



bird



whale



penguins



boat



fly a kite



play soccer

ENGLISH FOR EVERYONE JUNIOR

BEGINNER'S COURSE

parrot



monkey



giraffe



lion



LOOK, LISTEN, AND LEARN

frog



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ENGLISH FOR EVERYONE JUNIOR

BEGINNER'S COURSE



FREE AUDIO

website and app

www.dkefe.com/junior/us





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Random
House

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First American Edition, 2020

Published in the United States by DK Publishing
1450 Broadway, Suite 801, New York, NY 10018

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DK, a Division of Penguin Random House LLC

20 21 22 23 24 10 9 8 7 6 5 4 3 2 1

001-316826-Apr/2020

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Published in Great Britain by Dorling Kindersley Limited

A catalog record for this book
is available from the Library of Congress.
ISBN 978-1-4654-9230-2

Printed and bound in China

A WORLD OF IDEAS:
SEE ALL THERE IS TO KNOW

www.dk.com

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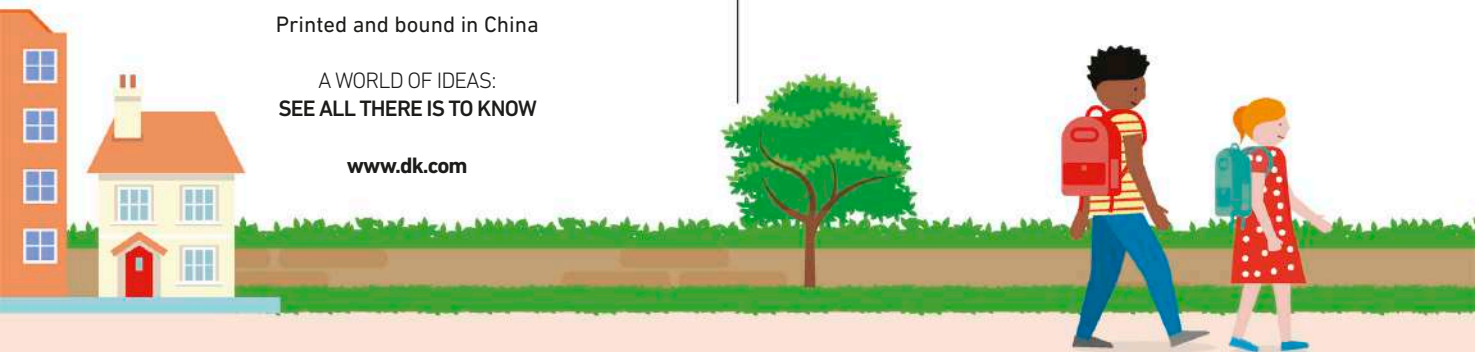
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About the course

English for Everyone Junior: Beginner's Course is an entry-level English course for children. The course is divided into 26 units: 22 teaching units and 4 review units. There is audio for all the units.

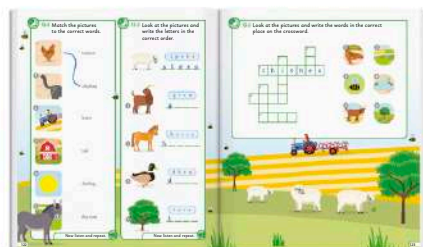
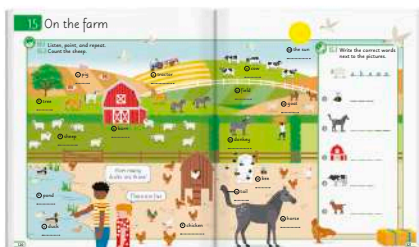


Our characters

A group of six friends—Maria, Sofia, Ben, Andy, Sara, and Max—help present new language in a natural and friendly way.

Unit structure

Each teaching unit starts with a scene that shows new vocabulary, followed by vocabulary exercises. The child then studies and practices three or four grammar rules.

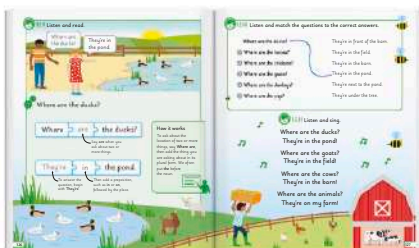
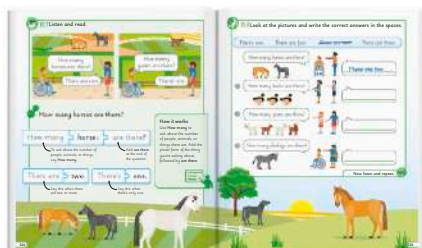


1 New vocabulary

An illustrated scene presents vocabulary in a clear context. The child listens to and repeats each new word in turn.

2 Vocabulary practice

All new vocabulary is practiced. The child might be asked to match vocabulary to pictures or spell individual words.



3 New grammar

Most teaching units contain three grammar rules. The grammar is first explained and then practiced.

4 New grammar

More grammar is explained and practiced. Many units also have a song to practice new grammar and vocabulary.

5 New grammar

More grammar is explained and practiced. Throughout the whole unit, new vocabulary is repeated and recycled to help the child.

Audio

English for Everyone Junior: Beginner's Course features extensive supporting audio materials. Listening to and repeating the audio recordings will help the child master the pronunciation and stress patterns of English, as well as help them plant new language in their memory.

Register at www.dkefe.com/junior/us to access the audio materials for free. Each file can be played, paused, and repeated as often as you like.



All vocabulary scenes, grammar explanations, songs, and listening exercises have accompanying audio. Clicking on the corresponding number on the app will play the relevant audio file.



Most exercises have accompanying audio. After completing an exercise, the child should listen to the correct answer and then repeat it out loud.



FREE AUDIO
website and app

www.dkefe.com/junior/us



Review units

Four review units provide the child with a chance to read a text incorporating vocabulary and grammar from recent units in the course. The child then writes a personalized answer based on this text.



Alphabet and handwriting guide

The course includes a presentation of the English alphabet, together with a guide explaining how to form each letter. The child has space to practice the formation of each letter.



Grammar guide

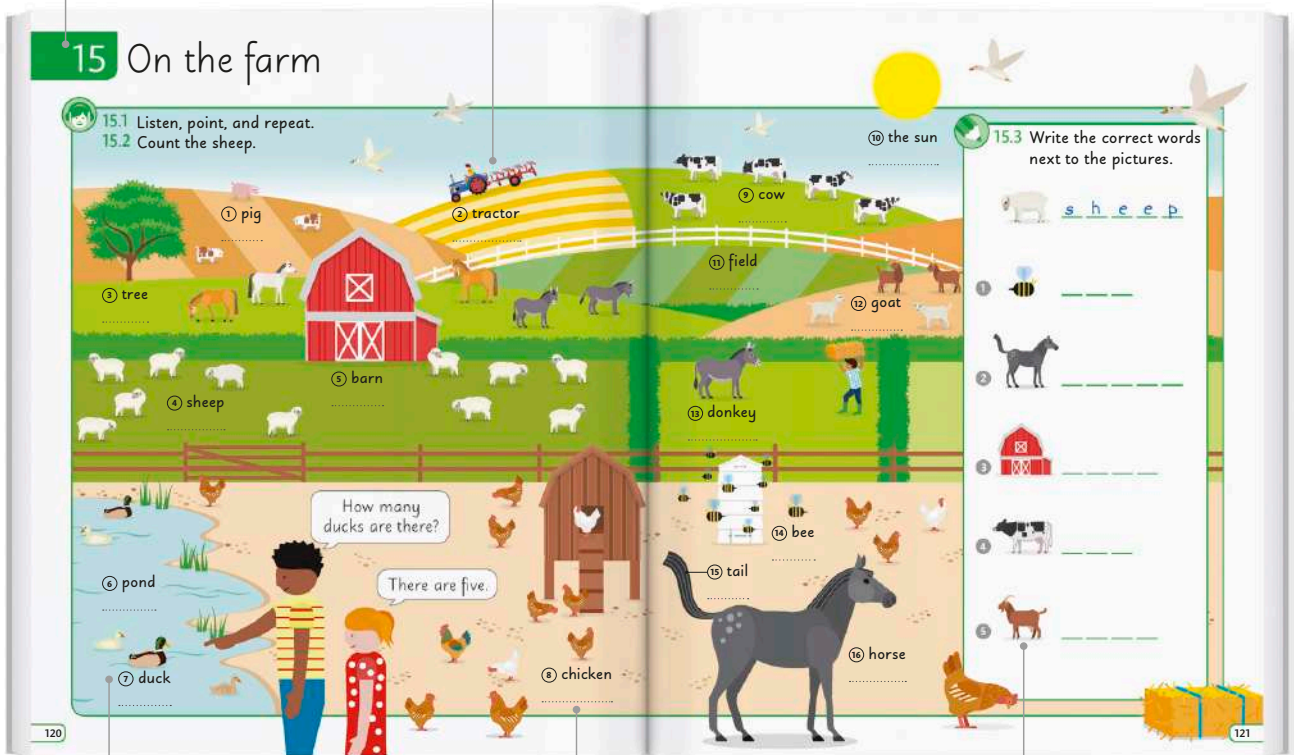
The key grammar taught in the *English for Everyone Junior: Beginner's Course*, together with common verbs and useful expressions, is presented in a clear and systematic way in the Grammar guide.

Learning new vocabulary

Each unit opens with an illustrated scene showing new vocabulary. The parent or teacher should supervise the child as they listen to the audio on the website or the app and encourage them to point at and repeat each item of vocabulary.

1 First, click on the corresponding unit number (here **Unit 15**) on your screen. Then, click on the exercise number, followed by **Play all**.

2 The child hears the title of the unit, followed by a short dialogue that sets the scene. After this, the audio plays each new word in turn.



3 The audio stops for a few seconds after each new word. The child should repeat the word during this pause.

4 After listening to the full audio, the child can copy each word on the dotted line beneath it. The word can be listened to again if wished.

5 A short exercise tests some of the new words that the child has just learned.

Learning new grammar

New grammar is explained with the help of a simple dialogue set within an illustrated scene. The child should listen to this dialogue before going on to look more closely at the example sentences together with the teacher or parent.

- 1 First, click on the corresponding number on your screen (here **15.7**). The child will then hear a short dialogue.

15.7 Listen and read.

How many horses are there?

How many

horses

are there?

To ask about the number of people, animals, or things, say **How many**.

There are

two.

There's

one.

Say this when there are two or more.

Say this when there's only one.

How it works

Use **How many** to ask about the number of people, animals, or things there are. Add the plural form of the thing you're asking about, followed by **are there**.

15.8 Look at the pictures and write the correct answers in the spaces.

There's one.
There are four.
~~There are two.~~
There are three.

How many horses are there?

There are two.

1 How many ducks are there?

2 How many goats are there?

3 How many donkeys are there?

Now listen and repeat.

124

125

- 2 Sentences from the dialogue are then broken down into simple parts, with new language in colored or highlighted text. Read through each sentence (and the explanation) with the child.
- 3 Further information about the grammar for the teacher or parent is included in the **How it works** box.
- 4 The child then practices the new grammar and vocabulary in an exercise. After this, they can check the answers at the back of the book and listen to (and repeat) an audio recording of each answer.



1.1 Listen to the children.



Hello, I'm Maria.
What's your name?

Hi, I'm Max.

Hello, I'm Ben.

Maria

Ben

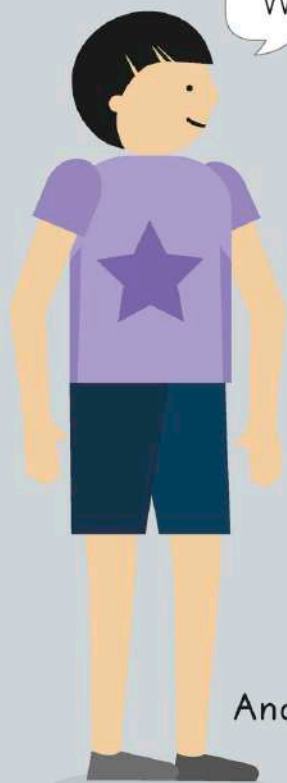
Max



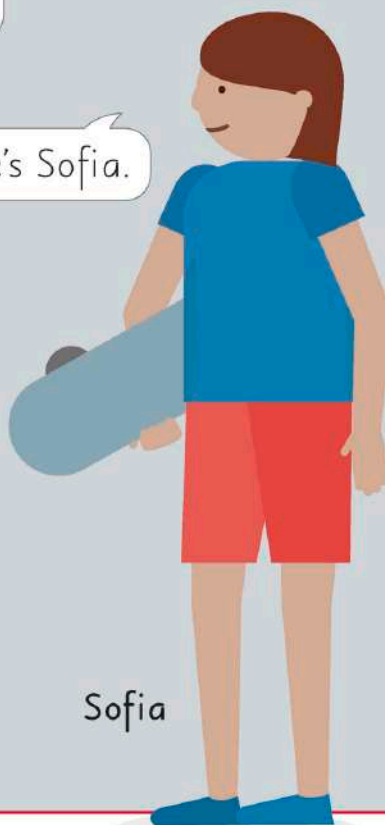
Hi, I'm Andy.
What's your name?

Hi, my name's Sara.

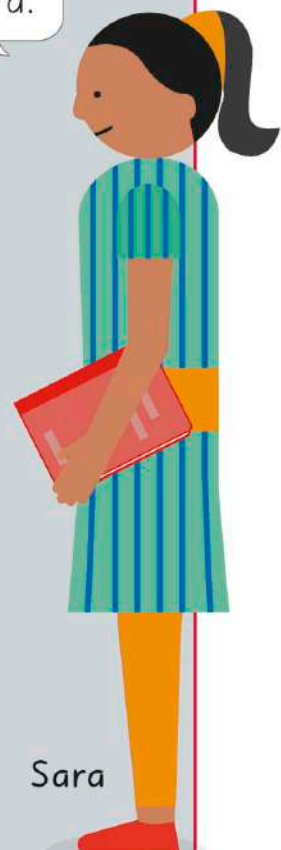
Hello, my name's Sofia.



Andy



Sofia



Sara



1.2 Listen and read.



Hello, what's your name?

Hello, what's your name?

Hello is a greeting.

This is what you say when you ask a person what he or she is named.

To reply, say I'm, followed by your name.

I'm

Andy.

My name's

Or, instead of I'm, you can say My name's, followed by your name.

How it works

I'm is short for I am. It is the first person singular form of the verb to be. In English, we often use short forms like I'm when we are speaking.

I am → I'm
name is → name's



1.3 Listen and match the pictures to the names.



Max



Andy



Maria



Sofia



Sara



Ben





1.4 Listen and read.



Hi, how are you?



