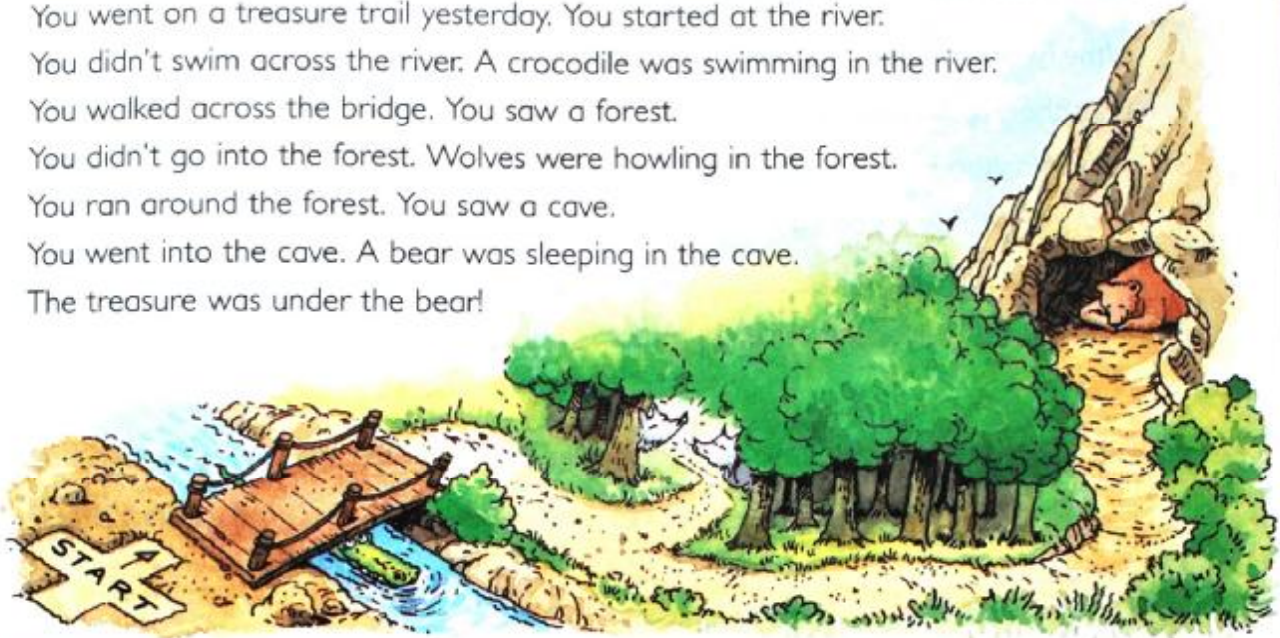




## Now you know

1 Read. Draw the trail on the map. Put an X where the treasure is.

You went on a treasure trail yesterday. You started at the river.  
You didn't swim across the river. A crocodile was swimming in the river.  
You walked across the bridge. You saw a forest.  
You didn't go into the forest. Wolves were howling in the forest.  
You ran around the forest. You saw a cave.  
You went into the cave. A bear was sleeping in the cave.  
The treasure was under the bear!



2 Complete with **did/didn't**, **was/wasn't** or **were/weren't**.

1. \_\_\_\_\_ you swim across the river? No, I \_\_\_\_\_. There was a crocodile in the river. What \_\_\_\_\_ the crocodile doing? It \_\_\_\_\_ swimming.
2. \_\_\_\_\_ you run through the forest? No, I \_\_\_\_\_. There were wolves in the forest. What \_\_\_\_\_ the wolves doing? They \_\_\_\_\_ howling.
3. \_\_\_\_\_ you go into the cave? Yes, I \_\_\_\_\_. There was a bear in the cave. What \_\_\_\_\_ the bear doing? It \_\_\_\_\_ sleeping.
4. \_\_\_\_\_ you take the treasure? \_\_\_\_\_, I \_\_\_\_\_.

## Think with your teacher

Read with your teacher.

Linda and Sue went to the country. They saw three boys. The boys were running.  
Jack and Michael walked in the forest. They saw a bear. The bear was sleeping.  
Where did Linda and Sue go? What did they see? What were the boys doing?  
Where did Jack and Michael go? What did they see? What was the bear doing?

Do you say the same things in the same way in your language?



# Review 2

## A Past simple/present simple

### 1 Write in the correct order. Ask your partner. (6 points)

1. a/the Tyrannosaurus /meat-eater/Was \_\_\_\_\_ ?
2. hunt/the Brachiosaurus/for food/Did \_\_\_\_\_ ?
3. very/Was/the Brachiosaurus/tall \_\_\_\_\_ ?
4. live/on/Earth/did/When/dinosaurs \_\_\_\_\_ ?
5. meat/Do/eat/elephants \_\_\_\_\_ ?
6. How much/ weigh/ the Triceratops/did \_\_\_\_\_ ?

### 2 Complete. (6 points)

	What/food?	Where/live?	What/clothes?
Early people			
Today			

### Complete the questions and answers. (5 points)

1. What \_\_\_\_\_ early people eat? They ate \_\_\_\_\_.
2. What \_\_\_\_\_ people eat today? They eat \_\_\_\_\_.
3. Where \_\_\_\_\_ early people live? They lived \_\_\_\_\_.
4. Where \_\_\_\_\_ people live today? They live \_\_\_\_\_.
5. What \_\_\_\_\_ an early boy wear? He wore \_\_\_\_\_.

## B Past continuous

### 1 Complete the questions with was/were. Give true answers. (9 points)

1. What \_\_\_\_\_ you doing at 9.00pm yesterday?  
I was \_\_\_\_\_. I wasn't \_\_\_\_\_.
2. What \_\_\_\_\_ your \_\_\_\_\_ and \_\_\_\_\_ doing?  
They were \_\_\_\_\_. They weren't \_\_\_\_\_.
3. What \_\_\_\_\_ your friend doing? He/she was \_\_\_\_\_.  
He/she wasn't \_\_\_\_\_.



**2 Read, write the names and colour. (10 points)**

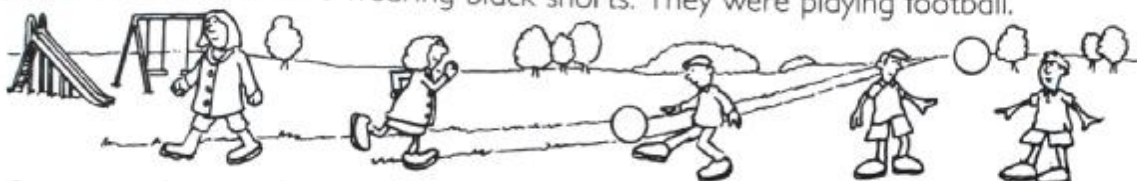
Yesterday morning in the park ...