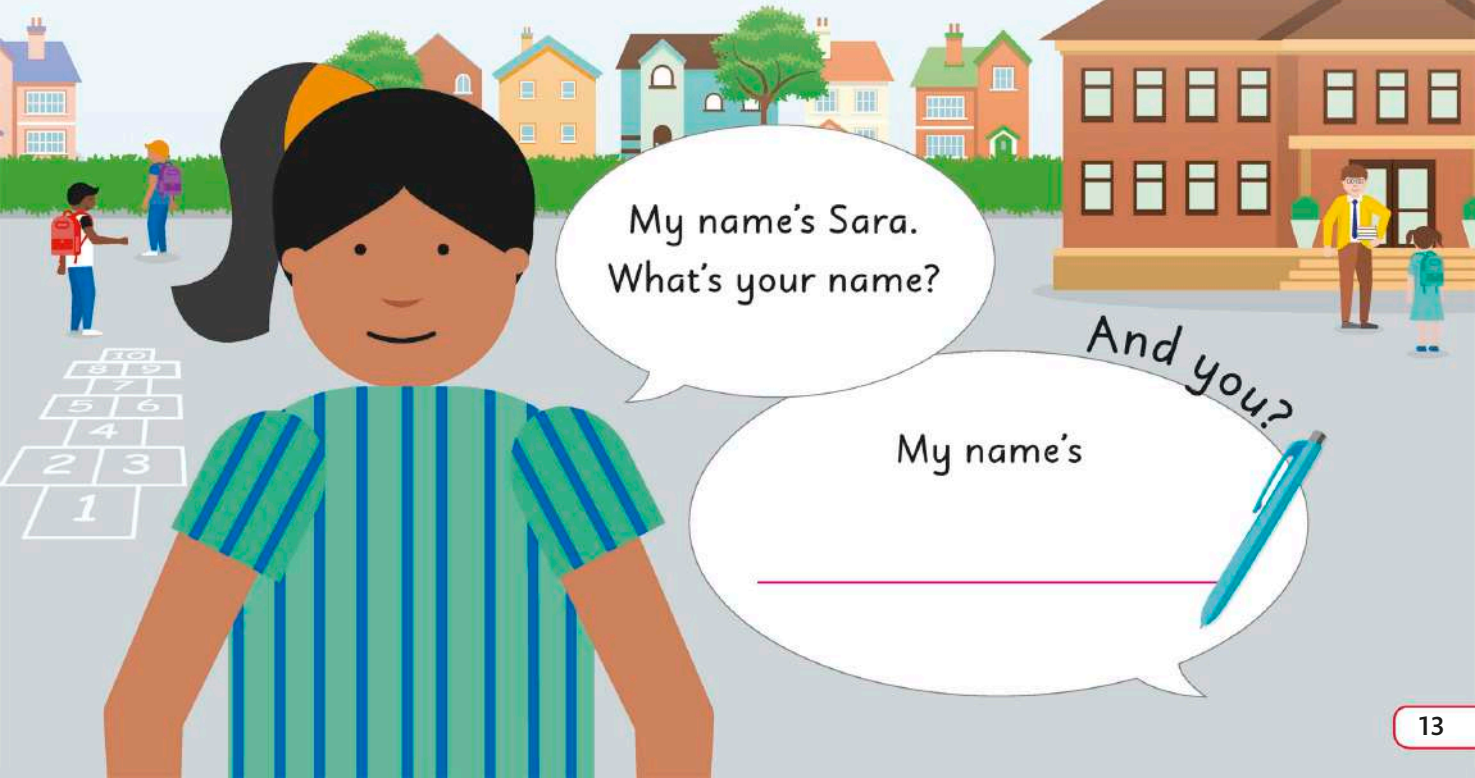
Hi, how are you?

Hi is also
a greeting.

To ask someone
how they are
feeling, say this.

I'm fine, thanks.

Remember to thank
the person for asking.





1.5 Listen, point, and repeat.

1

① one

.....

2

② two

.....

3

③ three

.....

4

④ four

.....

5

⑤ five

.....

6

⑥ six

.....

7

⑦ seven

.....

8

⑧ eight

.....

9

⑨ nine

.....

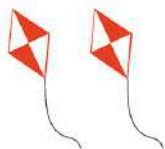
10

⑩ ten

.....



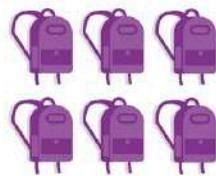
1.6 Count and write the correct numbers under the pictures.



t w o



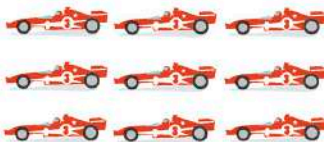
1 _____



2 _____



3 _____



4 _____



5 _____

Now listen and repeat.





1.7 Listen and read.



How old are you?

How old are you?

To ask someone his or her age, say this.

I'm eight years old.

To tell someone your age, say I'm, followed by a number. You can also add years old afterward.

How it works

In English, the verb **to be** is used to talk about someone's age.

We say **I'm eight**, not **I have eight**.



1.8 Listen and write the correct answers in the spaces.

six

~~8~~

seven

10



I'm 8 years old.

1



I'm _____ years old.



2

I'm _____ years old.

3



I'm _____ years old.



2 At school



2.1 Listen, point, and repeat.



① playground



Sit down, please.

② numbers

1 2 3 4 5 6 7 8 9 10

1 + 1

③ letters



④ teacher

⑤ board



⑥ classmate



⑦ alphabet

⑧ tablet

⑨ cupboard

⑩ book

2.2 Match the pictures to the correct words.



book



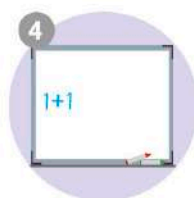
letters



board



classmate



teacher



2.3 Listen, point, and repeat.



① look

.....



② find

.....



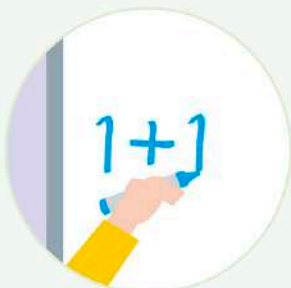
③ listen

.....



④ show

.....



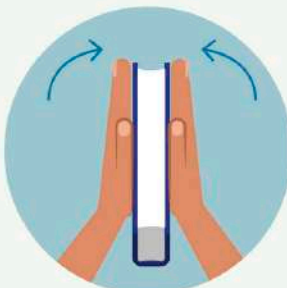
⑤ add

.....



⑥ open

.....



⑦ close

.....



⑧ pick up

.....



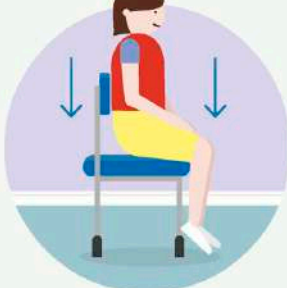
⑨ ask

.....



⑩ answer

.....



⑪ sit down

.....



⑫ stand up

.....



2.4 Look at the pictures and circle the correct words.



open / close



pick up / listen



show / answer



sit down / stand up



add / listen



pick up / look

Now listen and repeat.



2.5 Listen and check off the correct pictures.



A ☐



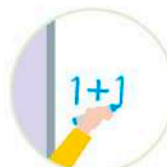
B ☒



1 A ☐



B ☐



2 A ☐



B ☐



3 A ☐



B ☐



4 A ☐



B ☐



5 A ☐



B ☐



2.6 Listen and read.



What's her name?

What's **her** name?

Say **her** when you ask about a girl or woman's name.

Her name's Sara.

To reply, say **Her** or **His** name's and then add the person's name.

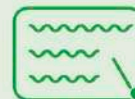
What's **his** name?

Say **his** when you ask about a boy or man's name.

His name's Max.

How it works

Her and **his** are possessive adjectives. Use **her** to talk about things that belong to a girl or woman. Use **his** to talk about things that belong to a boy or man.





2.7 Look at the pictures and write the correct words in the spaces.

His

her

~~Her~~

his



What's her name?

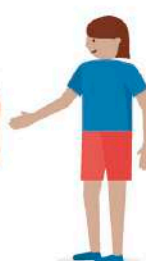


Her name's Sara.

1



What's _____ name?



His name's Dan.

2



What's his name?



_____ name's Hugo.

3



What's _____ name?



Her name's Beth.

Now listen and repeat.



3 Our classroom



3.1 Listen, point, and repeat.





④ play

⑤ spell

⑥ paint

⑦ draw



3.2 Match the pictures to the correct words.



read



play



draw



spell



count



3.3 Listen and read.



Let's paint!

Say **Let's**, then add the activity you're suggesting.

Let's

paint!

play!



How it works

Let's is a way of inviting other people to do something with you. Say **let's**, followed by an activity.



3.4 Listen and sing.

Hello, hello!
What's your name?
How are you?
Let's play a game.



Let's say hello
to my new friends
Max and Maria,
Sara and Ben.





3.5 Look at the pictures and check off the correct sentences.



Let's count!

☐

Let's paint!

☒


Let's play!

☐

Let's count!

☐


Let's read!

☐

Let's write!

☐


Let's draw!

☐

Let's read!

☐


Let's draw!

☐

Let's count!

☐


Let's play!

☐

Let's write!

☐

Now listen and repeat.



3.6 Listen and write the correct words in the spaces.

write

~~play~~

read

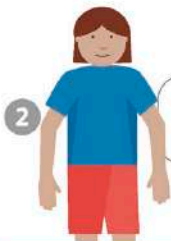
count



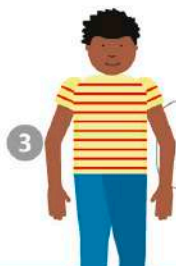
Let's play !



1 Let's _____ !



2 Let's _____ !



3 Let's _____ !



3.7 Listen, point, and repeat.

11

① eleven

.....

12

② twelve

.....

13

③ thirteen

.....

14

④ fourteen

.....

15

⑤ fifteen

.....

16

⑥ sixteen

.....

17

⑦ seventeen

.....

18

⑧ eighteen

.....

19

⑨ nineteen

.....

20

⑩ twenty

.....



3.8 Match the numbers to the correct words.

11

① 15

② 20

③ 18

④ 13

fifteen

twenty

eleven

thirteen

eighteen

Now listen and repeat.





3.9 Listen and read.



One book. Twelve books.

One book.



Twelve books.



Add an s to the end of the word when there are two or more things.

How it works

To make the plural for most words in English, add an s to the end of the word.



3.10 Look at the pictures and check off the correct answers.



book



books

1



pen



pens

2



teacher



teachers

3



chair



chairs

Now listen and repeat.



4 My things

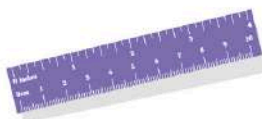


4.1 Listen, point, and repeat.

4.2 Count the pencils.



4.3 Write the correct words next to the pictures.



r u l e r

1



2



3



4



5



6 paper



7 ball



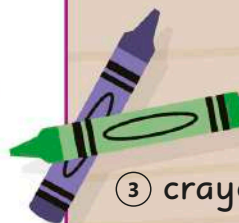
8 notepad



1 pink



2 book



3 crayon



4 eraser



5 pen





⑨ purple

⑩ red

⑪ book pack

⑫ ruler

⑬ white

⑭ brown

⑮ apple

⑯ yellow

⑰ blue

⑱ green

⑲ orange

⑳ black

㉑ gray

㉒ pencil

㉓ watch

What's this?

It's a pencil.



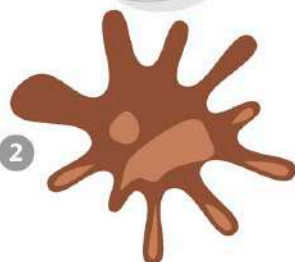
4.4 Match the colors to the correct words.



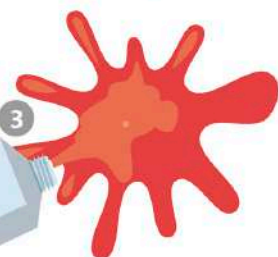
blue



orange



gray



purple



brown



red

Now listen and repeat.



4.5 Read the words and check off the correct pictures.

pencil



A ☐



B ☒

1 book



A ☐



B ☐

2 crayon



A ☐



B ☐

3 ball



A ☐



B ☐

4 notepad



A ☐



B ☐

Now listen and repeat.





4.6 There are six words. Mark the beginning and end of each word and write them below.



_____ yellow _____

1 _____

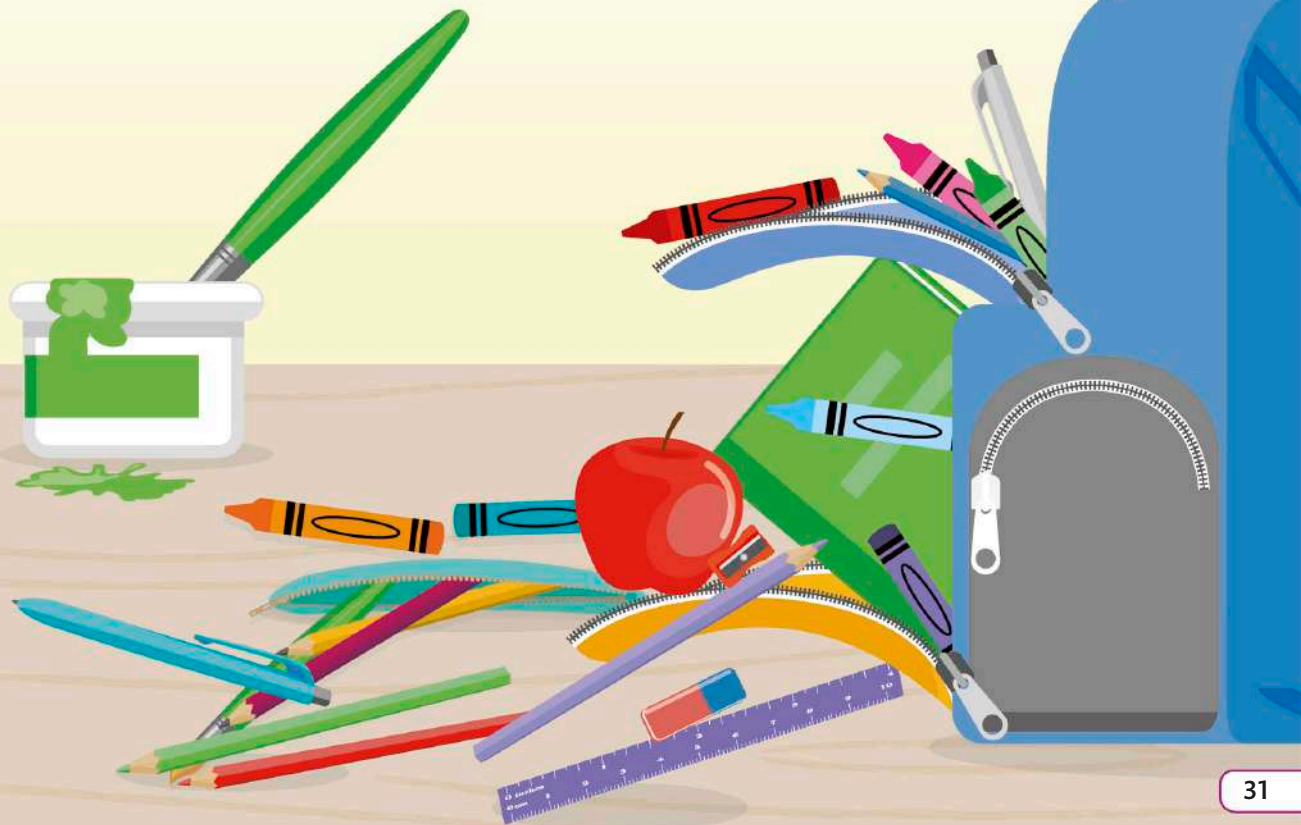
2 _____

3 _____

4 _____

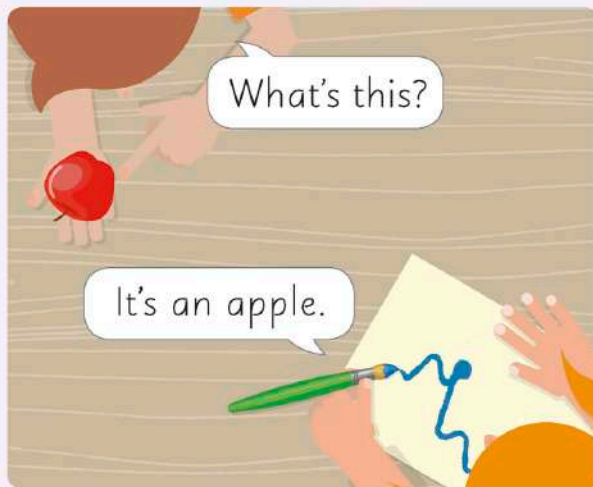
5 _____

Now listen and repeat.