Sylvia was wearing a blue coat. She wasn't playing. She was walking.

Paula was wearing a green coat. She wasn't walking. She was running.

James wasn't wearing a coat. He was wearing a red sweater. He was kicking a ball.

Andrew and Mark were wearing black shorts. They were playing football.



**C Past continuous/simple**

**1 Jack and Linda did a survey on their city. Complete their report. (9 points)**

where we went	who we saw	what they were doing
supermarket	shop assistant	counting money
bakery	baker	making bread
bus station	bus drivers	driving buses
street	policeman	directing traffic

We visited the supermarket. We saw a shop assistant. She was counting money.

- Linda (go) \_\_\_\_\_ to a bakery. She (meet) \_\_\_\_\_ a baker.  
He (make) \_\_\_\_\_ bread.
- I (visit) \_\_\_\_\_ the bus station. I (see) \_\_\_\_\_ the bus drivers.  
They (drive) \_\_\_\_\_ buses.
- We (walk) \_\_\_\_\_ in the street. We (watch) \_\_\_\_\_ a policeman.  
He (direct) \_\_\_\_\_ traffic.

**2 Complete. Then chant with your class. (5 points)**

Yesterday ...

- I walked in the forest. What did I see?  
I saw a big brown bear. It was growling at me.
- I sw \_\_\_\_\_ in the river. What \_\_\_\_\_ I see?  
I \_\_\_\_\_ two crocodiles. They \_\_\_\_\_ smil\_\_ at me.
- I w \_\_\_\_\_ up a mountain. What \_\_\_\_\_ I see?  
I \_\_\_\_\_ two big birds. They \_\_\_\_\_ fly\_\_ around me.





# Maths quiz

$$\div 1 + 7$$

## Words you need

- ~~1~~ Use a calculator. Add the numbers you see on the board.
- ~~2~~ Tick the objects you have.

add

$$\begin{array}{r} 16 \\ + 8 \\ \hline \end{array}$$

sum

line

subtract

number

dominoes

telephone

tape measure

dice

cards

pencil

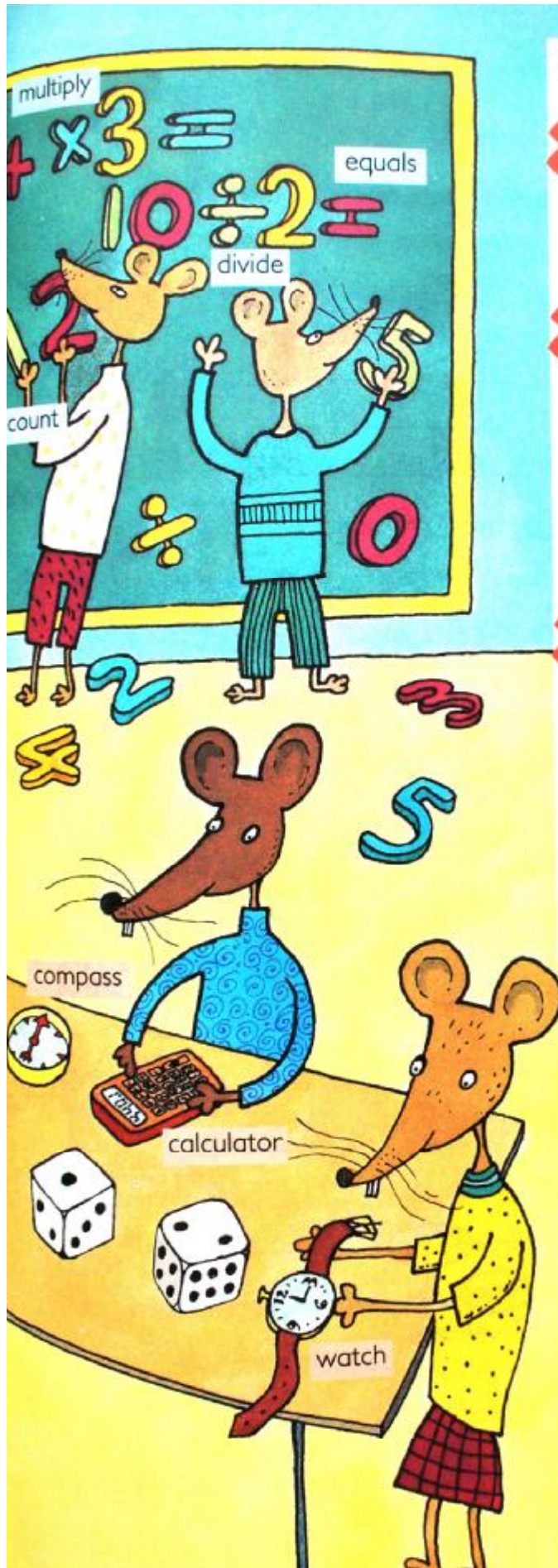
ruler

measure

~~4~~ more/most, less/least, same as







## Word check

- 1 Write four things you own that have numbers on them.
- .....

- 2 Match the words to their symbols.

divide  
add  
subtract  
multiply  
equals

- 3 Match.

good                      less                      most  
the same                      worse                      best  
bad                      better                      least  
the same                      more                      worst

calendar

Extra 'maths' words you know

circle

.....

.....

.....



## Show what you know

### 1 Read and do in groups.

Look at pages 42 and 43 for 1 minute. Cover the pages. Write as many words as you can remember in 1 minute. Now count and answer for your group.

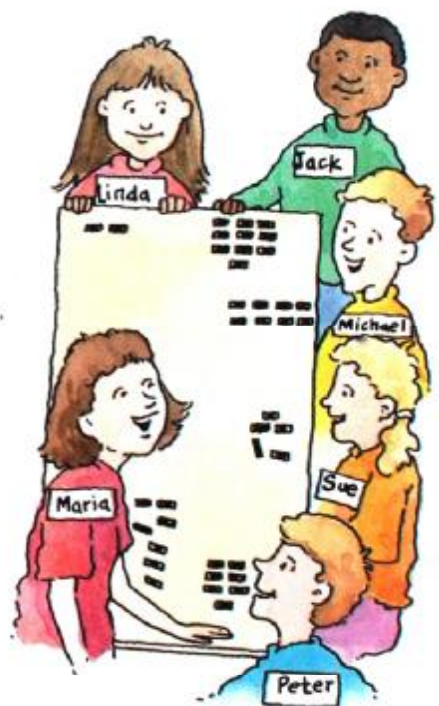
Answers

1. Who wrote the least number of words? \_\_\_\_\_
2. Who wrote the most words? \_\_\_\_\_
3. Did you write more words than your friend? \_\_\_\_\_
4. Which is the shortest word you wrote? \_\_\_\_\_
5. Which is the longest word you wrote? \_\_\_\_\_

Circle *most*, *least*, *more*, ...est in the questions.