4.7 Listen and read.

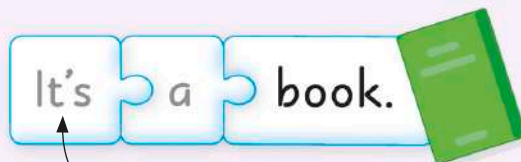


What's this?



To ask about one thing, first say **What's**.

To ask about something near you, say **this**.



Use **It's** to talk about a thing or an animal, but not a person.



When the next word begins with **a, e, i, o, or u**, put **an** before it.

How it works

Ask **What's this?** when you want somebody to identify a thing that is near you.
When answering, say **It's a**, followed by the thing or animal you're talking about.

What is ➔ **What's**
It is ➔ **It's**



4.8 Look at the pictures and write the correct answers in the spaces.

It's a watch.

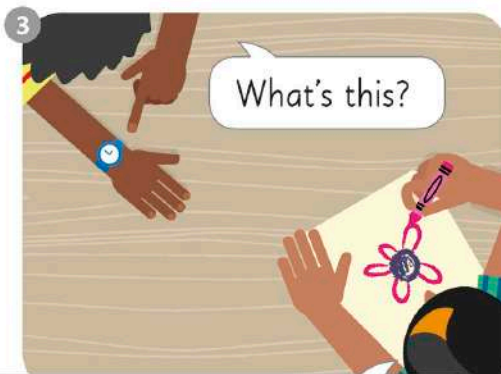
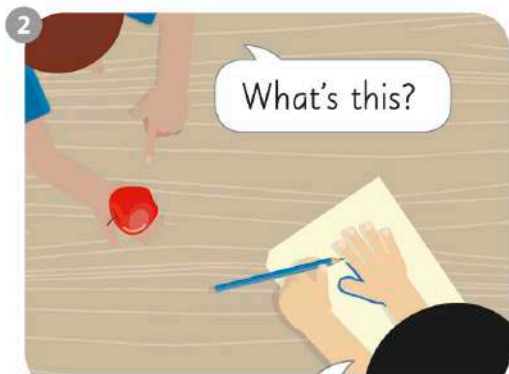
~~It's a book.~~

It's an apple.

It's an eraser.



It's a book.



Now listen and repeat.





4.9 Listen and read.



What are these?

What are these?

To ask about two or more things, say **What are.**

Use **these** to ask about things that are near you.

They're

Use **They're** to describe two or more things.

pencils.

pens.

crayons.

Remember to add an **s** to talk about two or more of something.

How it works

What are these? is the plural form of **What's this?** Use it to ask about two or more things near you. The answer doesn't need **a** or **an**

They are → They're





4.10 Look at the pictures and write the correct words in the spaces.

crayons ~~pencils~~ rulers
erasers notepads

What are these?

They're pencils.



1 What are these?

They're _____.



2 What are these?

They're _____.



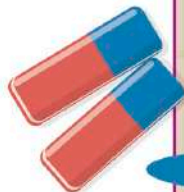
3 What are these?

They're _____.



4 What are these?

They're _____.



Now listen and repeat.

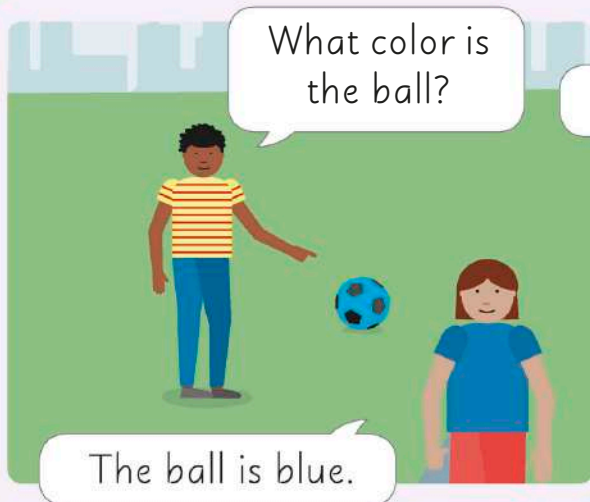


4.11 Listen and sing.





4.12 Listen and read.



What color is the ball?

What color is the ball?

Put **the** before the name of the thing.

The ball is blue.

Use **is** before the color.



What color is this?

You can say **this** instead of the thing's name.

It's yellow.

You can say **It** instead of repeating the thing's name.



How it works

This question uses the definite article **the**. Use **the** when talking about a specific example of a thing.

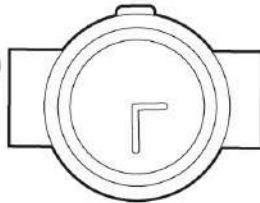




4.13 Listen and color in the pictures.



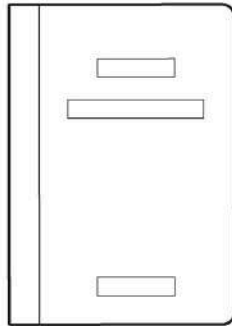
1



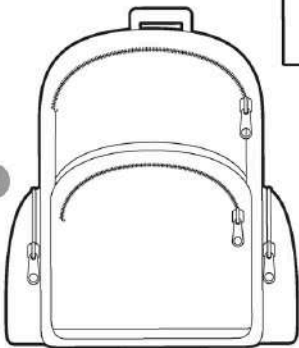
2



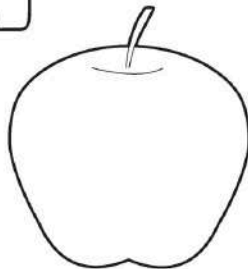
3



4



5



4.14 Look at the pictures and write the correct answers in the spaces.

It's black. It's red. ~~It's pink.~~
It's purple. It's yellow.

What color is the crayon?

It's pink.



1 What color is this?



2 What color is the pen?



3 What color is this?



4 What color is the watch?



Now listen and repeat.

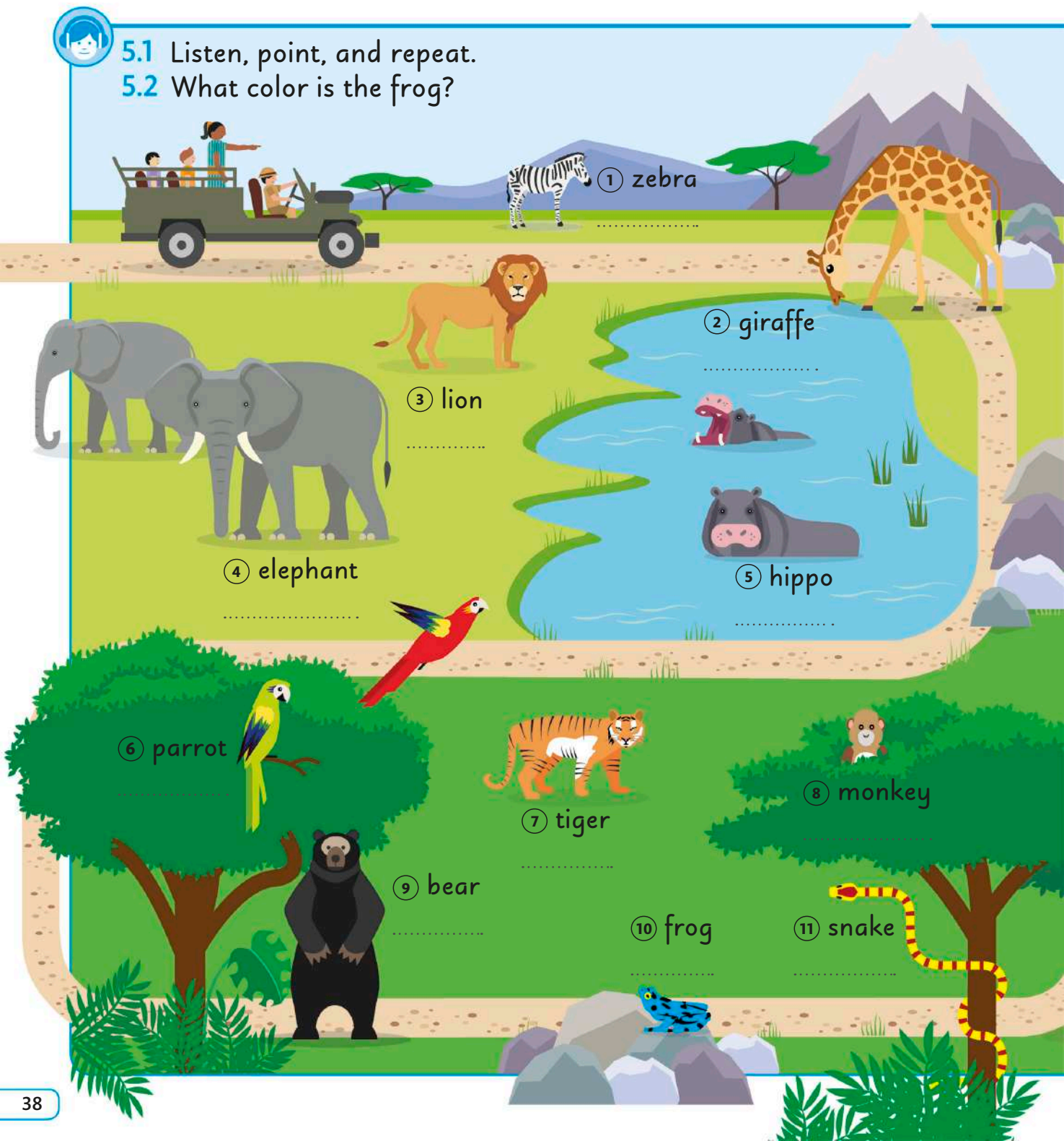


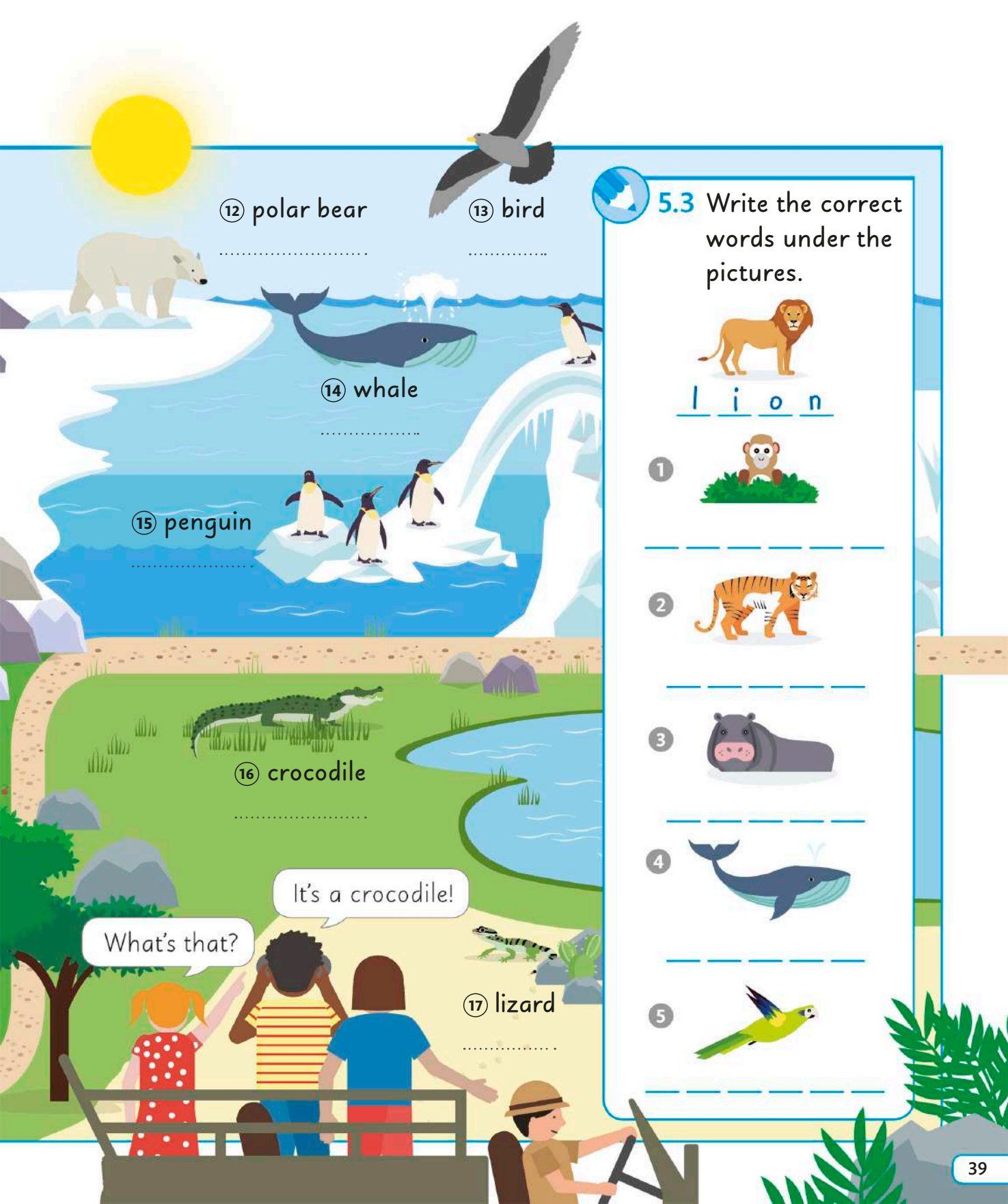
Our favorite animals



5.1 Listen, point, and repeat.

5.2 What color is the frog?





⑫ polar bear

⑬ bird

⑭ whale

⑮ penguin

⑯ crocodile

⑰ lizard



5.3 Write the correct words under the pictures.



l i o n

1



2



3



4



5

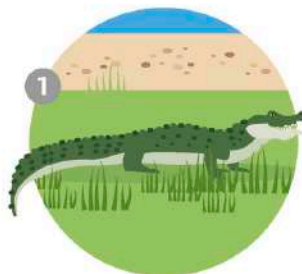




5.4 Look at the pictures and check off the correct words.



snake ☐
hippo ☒
crocodile ☐



whale ☐
parrot ☐
crocodile ☐



lion ☐
bear ☐
monkey ☐



frog ☐
tiger ☐
giraffe ☐

Now listen and repeat.



5.5 Match the pictures to the correct words.



snake

zebra

lion

penguin

lizard

Now listen and repeat.

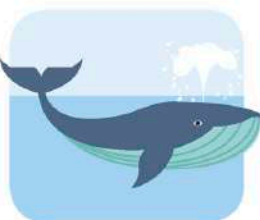




5.6 Listen and check off the correct pictures.



A ☐



B ☒



1

A ☐

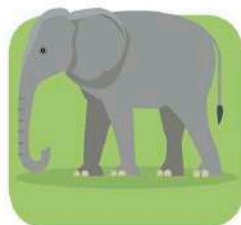


B ☐



2

A ☐



B ☐



3

A ☐



B ☐



5.7 Listen and sing.



Animals, animals
everywhere!



A lion, a giraffe,
and a polar bear.



A whale and a penguin,
a tiger and a snake,
animals, animals,
they are great!





5.8 Listen and read.



What's that?

What's that?

Use **that** to ask about a thing that is not near you.

It's a

lizard.



lion.

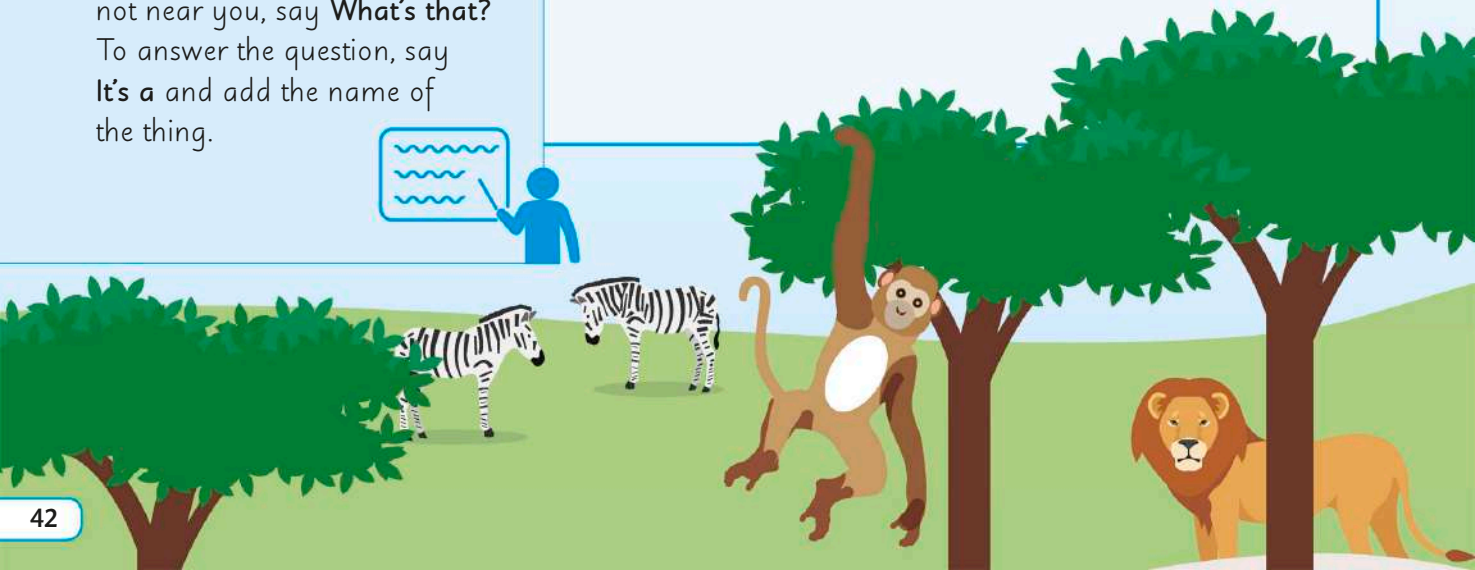


frog.



How it works

When asking about something near you, say **What's this?**
To ask about something that is not near you, say **What's that?**
To answer the question, say **It's a** and add the name of the thing.





5.9 Look at the pictures and write the correct words in the spaces.

crocodile

~~lion~~

giraffe

bear

What's that?



It's a lion.

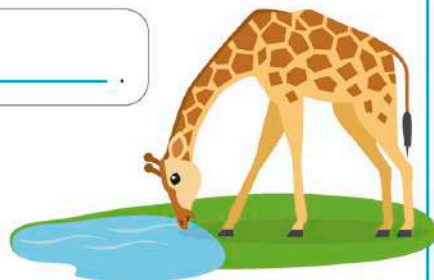


1

What's that?



It's a _____.

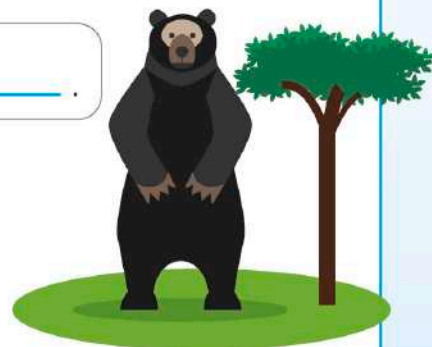


2

What's that?



It's a _____.

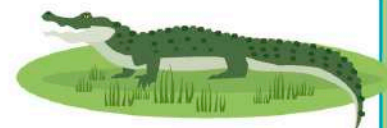


3

What's that?



It's a _____.

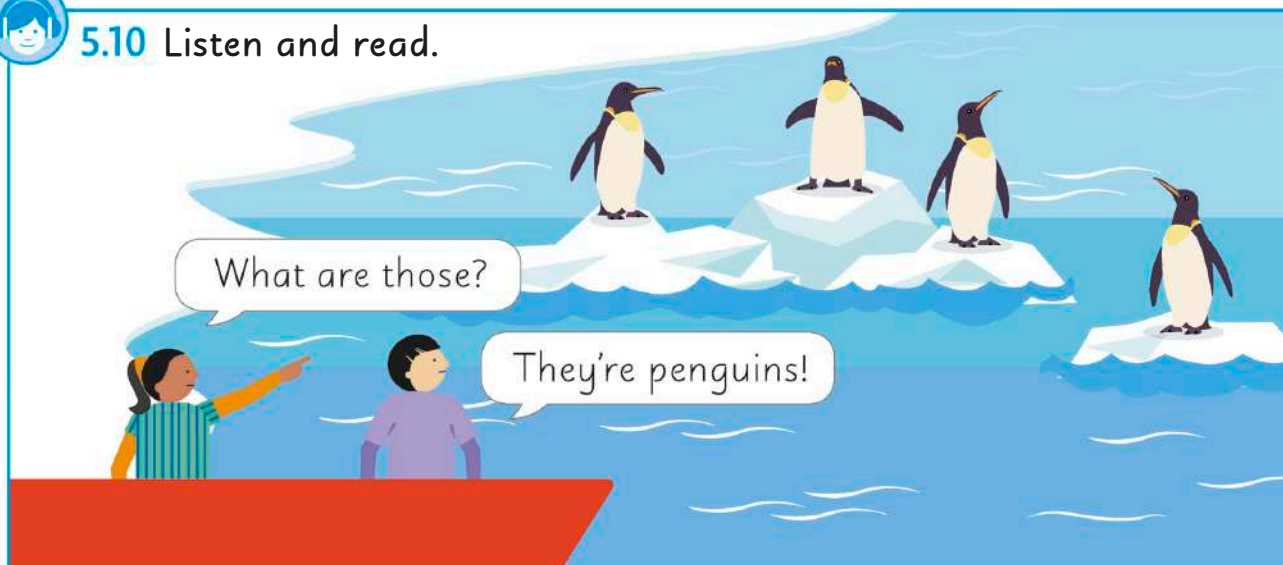


Now listen and repeat.





5.10 Listen and read.



What are those?

What are those?

Use **those** to ask about two or more things that are not near you.

They're

Use **They're** to talk about two or more things.

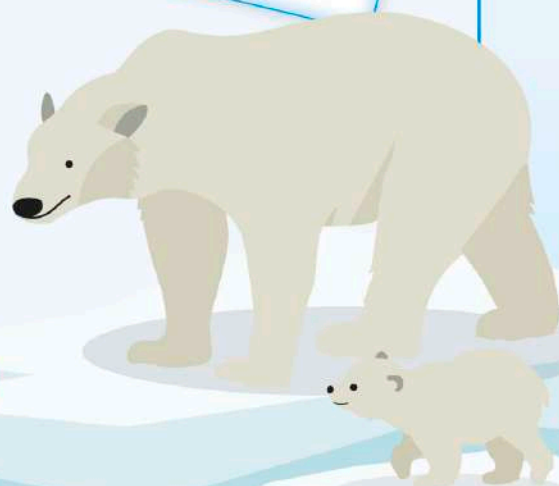
birds.

penguins.

polar bears.

How it works

When asking about two or more things that are not near you, say **What are those?** To answer, say **They're** and add the name of the things. Remember to use the plural form of the thing you are talking about.





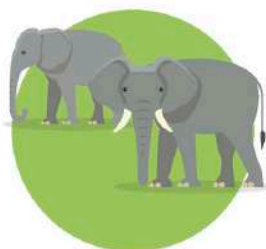
5.11 Listen and check off the correct pictures.



A ☐



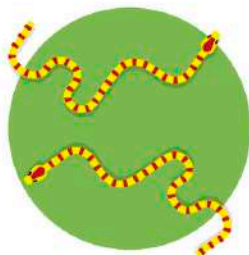
B ☒



1 A ☐



B ☐



2 A ☐



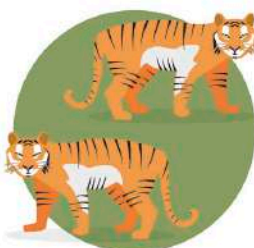
B ☐



3 A ☐



B ☐



4 A ☐



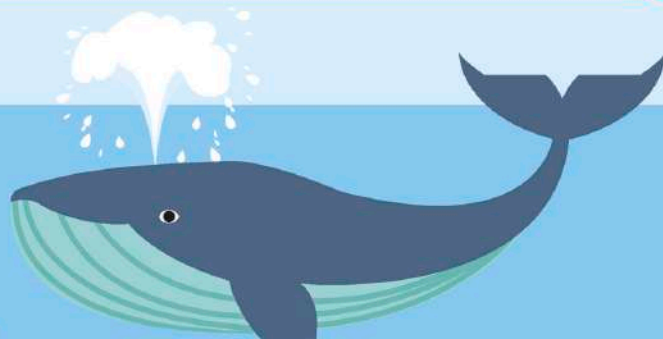
B ☐



5 A ☐



B ☐





5.12 Listen and read.

What's your favorite animal?

My favorite animal is a tiger!



What's your favorite animal?

What's your favorite animal?

Use this question to ask someone which thing they like best.



a tiger.

My favorite animal is

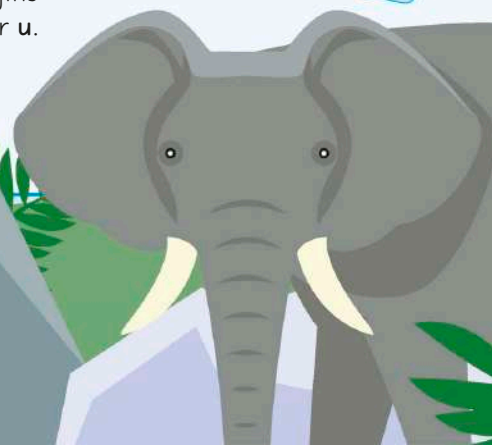
an elephant.

How it works

You can also use this question to ask about other things, such as a favorite food or color.



Remember to use **an** if the word begins with **a, e, i, o, or u**.





5.13 Listen and match the names to the correct animals.

Max

1 Jill

2 Grace

3 Nick

4 Alice

5 James



tiger



parrot



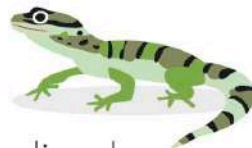
snake



zebra



penguin



lizard

My favorite animal
is a bear.

What's your
favorite animal?

And you?

This is my family



6.1 Listen, point, and repeat.

6.2 Find the giraffes.



① my family



② my grandmother/
grandma

③ my grandfather/
grandpa



④ my father/dad



⑤ my mother/mom



⑥ my brother



⑦ my sister



⑧ me



6.3 Match the pictures to the correct words.



1



2



3



4



my aunt

my mom

my cousin

my brother

my sister



⑨ my uncle



⑩ my aunt



She's my cousin.

Who's that?



⑪ my cousin



6.4 Look at the pictures and write the correct words in the spaces.



1



2



3



m e



4

my brother

my dad

~~me~~

my sister

my mom

Now listen and repeat.





6.5 Look at the pictures and circle the correct words.



sister / grandfather



mother / uncle



grandma / dad



aunt / brother



mom / grandpa

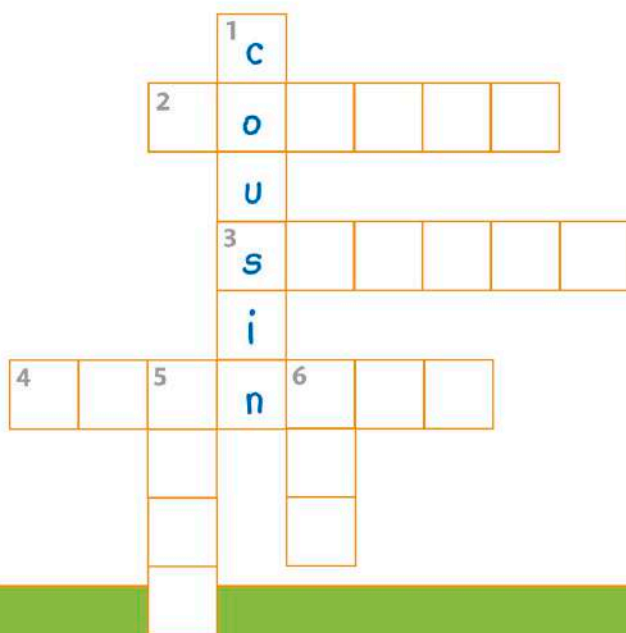


grandma / father

Now listen and repeat.