### 2 Count the dominoes. Write the names.

1. Maria has some dominoes. \_\_\_\_\_ has more.  
\_\_\_\_\_ has the most.
2. \_\_\_\_\_ has the least number of dominoes.
3. Peter has the same number of dominoes as \_\_\_\_\_.
4. Maria doesn't have as many dominoes as \_\_\_\_\_.
5. Michael has more dominoes than \_\_\_\_\_.
6. \_\_\_\_\_ has more dominoes than Linda but not as many as Peter.



### 3 Circle True or False for you.

Subtracting is less interesting than adding.

Multiplying is less interesting than dividing.

1. Adding is more difficult than subtracting.
2. Dividing is less difficult than multiplying.
3. Subtracting is the least difficult

True/False

True/False

True/False

True/False

True/False

### 4 more/most, less/least, same as



## Practice



### 1 Read and do in groups. Then check and answer.

Draw a long line without a ruler. Draw a big circle without a compass.

1. Who drew the best circle? \_\_\_\_\_
2. Who drew the worst line? \_\_\_\_\_
3. Did you draw a better line than your friend? \_\_\_\_\_
4. Did you draw a worse line than your friend? \_\_\_\_\_

### 2 Compare with your partner. Complete and answer.

Is your line as long as your friend's line? No, it isn't.

1. Is your line \_\_\_\_\_ straight \_\_\_\_\_ your friend's line? \_\_\_\_\_
2. Is your line the \_\_\_\_\_ your friend's line? \_\_\_\_\_
3. Is your circle \_\_\_\_\_ big \_\_\_\_\_ your friend's circle? \_\_\_\_\_
4. Is your circle the \_\_\_\_\_ your friend's circle? \_\_\_\_\_

### 3 Circle the correct answers for you.

Maths is more less interesting than Art. **False**

1. Maths is the most/the least interesting lesson at school. **True**
2. Maths is more/less difficult than English. **False**
3. Maths is the most/the least difficult lesson at school. **True**
4. Maths is as difficult as Science. **False**

### 4 Complete the test scores with better/best or worse/worst.

Sylvia 10/10 \_\_\_\_\_ Jack and Linda 8/10 \_\_\_\_\_ Michael 7/10 good  
Sue 4/10 bad Maria 2/10 \_\_\_\_\_ Peter 1/10 \_\_\_\_\_

Now complete with **same as** or **as ... as**.

1. Jack got the \_\_\_\_\_ Linda.
2. Sue didn't get \_\_\_\_\_ many \_\_\_\_\_ Linda.
3. Michael didn't get the \_\_\_\_\_ Jack.
4. Did Peter get \_\_\_\_\_ many \_\_\_\_\_ Maria?



## Practice



### 5 Underline the correct answer.

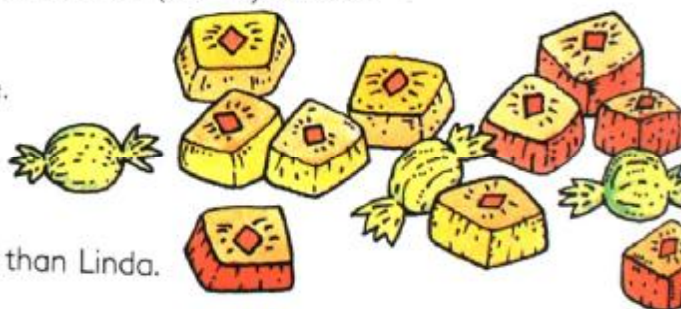
- Which has got the most numbers on it?  
a. a watch      b. a dice      c. a telephone
- Which is the least difficult to use?  
a. a calculator      b. a compass      c. a telephone
- Which is the most difficult to draw?  
a. a straight line without a ruler      b. a circle with a compass      c. a straight line with a ruler
- Which is the least difficult to do?  
a. count from 1 to 100      b. count from 100 to 1      c. count from 10 to 100 in tens
- Which object is as long as the pencil?      a. the ruler      b. the calculator
- Which object isn't the same length as the pencil?      a. the calculator      b. the ruler

### 6 Add or subtract and complete. Use **more/the most**.

Jack has  $(10 + 3)$  sweets. Linda has  $(9 + 5)$  sweets. Sue has  $(18 - 6)$  sweets.

Linda has more sweets than Jack.

- Jack has \_\_\_\_\_ sweets than Sue.
- Linda has \_\_\_\_\_ sweets.
- Sue doesn't have \_\_\_\_\_ sweets.
- Jack doesn't have \_\_\_\_\_ sweets than Linda.



### 7 Complete the sums and the sentences. Use a tape measure and calculator.

I am  $(140 + 2)$  cm tall. My friend is  $(138 + 5)$  cm tall. Am I as tall as my friend?

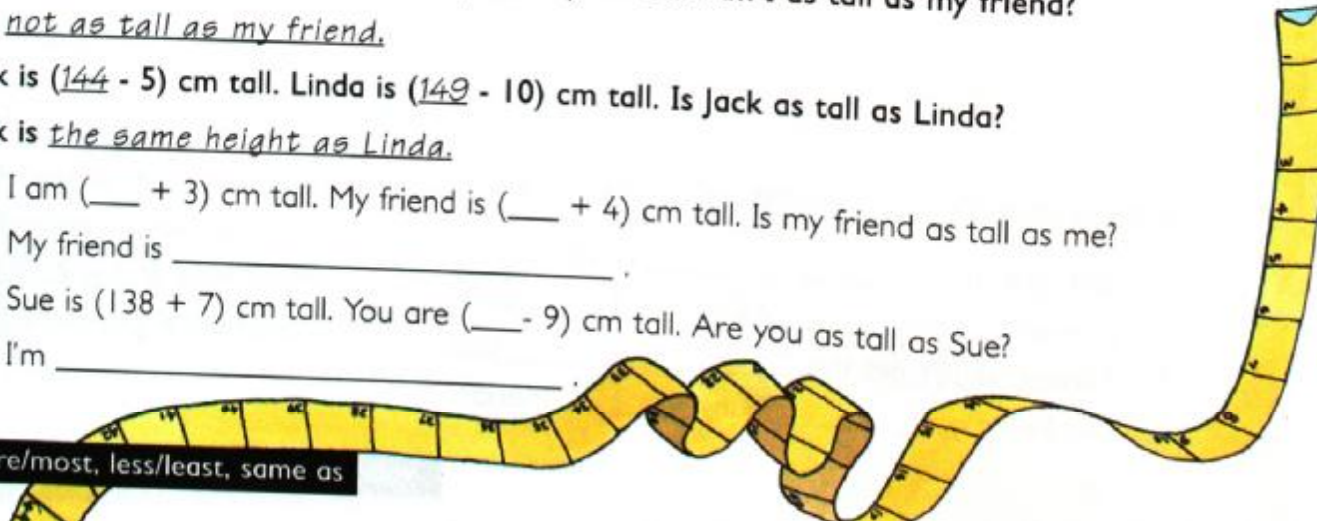
I'm not as tall as my friend.