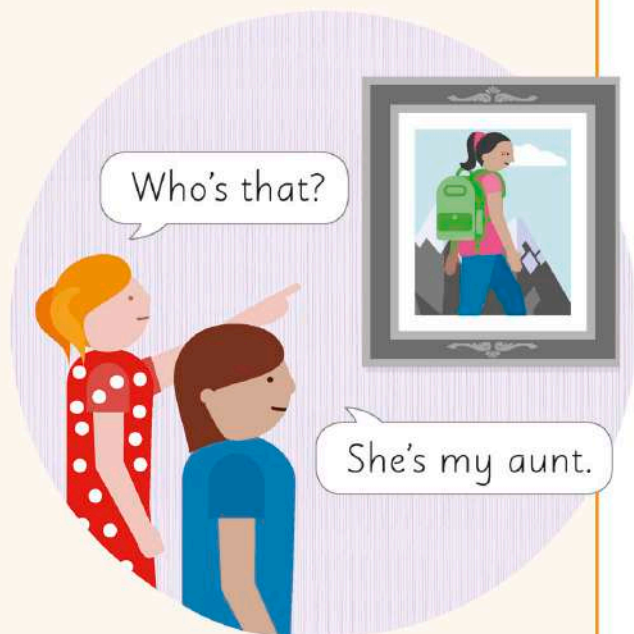


6.6 Look at the pictures and write the words in the correct place on the crossword.





6.7 Listen and read.



Who's this? Who's that?

Who's this?

To ask who a person is, use **Who's**.

If the person is near you, use **this**.

Who's that?

If the person is not near you, use **that**.

He's my brother.

To talk about a boy or man, use **He's**.

Use **my** to talk about someone who is related to you.

She's my aunt.

To talk about a girl or woman, use **She's**.

How it works

Who is the question word used to ask about people. **He's** and **She's** are third person singular forms of the verb **to be**. Use **he** to talk about males and **she** to talk about females.

Who is ➔ **Who's**
He is ➔ **He's**
She is ➔ **She's**





6.8 Look at the pictures and write the correct questions in the spaces.

Who's this?

~~Who's that?~~

Who's this?

Who's that?

Who's that?



1



2



3



Now listen and repeat.





6.9 Listen and read.



Is she your sister?



Is she your sister?

Use **Is she** to ask about a girl or woman.

Use **your** to ask if someone is related to the person you're talking to.

Yes, she is.

You can answer Yes or Yes, she is.

Is he your dad?

Use **Is he** to ask about a boy or man.

No, he isn't.

You can answer No or No, he isn't.



How it works

To ask a question using the verb **to be**, put **is** before **he** or **she**.

Your is the possessive adjective to say that something belongs to the person you're talking to.

Is not → Isn't





6.10 Look at the pictures and check off the correct answers.

Is she your sister?



Yes, she is.



No, she isn't.



1

Is he your uncle?



Yes, he is.



No, he isn't.



2

Is she your mom?



Yes, she is.



No, she isn't.



3

Is she your cousin?



Yes, she is.



No, she isn't.



Now listen and repeat.





6.11 Listen, point, and repeat.



① teacher



② vet



③ farmer



④ doctor



⑤ chef



⑥ police officer



⑦ firefighter



6.12 Listen and read.



She's a teacher.

She's

He's

a

teacher.

Use a before
the person's job.





6.13 Match the pictures to the correct jobs.



1



2



3



4



5



He's a vet.

He's a farmer.

She's a firefighter.

She's a chef.

She's a police officer.

She's a doctor.

Now listen and repeat.



6.14 Listen and sing.



Who's this?
She's my mother.
Who's that?
He's my brother.



My dad is a teacher,
my mom is a vet,
Grandpa's a doctor,
and Grandma's a chef!



This is my room



7.1 Listen, point, and repeat.

7.2 Find the purple car.





13 bed



14 teddy bear



15 baseball bat

16 ball



17 skateboard

18 tennis racket



7.3 Write the correct words next to the pictures.



c h a i r

1



2



3



4



5





7.4 Match the pictures to the correct words.



teddy bear

camera

computer

tennis racket

baseball bat

Now listen and repeat.



7.5 Look at the pictures and write the correct answers in the spaces.

It's a toy box.

They're chairs.

~~It's a ball.~~

It's a skateboard.

It's a rug.

They're dolls.

What's this?

It's a ball.



1 What are these?



2 What are these?



3 What's this?



4 What's this?



5 What's this?

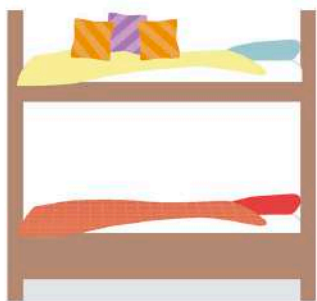


Now listen and repeat.





7.6 Look at the pictures and write the letters in the correct order.



b d e

b e d



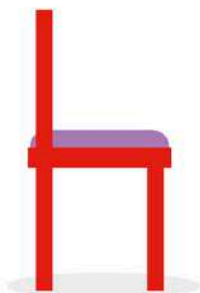
c m r e a a

1 c _____



p e s o r t

2 p _____



c a r i h

3 c _____



c r a

4 c _____



l p m a

5 l _____

Now listen and repeat.





7.7 Listen and read.



This is my toy box.

This is my toy box.



These are my toys.

This is my toy box.

Use **This is** to describe a thing that is near you.

These are my toys.

Use **These are** to describe two or more things near you.

That's my doll.

Use **That's** to describe a thing that is farther away.



That's my doll.



Those are my cars.

Use **Those are** to describe two or more things that are farther away.



Those are my cars.

How it works

To talk about one thing that is near you, say **this is**.
Use **these are** when there are two or more things.

To talk about a thing that is farther away, say **that's**. Use **those are** if there are two or more things.

That is → That's





7.8 Look at the pictures and check off the correct sentences.



This is my toy box. ☒
These are my toy boxes. ☐



1 This is my doll. ☐
These are my dolls. ☐



2 This is my lamp. ☐
These are my lamps. ☐



3 This is my rug. ☐
These are my rugs. ☐

Now listen and repeat.



7.9 Look at the pictures and write the correct words in the spaces.

That's

~~Those are~~

Those are

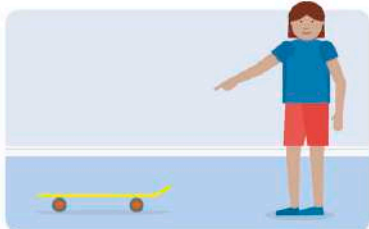
That's



Those are my toys.



1 _____ my poster.



2 _____ my skateboard.



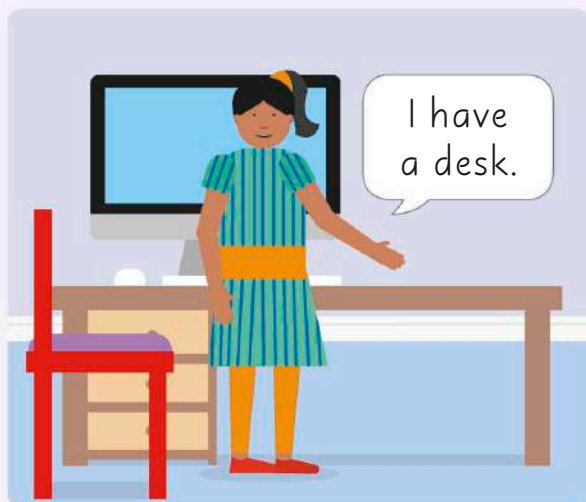
3 _____ my cars.

Now listen and repeat.





7.10 Listen and read.



I have a desk.

I have a desk.

Say this to talk about things you have.

I don't have a desk.

Say this to talk about things you don't have.



How it works

To talk about things you own or possess, use **I have** followed by **a** or **an**, then the item.

To talk about things you don't own or possess, use **I don't have**.

Do not → Don't





7.11 Look at the pictures and write the correct names in the spaces.

Sofia



Max



I have a desk.

1 I have a ball.

2 I don't have a chair.

Sofia

3 I have a tennis racket.

4 I have a baseball bat.

5 I don't have a ball.

Now listen and repeat.





7.12 Listen and read.



Do you have a camera?

Do you have a camera?

Say this to ask
if someone has
something.

Put **a** or **an**
before the thing.

Yes, I do.

You can answer
Yes or Yes, I do.

No, I don't.

You can
answer No or
No, I don't.

How it works

To ask if someone owns or possesses something, use **Do you have**. You can answer with just **yes** or **no**, but it's better to use a full sentence: **Yes, I do** or **No, I don't**.





7.13 Listen and check off the correct answers.

Do you have a camera?



Yes, I do. ☐

No, I don't. ☒

1

Do you have a car?



Yes, I do. ☐

No, I don't. ☐

2

Do you have a computer?



Yes, I do. ☐

No, I don't. ☐

3

Do you have a skateboard?



Yes, I do. ☐

No, I don't. ☐



7.14 Listen and sing.

This is my toy box
and these are my toys,
I have a ball
and a skateboard, too.
Toys are fantastic!
Toys are cool!





8.1 Listen and read.

My name's Ben.
I'm eight years old.
My favorite animal is a penguin.
My favorite color is green.
I have a tennis racket.
I don't have a baseball bat.

This is my family.





8.2 Write about yourself and draw your family.

My name's _____.

I'm _____ years old.

My favorite animal is a _____.

My favorite color is _____.

I have a _____.

I don't have a _____.

This is my family.



9 At the fair



9.1 Listen, point, and repeat.

9.2 Find Andy.



9.3 Write the correct words next to the pictures.



h o t









① tired

② hungry

They're hungry.

We aren't hungry.
We're thirsty.

③ thirsty





④ scared

⑤ hot

⑥ cold

⑦ excited

⑧ sad

⑨ happy



9.4 Look at the pictures and check off the correct words.



sad ☐
hungry ☒
happy ☐



tired ☐
excited ☐
thirsty ☐



hot ☐
happy ☐
cold ☐



cold ☐
scared ☐
hungry ☐

Now listen and repeat.



9.5 Match the pictures to the correct words.



sad

excited

cold

tired

happy

Now listen and repeat.





9.6 Look at the pictures and write the letters in the correct order.



h t o

h o t



h y g r u n

h _____



h p a y p

h _____



s d r a e c

s _____



s d a

s _____



t s y h t i r

t _____

Now listen and repeat.



9.7 Listen and sing.



Are you happy?

Yes, we are!



We are at the fair.



Are you tired?

No, we aren't.

We aren't tired

or scared!





9.8 Listen and read.

We're happy!



They're very scared.



We're happy!

We're happy!

To talk about a group that you're part of, use **We're**.

They're scared.

To talk about a group that doesn't include yourself or the person you're speaking to, use **They're**.

We're really happy!

To say how strongly you (or other people) are feeling, put **really** or **very** before the describing word (adjective).

They're very scared.

How it works

We're and **they're** are examples of the **present simple** of the verb **to be**.

Put an adjective after the verb **to be** to describe how you (or other people) are feeling. Putting **really** or **very** before the adjective makes it stronger.

We are → We're
They are → They're



9.9 Listen and check off the correct pictures.



A ☐



B ☒



1 A ☐



B ☐



2 A ☐



B ☐



3 A ☐



B ☐



9.10 There are four sentences. Mark the beginning and end of each one and write them below.

We're tired. They're happy. We're hungry. They're excited.

We're tired.

1

2

3

Now listen and repeat.





9.11 Listen and read.



Are you hungry?

Are you hungry?

Are you can be used to talk to one person or a group of people.

Are they sad?

To ask about a group that you're not part of, use Are they.

Yes, we are.

To answer on behalf of a group, say Yes, we are or No, we aren't.

Yes, they are.

To describe a group you're not part of, say Yes, they are or No, they aren't.

No, we aren't.

No, they aren't.

How it works

Are you and Are they are question forms of the verb to be.

Are not → Aren't





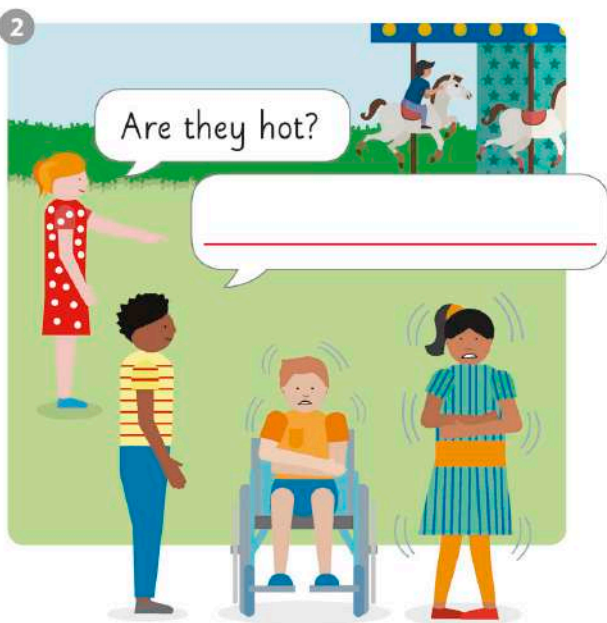
9.12 Look at the pictures and write the correct answers in the spaces.

Yes, they are.

No, we aren't.

No, they aren't.

~~Yes, we are.~~



Now listen and repeat.



10 Our pets



10.1 Listen, point, and repeat.

10.2 Count the fish.



10.3 Match the pictures to the correct words.



tortoise

1



spider

2



dog

3



cat

4



rabbit

Look! Andy has a dog.

Yes, it's very dirty.

1 rabbit

2 tortoise

3 dog

4 mouse

5 collar

⑥ spider



⑦ cat



⑧ vet



⑨ fish



10.4 Listen, point, and repeat.



① young



② old



③ nice



④ scary



⑤ dirty



⑥ clean

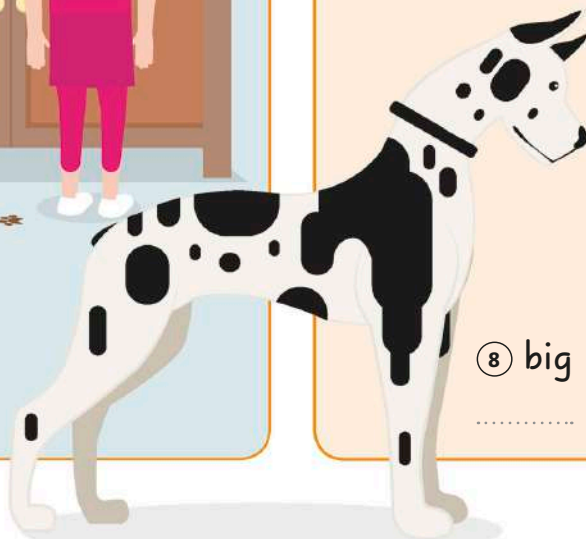


⑦ beautiful



⑨ small

⑧ big





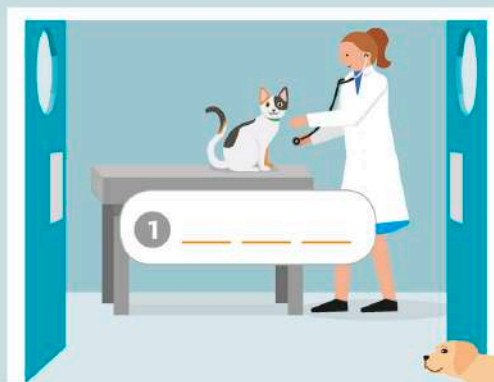
10.5 Write the correct words under the pictures.

dog

cat

~~fish~~

mouse



2

3

Now listen and repeat.



10.6 Look at the pictures and check off the correct words.



☐ clean

☒ dirty



☐ nice

☐ scary



☐ old

☐ young



☐ small

☐ big



☐ beautiful

☐ scary



☐ scary

☐ dirty

Now listen and repeat.





10.7 Find and circle the five words in the grid.

cat

vet

~~young~~

rabbit

collar

mouse

c	r	m	a	n	d
o	y	o	u	n	g
l	s	u	v	e	g
l	c	s	e	r	c
a	y	e	t	d	a
r	a	b	b	i	t



10.8 Listen and sing.

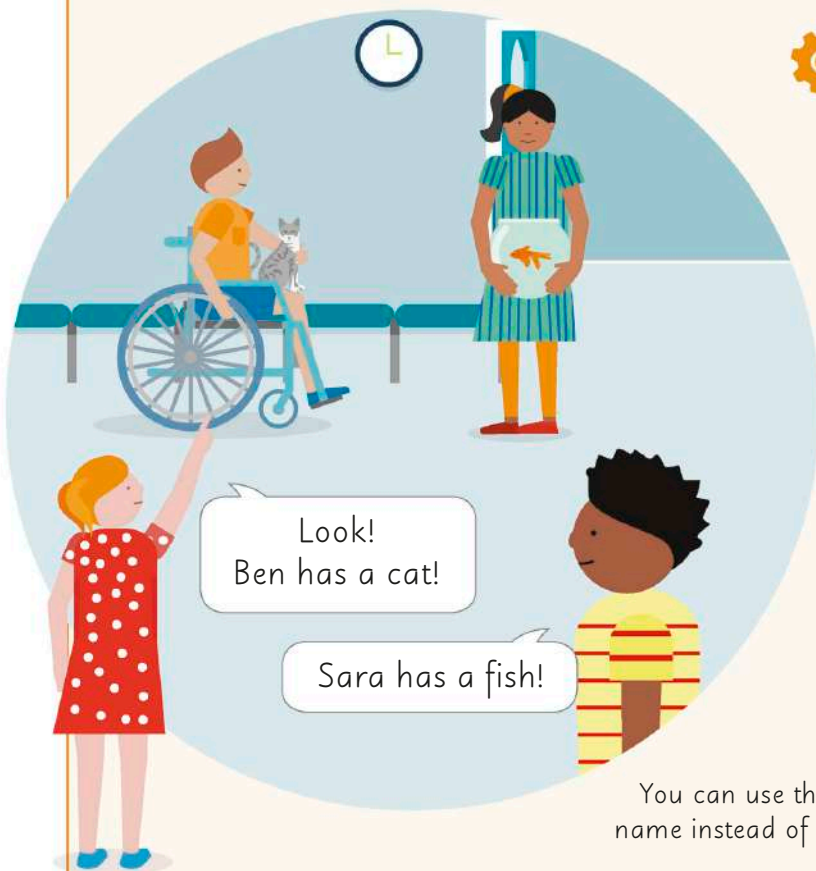
I have a cat,
she's black and small.
She likes to run
and play with a ball.

Maria has a tortoise,
his name is Socks.
He's old and green
and he's in this box.



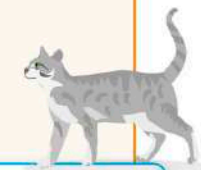


10.9 Listen and read.



Ben has a cat.

Ben has



a cat.

He has

Use **He has** to say what a boy or man owns or possesses.

Sara has

a fish.

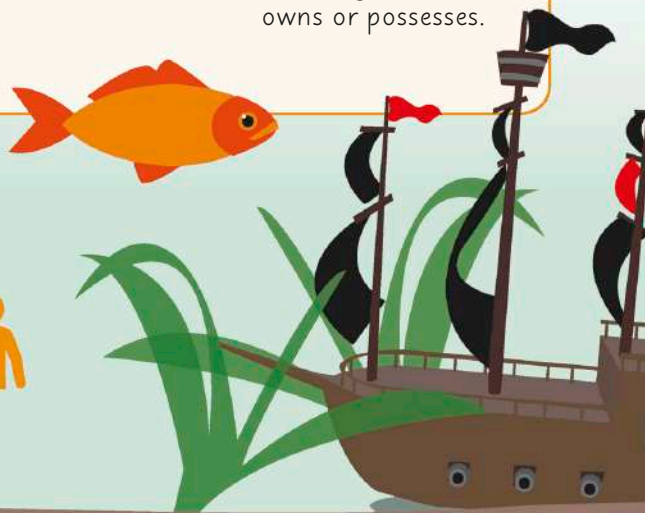
She has

Use **She has** to say what a girl or woman owns or possesses.

You can use the person's name instead of **she** or **he**.

How it works

Use **He has** or **She has** to describe what a person owns or possesses. You can also use a person's name instead of **he** or **she**.





10.10 Listen and match the person to the correct pet.

Sara

① Dan

② Nick

③ Kate

④ Anna



tortoise



fish



dog



rabbit



cat



10.11 Look at the pictures and write the correct animals in the spaces.

mouse

dog

~~rabbit~~

fish



He has a rabbit.



① Ben has a _____.



② She has a _____.



③ Sara has a _____.

Now listen and repeat.





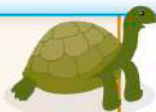
10.12 Listen and read.



Does she have a tortoise?

Does she have a tortoise?

Use these words to ask if a girl or woman has something.



Yes, she does.

You can say Yes or Yes, she does.



Does he have a rabbit?

You can also say the person's name instead of he or she.

No, he doesn't.

You can say No or No, he doesn't.

How it works

To ask if someone owns or possesses something, say **Does she have** or **Does he have**, followed by the thing you're asking about.

Does not → Doesn't





10.13 Look at the pictures and write the correct answers in the spaces.

No, he doesn't.

~~Yes, she does.~~

No, she doesn't.

Yes, he does.

Does she have a tortoise?

Yes, she does.



1 Does she have a spider?



2 Does he have a mouse?



3 Does he have a rabbit?



Now listen and repeat.



10.14 Listen and check off the correct pictures.



A ☐



B ☒



1 A ☐



B ☐



2 A ☐



B ☐



3 A ☐



B ☐



10.15 Listen and read.



Which pet is big?

Which pet is big?

This is the question word.

This is the thing you're asking about.

The dog.

Put **The** before the answer.

Which one is small?

You can replace the thing with **one**.

The mouse.

How it works

To ask a question about a specific thing from a group, use the question word **which**. Put **the** before the answer, unless it's someone's name.

Mouse has an irregular plural form.
mouse → **mice**





10.16 Look at the pictures and write the correct dog's name under the questions.



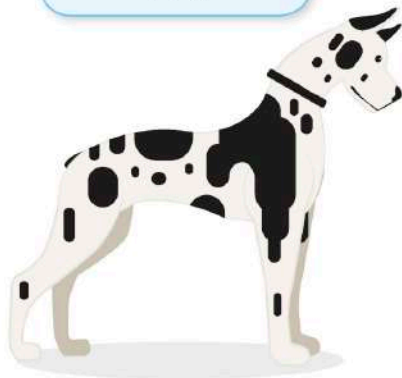
Ted



Rex



~~Fido~~



Bonzo



Lee



Meg

Which dog is young?

Fido

1 Which dog is big?

2 Which dog is scary?

3 Which dog is small?

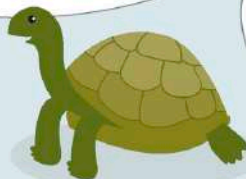
4 Which dog is dirty?

5 Which dog is old?

Now listen and repeat.



I have a tortoise.
Do you have a pet?



And you?



11 My body



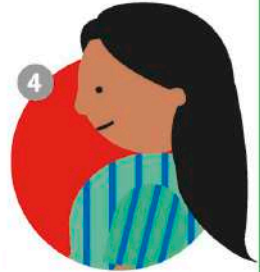
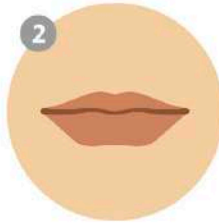
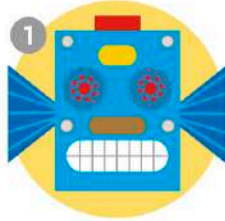
11.1 Listen, point, and repeat.

11.2 Who has long hair?





11.3 Match the pictures to the correct words.



mouth

fingers

head

long hair

hand



The robot has red eyes.

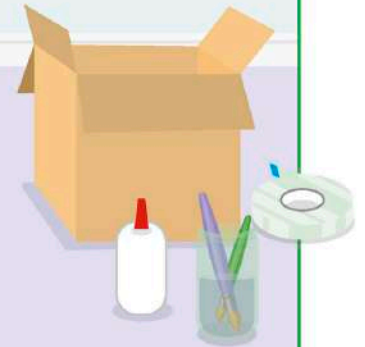
14 head

15 short hair

16 eye

17 ear

18 teeth





11.4 Look at the pictures and check off the correct words.



nose

☐

foot

☒

hand

☐


arm

☐

head

☐

leg

☐

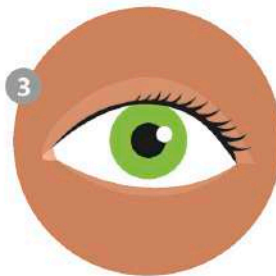

face

☐

fingers

☐

toes

☐


body

☐

eye

☐

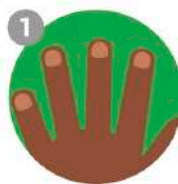
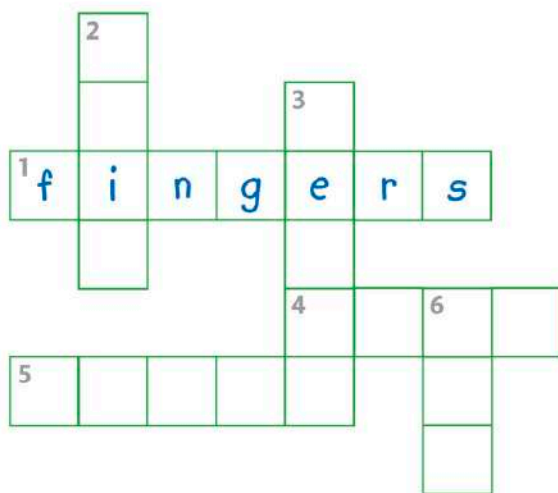
mouth

☐

Now listen and repeat.