Jack is  $(144 - 5)$  cm tall. Linda is  $(149 - 10)$  cm tall. Is Jack as tall as Linda?

Jack is the same height as Linda.

- I am  $(\_\_ + 3)$  cm tall. My friend is  $(\_\_ + 4)$  cm tall. Is my friend as tall as me?  
My friend is \_\_\_\_\_.

- Sue is  $(138 + 7)$  cm tall. You are  $(\_\_ - 9)$  cm tall. Are you as tall as Sue?  
I'm \_\_\_\_\_.





## Now you know



**1** Look at a calendar. Complete and answer.

Which month is the shortest month? February

1. Does April have the m\_\_\_\_\_ days? \_\_\_\_\_.
2. Does March have m\_\_\_\_\_ days than June? \_\_\_\_\_.
3. Which month is the hot\_\_\_\_\_ month? \_\_\_\_\_.
4. Which month is the cold\_\_\_\_\_ month? \_\_\_\_\_.

**2** Complete with **same as/as ... as** and answer.

Is September as long as December? No, it isn't.

1. Is June \_\_\_\_\_ long \_\_\_\_\_ July? \_\_\_\_\_.
2. Is April \_\_\_\_\_ short \_\_\_\_\_ February? \_\_\_\_\_.
3. Does May have the \_\_\_\_\_ number of days \_\_\_\_\_ January? \_\_\_\_\_.
4. Is October \_\_\_\_\_ cold \_\_\_\_\_ December? \_\_\_\_\_.

## Think with your teacher.

1 Complete with **more/most** or **less/least**.

Maths is interesting. Science is m\_\_\_\_\_ interesting. English is the m\_\_\_\_\_ interesting.  
Maths is difficult. Science is l\_\_\_\_\_ difficult. English is the l\_\_\_\_\_ difficult.

2 Add names from your class.

\_\_\_\_\_ is the same height as me. I'm not as tall as \_\_\_\_\_.

3 Write the names of books you know.

a good book \_\_\_\_\_ a bad book \_\_\_\_\_  
a better book \_\_\_\_\_ a worse book \_\_\_\_\_  
the best book \_\_\_\_\_ the worst book \_\_\_\_\_

Do you say the same things in the same way in your language?

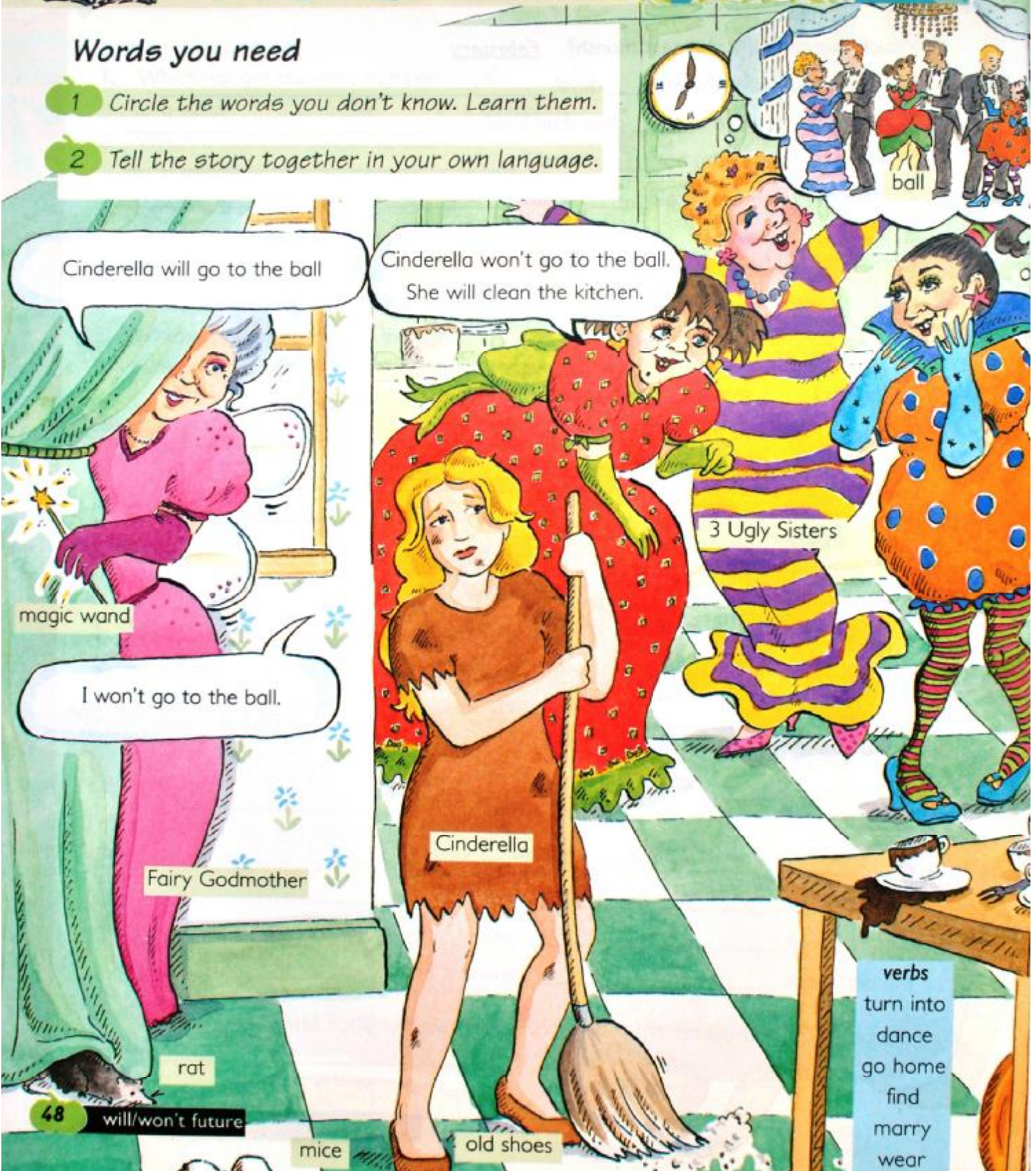




# Story time

## Words you need

- 1 Circle the words you don't know. Learn them.
- 2 Tell the story together in your own language.



Cinderella will go to the ball

Cinderella won't go to the ball.  
She will clean the kitchen.

ball

magic wand

3 Ugly Sisters

I won't go to the ball.

Fairy Godmother

Cinderella

verbs  
 turn into  
 dance  
 go home  
 find  
 marry  
 wear

rat

mice

old shoes





## Word check

1 Write in order (1 = youngest, 6 = oldest).

Cinderella The Prince Fairy Godmother  
Ugly Sister 1 Ugly Sister 2 Ugly Sister 3

- |                      |          |
|----------------------|----------|
| 1. <u>Cinderella</u> | 4. _____ |
| 2. _____             | 5. _____ |
| 3. _____             | 6. _____ |

2 What will they turn into? Match.

mice	_____	new dress
rat	_____	coach
pumpkin	_____	horses
old dress	_____	glass slippers
old shoes	_____	coachman

3 Write who does what.

Cinderella The Prince ~~Fairy Godmother~~  
Ugly Sisters Coachman

turns the mice into horses Fairy Godmother

- |                                |       |
|--------------------------------|-------|
| 1. doesn't wear glass slippers | _____ |
| 2. drives the coach            | _____ |
| 3. goes home at midnight       | _____ |
| 4. finds a glass slipper       | _____ |

Extra 'English' words you know  
story \_\_\_\_\_  
\_\_\_\_\_



## Show what you know

### 1 Complete the grammar table.

I will	=	I'll	I will not	=	I <u>won't</u>
You will	=	You'__	You will not	=	You w____
He will	=	He'__	He will not	=	He w____
She will	=	She'__	She will not	=	She w____
We ____	=	We'll	We _____	=	We won't
They ____	=	They'll	They _____	=	They won't

### 2 Complete with **will/won't**.

Cinderella will go to the ball.

The Ugly Sisters won't stay at home.

- The Fairy Godmother \_\_\_\_\_ turn the mice into horses.
- The Ugly Sisters \_\_\_\_\_ wear glass slippers.
- The Prince \_\_\_\_\_ dance with Cinderella.
- Cinderella \_\_\_\_\_ go home at 10.00 pm.
- The Prince \_\_\_\_\_ find an old shoe.
- The Prince \_\_\_\_\_ marry Cinderella.

### 3 Complete the questions. Answer.

Will the Ugly Sisters go to the ball?

- \_\_\_ Cinderella wear her old dress?
- \_\_\_ the rat turn into a dog?
- \_\_\_ Cinderella go home at midnight?
- \_\_\_ the Prince find a glass slipper?
- \_\_\_ you go to a ball tonight?

Yes, they will.

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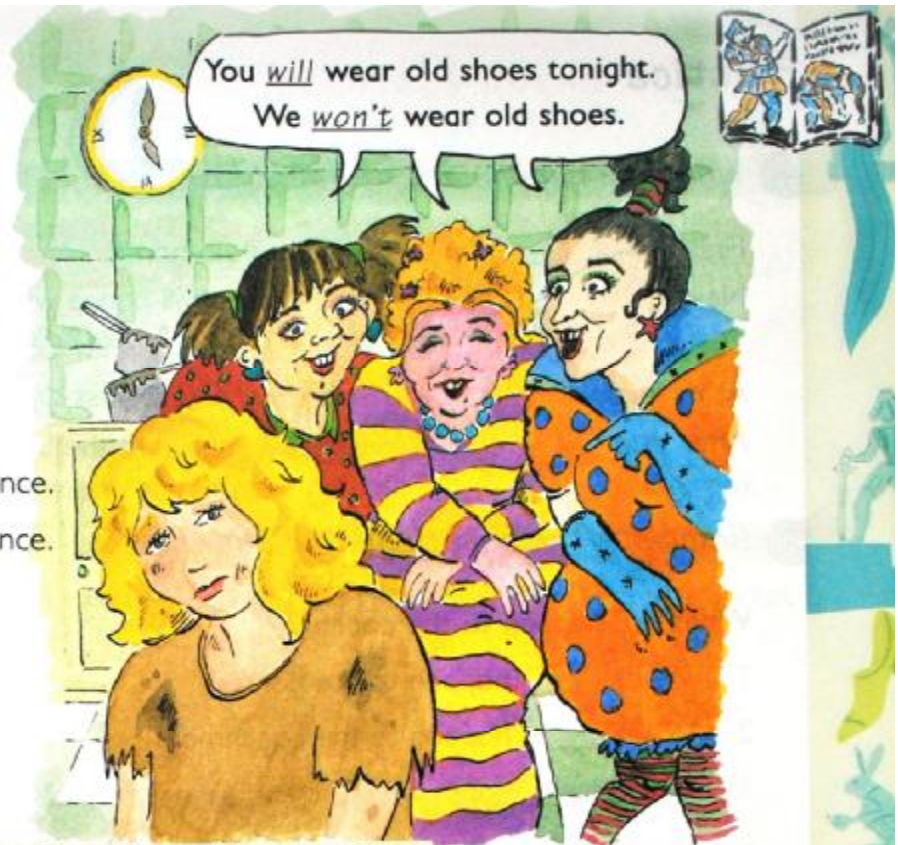




## Practice

### 1 Complete with *will/won't*.

- You \_\_\_\_\_ wear a new dress.  
We \_\_\_\_\_ wear new dresses.
- You \_\_\_\_\_ go to the ball.  
We \_\_\_\_\_ go to the ball.
- You \_\_\_\_\_ dance with the prince.  
We \_\_\_\_\_ dance with the Prince.
- You \_\_\_\_\_ clean the kitchen.  
We \_\_\_\_\_ clean the kitchen.



### 2 Complete the conversations. Practice with a partner.



- Will I \_\_\_\_\_ with the Prince?  
 What will I \_\_\_\_\_ to the ball?  
 How will I \_\_\_\_\_ to the palace?  
 What time will I \_\_\_\_\_ the ball?

- Yes, you \_\_\_\_\_ dance with the Prince.  
 You \_\_\_\_\_ wear a new dress.  
 You \_\_\_\_\_ go in a coach.  
 You \_\_\_\_\_ leave the ball at midnight.

### 3 Complete.

The rat *will* turn into a coachman.

- The mice \_\_\_\_\_ turn into \_\_\_\_\_.
- The pumpkin \_\_\_\_\_ turn into a \_\_\_\_\_.
- Cinderella's old dress \_\_\_\_\_ turn into a \_\_\_\_\_.
- Cinderella's old shoes \_\_\_\_\_ turn into \_\_\_\_\_.
- The rat \_\_\_\_\_ turn into a dog!



## Practice

### 4 What will happen at the ball? Match.

- |             |       |  |
|-------------|-------|--|
| First       | _____ | Cinderella will go home.                     |
| Next        | _____ | The Ugly Sisters will dance with the Prince. |
| Then        | _____ | The Prince will dance with Cinderella.       |
| At midnight | _____ | The Prince will find a glass slipper.        |
| After that  | _____ | Cinderella will arrive at the ball.          |



### 5 Complete the questions and answers.

What will happen to the coach?