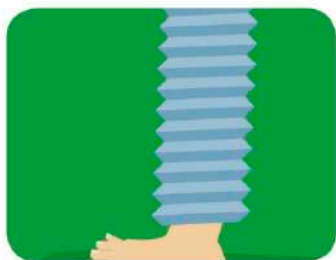


11.5 Look at the pictures and write the words in the correct place on the crossword.



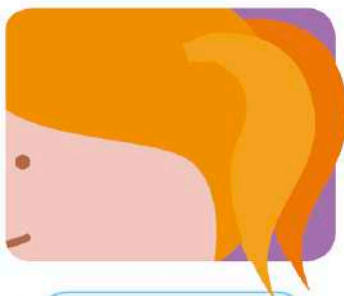


11.6 Look at the pictures and write the letters in the correct order.



l g e

l e g



h r i a

1 h _ _ _



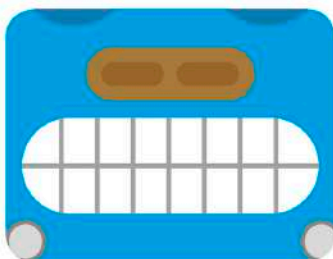
n s e o

2 n _ _ _



f e a c

3 f _ _ _



t h e t e

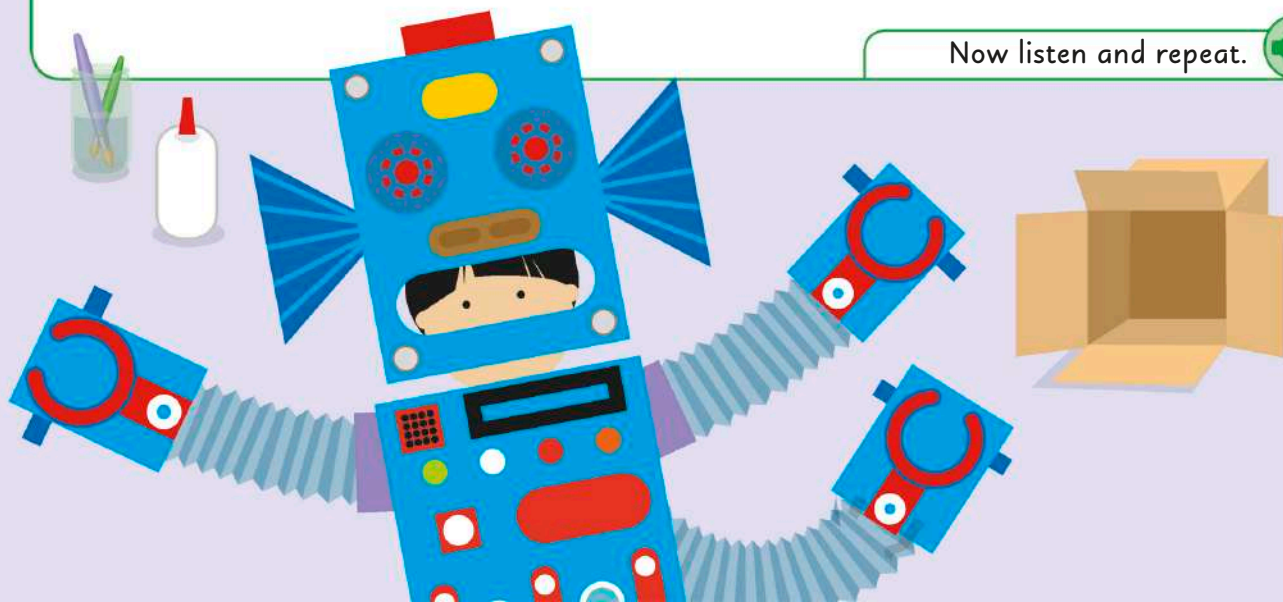
4 t _ _ _



b y d o

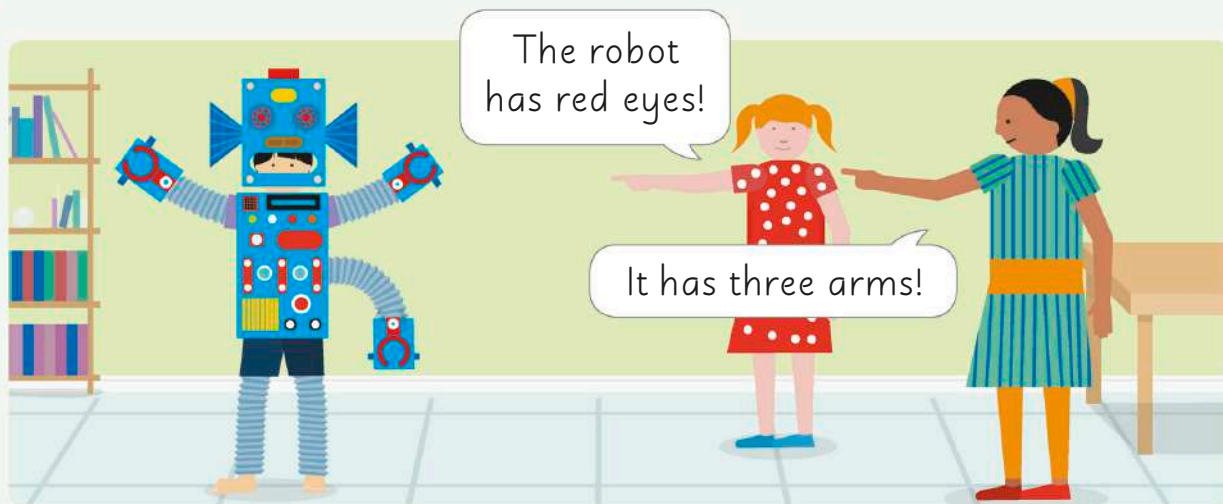
5 b _ _ _

Now listen and repeat.





11.7 Listen and read.



The robot has red eyes.

The robot has red eyes.

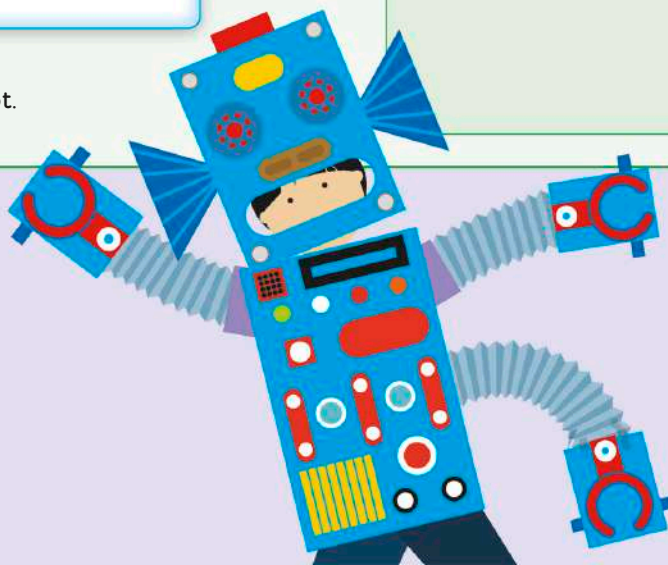
Say this to describe the features the robot has.

It has three arms.

You can use it instead of the robot.

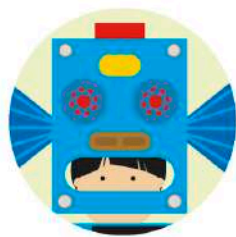
How it works

Use it to talk about a thing, an animal, or a place.
It has describes what features an animal, a thing, or a place possesses.

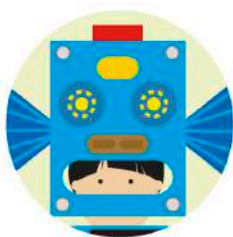




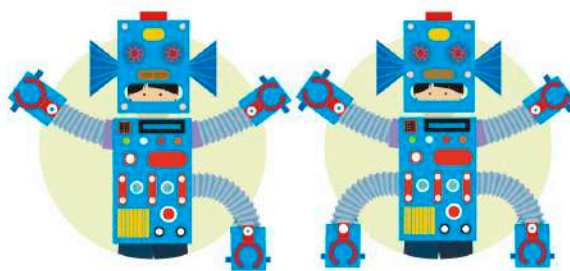
11.8 Listen and check off the correct pictures.



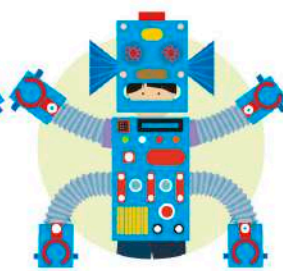
A ☒



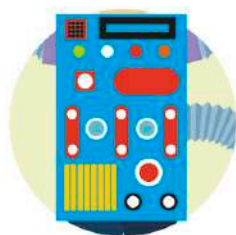
B ☐



1 A ☐



B ☐



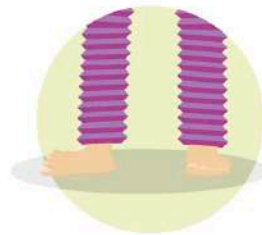
2 A ☐



B ☐



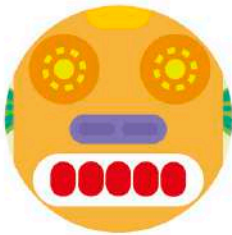
3 A ☐



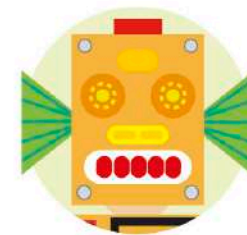
B ☐



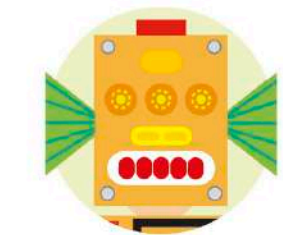
4 A ☐



B ☐



5 A ☐

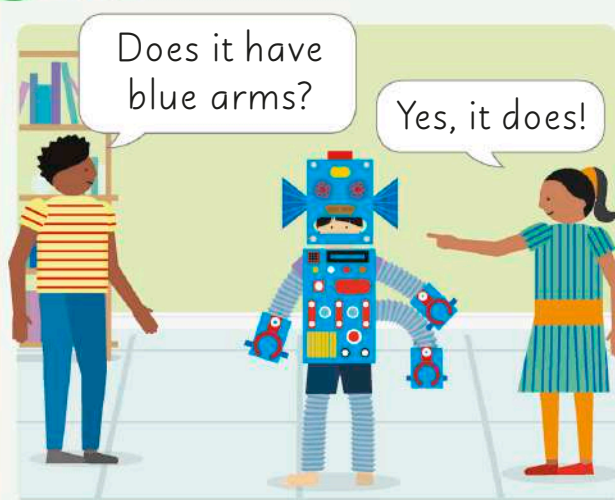


B ☐





11.9 Listen and read.



Does it have blue arms?

Does it have blue arms?

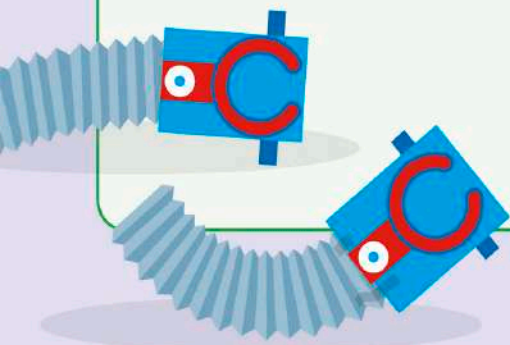
Say this to ask what features a thing, an animal, or a place has.

Yes, it does.

You can answer Yes or Yes, it does.

No, it doesn't.

You can answer No or No, it doesn't.



How it works

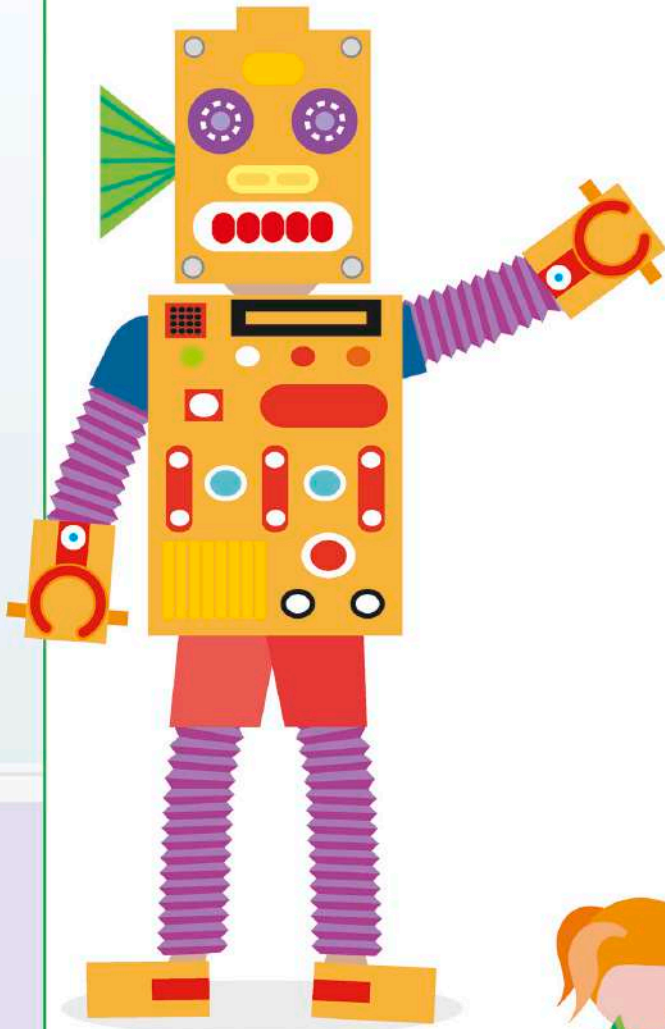
To ask if a thing, an animal, or a place possesses something, use **Does it have**, and then the feature you are asking about.

Teeth is an irregular plural.
tooth → teeth





11.10 Look at the picture and check off the correct answers.



Does it have green teeth?

Yes, it does. ☐

No, it doesn't. ☒

1 Does it have two ears?

Yes, it does. ☐

No, it doesn't. ☐

2 Does it have purple eyes?

Yes, it does. ☐

No, it doesn't. ☐

3 Does it have red teeth?

Yes, it does. ☐

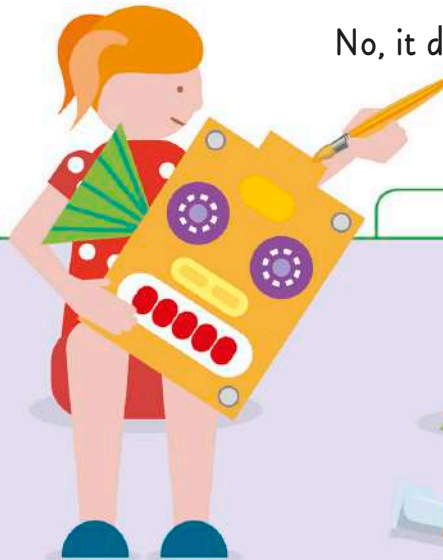
No, it doesn't. ☐

4 Does it have four legs?

Yes, it does. ☐

No, it doesn't. ☐

Now listen and repeat.





11.11 Listen, point, and repeat.



① touch



② clap



③ point



④ wave



⑤ move



11.12 Look at the pictures and write the correct words in the spaces.

Move

~~Touch~~

Point

Wave



Touch

your hair!



①

your arms!



②

one finger!



③

your feet!

Now listen and repeat.

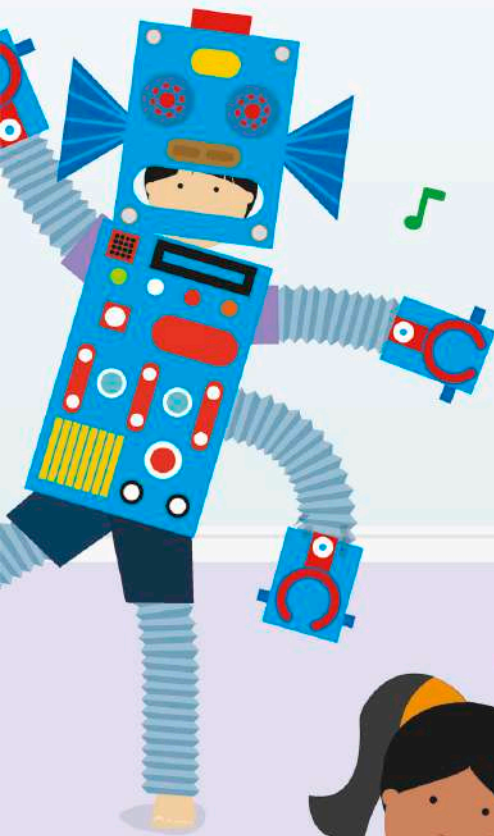




11.13 Listen and sing.

Clap your hands,
touch your nose,
move your feet,
point your toes!

Point one finger,
move your head,
wave your arms,
touch one leg!



12 Our town



12.1 Listen, point, and repeat.

12.2 Count the cars.



12.3 Write the correct words next to the pictures.



b o a t

1



2



3



① airport

② airplane

③ street

④ train

⑤ bike

⑥ zoo

⑦ park

⑧ bookstore

Where do you live?

I live next to the fire station.