1. What \_\_\_\_\_ happen to the horses?
2. What \_\_\_\_\_ happen to the coachman?
3. What \_\_\_\_\_ happen to Cinderella's new dress?
4. What \_\_\_\_\_ happen to the glass slipper?

It will turn into a pumpkin.

- They \_\_\_\_\_ into \_\_\_\_\_.
- He \_\_\_\_\_ into a \_\_\_\_\_.
- It \_\_\_\_\_ into an \_\_\_\_\_ dress.
- The Prince \_\_\_\_\_ find it.



### 6 Answer for your next English class.

Will you read stories in English?

1. Will you write sentences in English?
2. Will you read 'Cinderella' in English?
3. Will your teacher ask questions in English?
4. Will your teacher play a cassette in English?
5. Will your friends speak in English?

Yes, I will. (No, I won't.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Now you know

1 You are a reporter. Complete. Practise with a partner.



1. Cinderella. When \_\_\_\_\_ you marry the Prince? We'll \_\_\_\_\_ next Saturday.
2. What dress \_\_\_\_\_ you wear? I'll \_\_\_\_\_ a \_\_\_\_\_ dress.
3. What \_\_\_\_\_ the Prince wear? He'll \_\_\_\_\_ a \_\_\_\_\_ jacket.
4. Where \_\_\_\_\_ you live? We'll \_\_\_\_\_ in a \_\_\_\_\_.
5. Who \_\_\_\_\_ cook and clean? The Prince will \_\_\_\_\_.

2 Your Fairy Godmother will visit you tonight. What will you ask for?

I'll ask for \_\_\_\_\_.

I won't ask for \_\_\_\_\_.

Compare your answers with a partner.

3 Complete these promises for your English classes.



I'll speak more English in my English class. I won't speak in (Greek).

1. I \_\_\_\_\_ read more English at home. I \_\_\_\_\_ read in \_\_\_\_\_ in my English class.
2. I \_\_\_\_\_ watch more English videos. I \_\_\_\_\_ talk to my friends in \_\_\_\_\_.
3. I \_\_\_\_\_ write more English sentences I \_\_\_\_\_ write in \_\_\_\_\_ in my English class.
4. I \_\_\_\_\_ ask more questions in my English class. I \_\_\_\_\_ ask questions in \_\_\_\_\_.

## Think with your teacher

Answer and discuss with your class.

1. Cinderella will marry a Prince. Will you marry a Prince/Princess?
2. Cinderella and the Prince will live in a palace. Where will you live?
3. Cinderella won't cook and she won't clean the kitchen. What about you?





# Science experiments

## Words you need

- 1 Circle the words you don't know. Learn them.
- 2 Tick the things you have in your classroom.



## Word check

- 1 Circle the odd one out.

Will it float?	Will it grow?	Will it boil?
water	water	water
coin	coin	saucepan
cork	seed	rubber
sugar	jar	sugar

- 2 Complete with **a**, **an** or **some**.

<u>some</u> water	a coin
_____ cork	_____ sugar
_____ egg	_____ match
_____ jar	_____ paper
_____ cotton wool	
_____ glass of water	





a cork



pen

paper

a glass of water

a coin

a match

a rubber

paper clips

Will it float?

Will it rain?

3 Complete with **er**, **or** or **ar**.

pap \_\_\_\_\_

sug \_\_\_\_\_

wat \_\_\_\_\_

j \_\_\_\_\_

rubb \_\_\_\_\_

c \_\_\_\_\_k

Extra 'science' words you know

weather

Four sets of dashed lines for writing.



## Show what you know

### 1 Will it float? Guess the answers.

1. If you put a match in a glass of water  
a. the match will float.                      b. the match will sink.
2. If Jack puts a rubber in a glass of water  
a. the rubber will float.                      b. the rubber will sink.
3. If Sue puts two coins in a glass of water  
a. the coins will float.                      b. the coins will sink.
4. If I put two corks in a glass of water  
a. the corks will float.                      b. the corks will sink.
5. If we put two paper clips in a glass of water  
a. the paper clips will float.                      b. the paper clips will sink.



Now do the experiments in groups (or at home). Compare answers in class.

### 2 Will it grow? Guess the answers.

Jack and Sue put some cotton wool in a glass. They put a bean on the cotton wool.

1. If Jack doesn't add water, will the bean grow?  
a. The bean will grow.                      b. The bean won't grow.
2. If Sue adds some water, what will happen?  
a. The bean will grow.                      b. The bean won't grow.
3. If Jack and Sue don't add more water, what will happen?  
a. The plant will die.                      b. The plant won't die.
4. If Sue adds more water, will the plant grow taller?  
a. The plant will grow taller                      b. The plant won't grow taller.

Now do the experiments in groups (or at home). Compare answers in class.





## Practice



### 1 Will it boil? Complete the questions/answers and match.

a. Jack puts a saucepan of water on the cooker.



What will happen ...

- |  |                             |
|--|-----------------------------|
| 1. <u>if</u> Jack heats the water?                   | The egg _____ go hard.      |
| 2. _____ Jack touches the boiling water?             | The glass _____ break.      |
| 3. _____ Jack puts an egg in the boiling water?      | He _____ burn his hand.     |
| 4. _____ Jack pours the hot water into a thin glass? | The water <u>will</u> boil. |

b. Sue has a glass of clean water.



What will happen ...

- |   |                                   |
|---|-----------------------------------|
| 1. <u>if</u> Sue puts lemon juice in the water? | The water _____ taste sweet.      |
| 2. _____ Sue puts sugar in the lemon water?     | The water _____ turn to ice.      |
| 3. _____ Sue puts the lemon water in a freezer? | The water <u>will</u> taste sour. |

### 2 Complete the questions. Answer.



*If* Jack puts an egg in boiling water, will it go hard? Yes, it will.

- \_\_\_\_\_ Jack touches the boiling water, \_\_\_\_\_ he burn his hand? \_\_\_\_\_.
- \_\_\_\_\_ Sue puts lemon juice in the water, \_\_\_\_\_ it taste sour? \_\_\_\_\_.
- \_\_\_\_\_ Sue puts sugar in the water, \_\_\_\_\_ it taste sweet? \_\_\_\_\_.



## Practice

3 Will it rain? Complete the questions.

TOMORROW	if it rains	if it is sunny
Jack	indoors/computer games	outside/tennis
Sue	indoors/television	outside/rollerskates
Tom	indoors/book	outside/bike
Linda	indoors/computer games	outside/bike

What will Jack do tomorrow if it rains? If it rains, he'll stay indoors.

What will Jack do if he stays indoors? If he stays indoors, he'll play computer games.

1. What \_\_\_\_\_ do tomorrow if it \_\_\_\_\_? If it rains, she'll stay indoors.

What \_\_\_\_\_ do if she \_\_\_\_\_ indoors?

If she stays indoors, she'll watch television.

2. What \_\_\_\_\_ and \_\_\_\_\_ do tomorrow if it \_\_\_\_\_?

If it is sunny, they'll play outside.

What \_\_\_\_\_ and \_\_\_\_\_ do if they \_\_\_\_\_ outside?

If they play outside, they'll ride their bikes.

4 Weather survey. Complete for you and your friend.

TOMORROW	if it rains	if it is sunny
Me		
My friend		

Now complete the sentences.

1. If it rains, I'll \_\_\_\_\_.

2. If it is sunny, I'll \_\_\_\_\_.

3. If it rains, my friend will \_\_\_\_\_.

4. If it is sunny, my friend will \_\_\_\_\_.

**Extra** Do a weather survey for your class for next weekend.





## Now you know



1 Complete the questions. Complete the answers with **will/won't**.

What will happen *if* you put a pencil in water? It will sink.

1. What will happen \_\_\_ you put a cork in some water? It \_\_\_\_\_ sink.
2. What will happen \_\_\_ you put a coin in some water? It \_\_\_\_\_ float.
3. What \_\_\_\_\_ happen \_\_\_ you put seeds on some cotton wool? The seeds \_\_\_\_\_ grow.
4. What \_\_\_\_\_ happen \_\_\_ you don't add some water? They \_\_\_\_\_ grow.
5. What \_\_\_\_\_ happen \_\_\_ you put your finger in hot water? I \_\_\_\_\_ burn my finger.
6. What \_\_\_\_\_ you do \_\_\_ you burn your finger? I \_\_\_\_\_ put my finger in cold water.

2 Read. Tick (✓) the correct answer.

1. If Sue puts lemon juice into water
  - a. the water will taste sour.
  - b. the water won't taste sour.
2. If you put sugar in the lemon water
  - a. the water will taste sour.
  - b. the water will taste sweet.
3. If you put the lemon water into the freezer
  - a. the water will turn into ice.
  - b. the water won't turn into ice.
4. If Jack touches the ice in the freezer
  - a. he will burn his finger.
  - b. he won't burn his finger.



## Think with your teacher

Which is correct?

1. a. If Jack will touch the hot water, he will burn his finger.  
b. If Jack touches the hot water, he will burn his finger.
2. a. If I will put sugar in the water, it will taste sweet.  
b. If I put sugar in the water, it will taste sweet.

Do you say the same thing in the same way in your language?



# Review 3

A more/most, less/least, best/worst, same as/as ... as

## I Find out in your class. Complete and answer. (6 points)

Who's got the most books?

Maria has.

- Who's got the m\_\_\_\_\_ rubbers?
- Who's got the l\_\_\_\_\_ glue?
- Have you got l\_\_\_\_\_ paper than your friend?
- Have you got m\_\_\_\_\_ pencils than your friend?
- Is your pencil \_\_\_ long \_\_\_ your friend's pencil?
- Is your ruler the \_\_\_\_\_ your friend's ruler?

\_\_\_\_\_

\_\_\_\_\_

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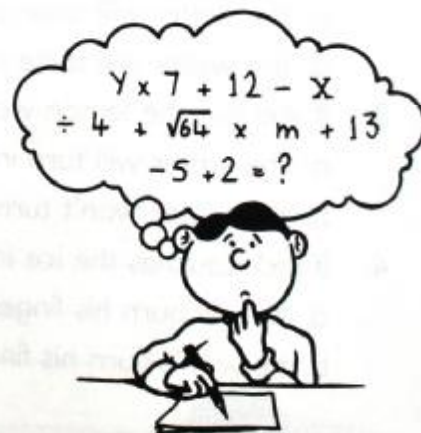
\_\_\_\_\_

## 2 Read and complete with most/least, best/worst, same as/as ... as. (6 points)

Subject survey	most difficult	least difficult	best subject	worst subject
Sue	English	Music	Art	Maths
Jack	Art	Science	Maths	Art

Sue thinks Art is the best subject.

- Sue thinks Maths is the \_\_\_\_\_ subject.
- Sue thinks English is the \_\_\_\_\_ difficult subject.
- Jack thinks Maths is the \_\_\_\_\_ difficult subject.
- Jack thinks Science is the \_\_\_\_\_ subject.
- I think \_\_\_\_\_ is \_\_\_\_\_ difficult \_\_\_\_\_ Maths.
- I think English is the \_\_\_\_\_ subject.



B will/won't

## I Write who said what. Complete with will/won't. (12 points)

The Prince said, 'Who will I meet at the ball?'

- \_\_\_\_\_ said, 'Cinderella. You \_\_\_\_\_ clean the kitchen. You \_\_\_\_\_ go to the ball.'
- \_\_\_\_\_ said, 'I \_\_\_\_\_ turn the pumpkin into a \_\_\_\_\_.'
- \_\_\_\_\_ said, 'What \_\_\_\_\_ I wear to the ball? \_\_\_\_\_ I have a new dress?'
- \_\_\_\_\_ said, 'We \_\_\_\_\_ marry next week. We \_\_\_\_\_ live in the palace.'

**2 Ask a partner these questions. (5 points)**

*In the future*

*partner's answer*

1. Will you get married?
2. Will you have a car?
3. Will you have children?
4. Will you live in a big house?
5. Will you visit Britain?

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**Now write sentences about yourself and your partner. (4 points)**

1. In the future I will \_\_\_\_\_
2. I won't \_\_\_\_\_
3. My friend will \_\_\_\_\_
4. My friend won't \_\_\_\_\_

**C First conditional**

**1 Complete. (9 points)**

1. You plant a bean. If you don't add water, the bean \_\_\_\_\_ grow.  
If you \_\_\_\_\_ water, the bean will \_\_\_\_\_.
2. Jack has a jar of water. If Jack puts a cork in the water, the cork \_\_\_\_\_ float.  
If Jack \_\_\_\_\_ a coin in the water, the coin \_\_\_\_\_ float.
3. Sue has a saucepan of boiling water.  
If Sue doesn't touch the boiling water, she \_\_\_\_\_ burn her hand.  
If Sue \_\_\_\_\_ the boiling water, she \_\_\_\_\_ burn her hand.

**2 Complete for you. You may imagine. (8 points)**

If it is windy tomorrow, what will you wear? I will wear my warm coat.

1. If it rains tomorrow, what will you wear? I \_\_\_\_\_ wear \_\_\_\_\_.
2. If it rains tomorrow, will you play outside? No, I \_\_\_\_\_.
3. If it is sunny on Sunday, what will you do? I \_\_\_\_\_.
4. If it is sunny on Sunday, will you stay indoors? \_\_\_\_\_, \_\_\_\_\_.
5. If it snows in the winter, what will you do? I \_\_\_\_\_.





## GRAMMAR SUMMARY

### Possessives

I → my → mine	I've got a pen.	It's my pen.	It's mine.
You → your → yours	You've got a pencil.	It's your pencil.	It's yours.
He → his → his	He's got a ruler.	It's his ruler.	It's his.
She → her → hers	She's got a crayon.	It's her crayon.	It's hers.
We → our → ours	We've got two pens.	They're our pens.	They're ours.
They → their → theirs	They've got two rulers.	They're their rulers.	They're theirs.

### like ...ing

I like swimming.  
My mum likes watching television.  
Jack doesn't like reading.  
Do you like going to the sea?

You like playing tennis.  
My best friend and I like eating ice cream.  
My mum and dad don't like drinking cola.  
Does your dad like driving his car?

### Adverbs

quiet	Please stand up quietly.	happy	Please sing happily.
loud	Please shout loudly.	slow	Please walk slowly.
quick	Please run quickly.	noisy	Please don't play noisily.
careful	Please sit down carefully.	hard	Please work hard in class.
good	Well done!		

### like/want to ...

I like to play the piano.  
I want to play the piano well.  
I don't want to play the recorder.  
Sue likes to play the violin.  
She wants to play the violin well.  
Sue doesn't want to play the piano.

Do you like to play the piano?  
Do you want to play the piano well?  
Does Sue like to play the violin?  
Does Sue want to play the violin well?

### Past simple/present simple

Dinosaurs lived on Earth from 225 million years ago.  
Did they live on Earth 50 million years ago?  
Were all dinosaurs meat-eaters?  
Elephants live on Earth now.  
Do they live in Africa?  
Are elephants plant-eaters?

Yes, they did./No, they didn't.  
Yes, they were./No, they weren't.  
Yes, they do./No, they don't.  
Yes, they are./No, they aren't.

### Past continuous

At 7.00pm yesterday...

She was watching TV?

Was she watching TV?

Yes, she was.

No, she wasn't.

They were reading a book?

Were they reading a book?

Yes, they were.

No, they weren't.

### Past continuous/simple

Linda and Sue went to the beach. They saw three boys. The boys were fishing.

Jack and Peter walked in the forest. They saw a cat. The cat was sleeping.

My mum came into my room. She saw me. I was playing computer games

Your dad came into your room. He saw you. You were watching television.

Where did Linda and Sue go? What did they see? What were the boys doing?

Where did Jack and Peter go? What did they see? What was the cat doing?

Where did my mum go? What did she see? What was I doing?

Where did your dad go? What did he see? What were you doing?

### more/most, less/least, same as/as ... as, best/worst

short

shorter than

the shortest

small

smaller than

the smallest

interesting

more/less interesting than

the most/least interesting

difficult

more/less difficult than

the most/least difficult

a good/bad book

a better/worse book than

the best/worst book

the pencil is the same length as the pen

the pencil is as long as the pen

### will/won't future

I will = I'll

I will not = I won't

We will = We'll

We will not = We won't

You will = You'll live in a palace.

You will not = You won't

marry a prince.

He will = He'll

He will not = He won't

She will = She'll

She will not = She won't

They will = They'll

They will not = They won't

Will I/he/we study English? Yes, I/he/we will. No, I/he/we won't.

### First conditional

If you put a cork in a glass of water, the cork will float.

will the cork sink?

the cork won't sink.

If it rains tomorrow, Sue and Linda will watch television.

will they play outside?

they won't play outside.



## WORD AND PHRASES

This wordlist contains all the vocabulary items illustrated in the Words you need pages of each unit.

### Unit 1

black  
blue  
brown  
brush  
colour  
crayon  
cut  
draw  
glue  
green  
grey  
measure  
model  
orange  
paint (noun and verb)  
paper  
pencil  
picture  
pink  
purple  
red  
rub out  
rubber  
ruler  
scissors  
stick  
white  
yellow

### Unit 2

baseball  
basketball

chess  
fishing  
horse riding  
judo  
karate  
listening to the radio  
ludo  
playing computer games  
reading a book  
roller skating  
rugby  
skating  
snakes and ladders  
swimming  
watching videos

### Unit 3

clap  
drum  
flute  
harp  
hum  
piano  
play  
recorder  
sing  
snap  
stamp  
tambourine  
triangle  
trombone  
trumpet  
violin  
whistle  
xylophone

### Unit 4

arrow  
axe  
bow  
Brachiosaurus  
fish  
fruit  
furs  
knife  
leaves  
meat  
meat-eaters  
plants  
plant-eaters  
Pteranodon  
shelter  
skins  
spear  
stone  
Triceratops  
Tyrannosaurus  
wood

### Unit 5

cleaning teeth  
cooking breakfast  
delivering letters  
directing traffic  
driving a taxi  
eating breakfast  
listening to music  
making coffee  
playing football  
reading a book  
riding a bike  
running

sleeping  
standing  
talking on the telephone  
walking  
washing hair  
watching television  
working

### **Unit 6**

backpack  
bear  
boots  
bridge  
cave  
country  
field  
fish  
forest  
lake  
map  
mountain  
lunch  
river  
run  
sheep  
sleep  
snow  
stand  
sun  
swim  
swimsuits  
throw stones  
trail  
treasure  
wolves

### **Unit 7**

add  
calculator  
calendar  
cards  
compass  
count  
dice  
divide  
dominoes  
equals  
line  
measure  
multiply  
number  
pencil  
ruler  
subtract  
sum  
tape measure  
telephone  
watch

### **Unit 8**

ball  
Cinderella  
coach  
coachman  
dance  
dress  
Fairy Godmother  
find  
glass slipper  
go home  
horse

magic wand  
marry  
mice  
midnight  
old shoes  
palace  
Prince  
pumpkin  
rat  
turn into  
Ugly sister  
wear

### **Unit 9**

beans  
boil  
coin  
cork  
cotton wool  
egg  
float  
glass  
grass seeds  
grow  
jar  
lemon  
match  
paper  
paper clips  
pencil  
rain  
rubber  
saucepan  
sugar  
water



# Picture Grammar for Children

## 4

**Picture Grammar for Children** is a lively and colourful grammar practice series for young learners. It's fun to use and easy to teach and is compatible with any course. Grammar is presented in an original and appealing way through vocabulary-rich topic-based spreads which are followed by a range of grammar practice activities.

### Key features

- Vocabulary and grammar are introduced side by side in meaningful contexts
- Highly illustrated topic-based units are carefully selected to reflect students' interests
- There is a balance between controlled exercises and those which allow students to use language creatively
- Review units give opportunity for consolidation and further practice
- Students can work through the units systematically or in any chosen order

  
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