⑨ lake

⑩ boat

⑪ helicopter

⑫ school

⑬ fire station

⑭ apartment block

⑮ hospital

⑯ house

⑰ store

⑱ truck

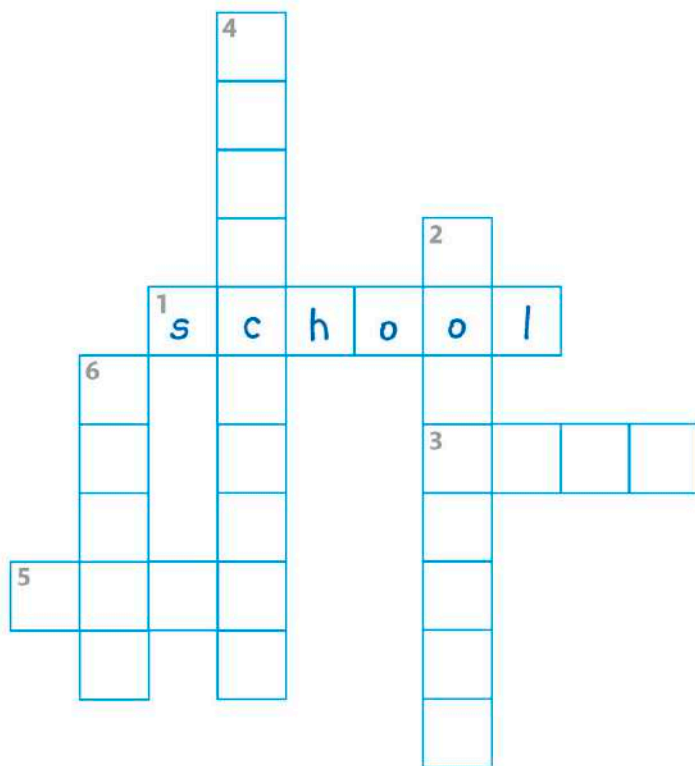
⑲ car

⑳ bus

㉑ motorcycle



12.4 Look at the pictures and write the words in the correct place on the crossword.



12.5 Match the pictures to the correct words.



fire station

motorcycle

hospital

bus

airplane

Now listen and repeat.





12.6 Find and circle the five words in the grid.

zoo

bus

~~train~~

street

lake

school

s t r e e t
c l p o b n
h t r a i n
o b u s k r
o l a k e e
l z k z o o

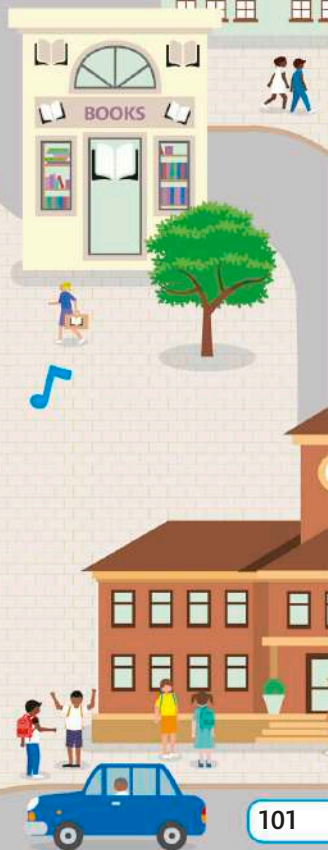


12.7 Listen and sing.

This is my town,
there's a park and a zoo.
There's an airport, a lake,
and a fire station, too.



This is my town,
there are cars and a school.
This is my town,
I love it, it's cool.





12.8 Listen and read.



There's a park.

There's a park.

Use **There's** to say that something is present.

There are two bookstores.

Use **There are** to talk about two or more things.

How it works

To say that a thing is present, say **There's**, followed by **a** and the name of the thing you're talking about. To talk about two or more things, say **There are**, followed by a number and the plural form.





12.9 Look at the pictures and circle the correct words.



There's / There are a park.



① There's / There are two trucks.



② There's / There are a school.



③ There's / There are a zoo.



④ There's / There are four cars.



⑤ There's / There are three boats.

Now listen and repeat.





12.10 Listen, point, and repeat.



① in front of

.....



② behind

.....



③ between

.....



④ next to

.....



12.11 Listen and read.



Where's my bike?

Where's my bike?

Where is the question word to ask where something is.

It's **behind** the store.

Prepositions, such as **behind**, say where something is.

How it works

To ask about a thing's location, say **Where's**, followed by the thing. To describe where it is, say **It's**, then add a preposition and the location.

Prepositions, such as **next to** or **behind**, describe the location of something.

Where is → **Where's**





12.12 Look at the pictures and write the correct words in the spaces.

between ~~in front of~~ next to behind in front of



Where's my bike?

It's in front of the store.



1



Where's your house?

It's _____ the store.



2



Where's the bus?

It's _____ the hospital.



3



Where's the fire station?

It's _____ the school.



4



Where's the apartment block?

It's _____ the park and the store.



Now listen and repeat.





12.13 Listen and read.



Where do you live?

Where do you live?

Say this to ask someone where their home is.

I live next to the school.

Say this to talk about where your home is.

Use a preposition to be more specific.

How it works

Use the verb **to live** to talk about where your home is.





12.14 Listen and check off the correct pictures.



A ☒



B ☐



1 A ☐



B ☐



2 A ☐



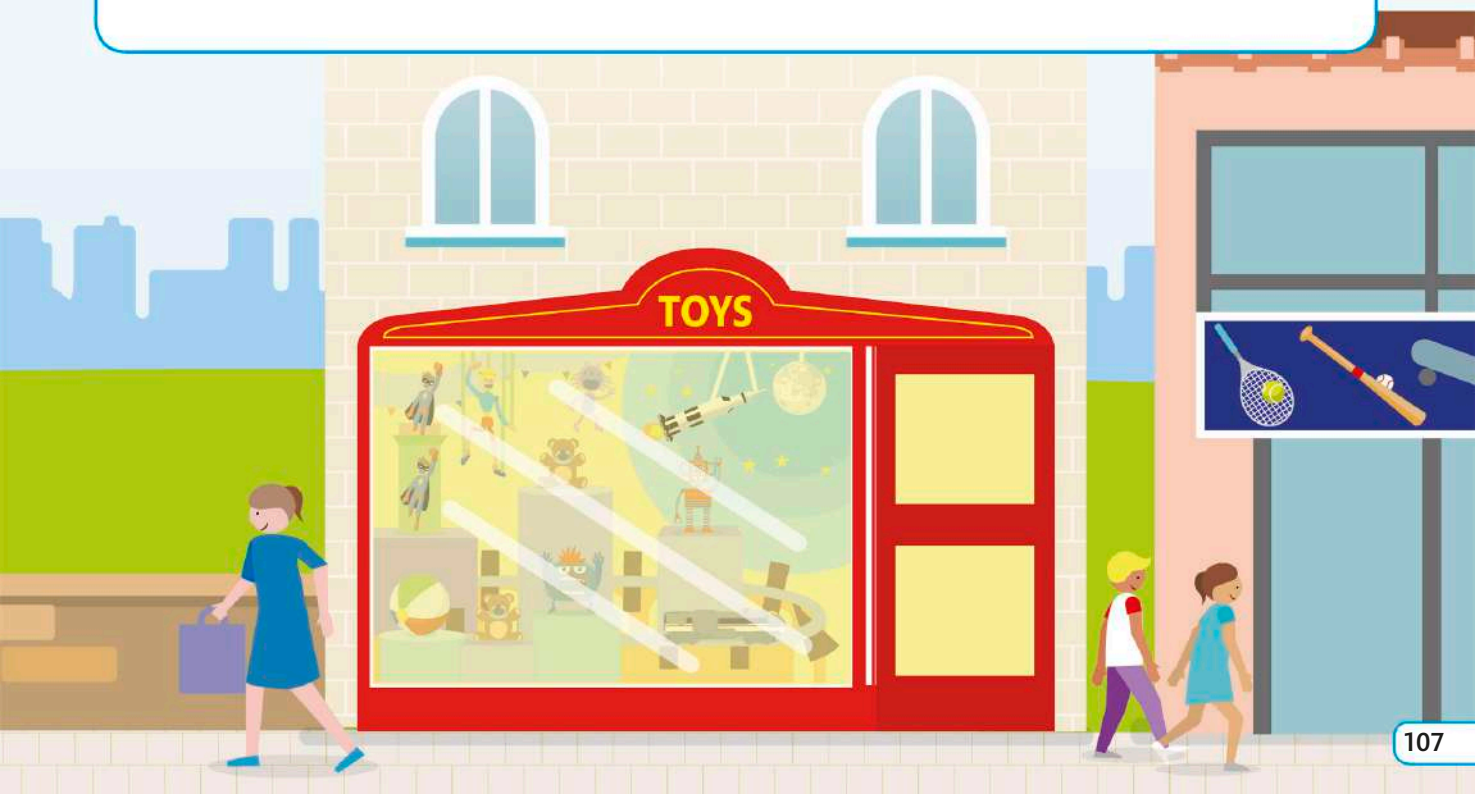
B ☐



3 A ☐



B ☐



13 My home



13.1 Listen, point, and repeat.

13.2 Which room is next to the dining room?



13.3 Match the pictures to the correct words.



1



2



3



kitchen

dining room

bedroom

bathroom

① garden

② bedroom

③ clock

④ plants

⑬ living room

⑭ television/TV

⑮ couch

Where's Sara?

She's in the bedroom.



⑤ wall

⑥ window

⑦ floor

⑨ bookcase

⑧ armchair

⑩ bathroom

⑪ mirror

⑫ bathtub

⑬ hall

⑭ door

⑮ mat

⑯ kitchen

⑰ lights

⑱ refrigerator

⑲ dining room

⑳ flowers

㉑ table

㉒ chair



13.4 Look at the pictures and write the correct answers in the spaces.

It's a television. ~~It's an armchair.~~ It's a refrigerator.
It's a door. It's a bookcase. It's a couch.

What's this?

It's an armchair.



1 What's this?



2 What's this?



3 What's this?



4 What's this?



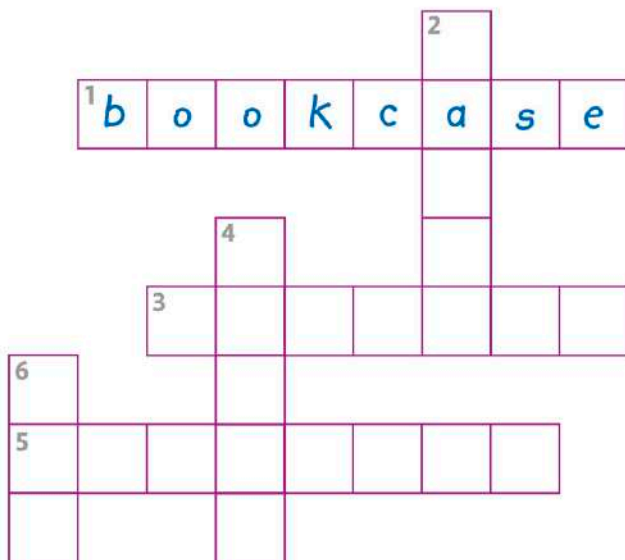
5 What's this?



Now listen and repeat.



13.5 Look at the pictures and write the words in the correct place on the crossword.



1



2



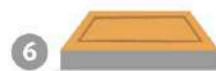
3



4



5



6



13.6 Look at the pictures and write the letters in the correct order.



t b e l a

t a b l e



h l l a

1 h _ _ _



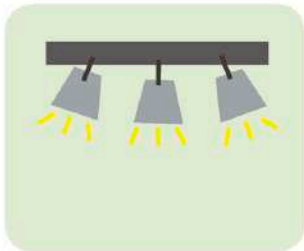
p t l a n s

2 p _ _ _ _



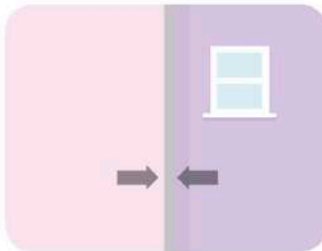
w n i w o d

3 w _ _ _ _



l g t s h i

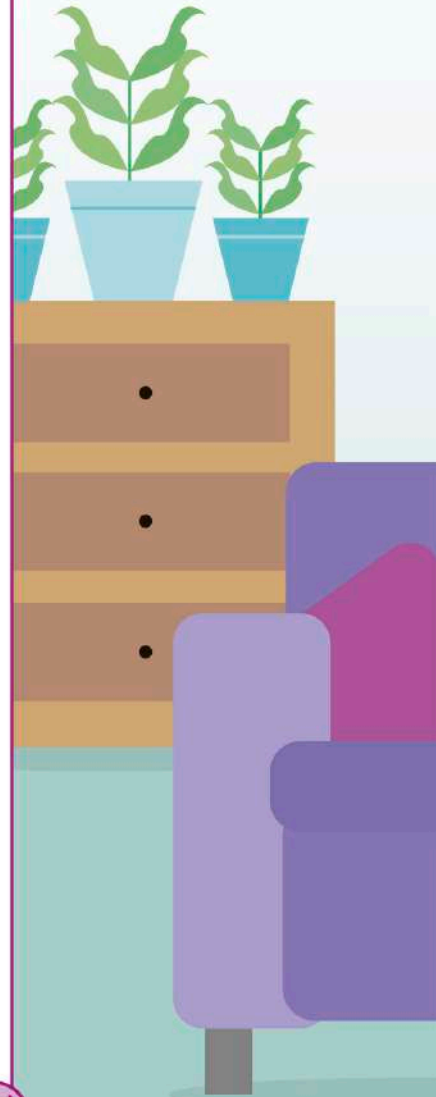
4 l _ _ _ _



w l a l

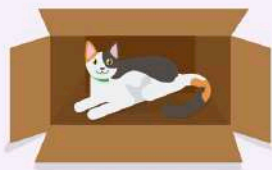
5 w _ _ _ _

Now listen and repeat.





13.7 Listen, point, and repeat.



① in

.....



② on

.....



③ under

.....



13.8 Listen and read.

Where's the cat?



Where's the cat?

Where's the cat?

It's under the table.

This word describes
where the cat is.

It's under the table!

How it works

Use **Where's** to ask about someone or something's location. Prepositions, like **in**, **on**, and **under**, describe the thing or person's location.

Where is → Where's





13.9 Listen and check off the correct pictures.



A ☐



B ☒



1 A ☐



B ☐



2 A ☐



B ☐



3 A ☐



B ☐



13.10 Listen and sing.

The TV's in
the living room,
the mat is in the hall.

Where's the clock?
It's on my
bedroom wall.





13.11 Listen and read.

Is there a TV
in the living room?

Yes, there is.

Is there a bookcase?

No, there isn't.



Is there a TV in the living room?

Is there

a TV

in the living room?

Use these words to
ask if something
is present.

Then add the
thing you're
asking about.

You can also mention
a specific place.

Yes,

there is.

You can answer **Yes**
or **Yes, there is.**

No,

there isn't.

You can
answer **No** or
No, there isn't.

How it works

Use **Is there** to ask if something is located
somewhere. Put **a** or **an** before the
thing you're asking about.





13.12 Look at the picture and write the correct answers in the spaces.

Yes, there is.

No, there isn't.

~~Yes, there is.~~

No, there isn't.

Yes, there is.

No, there isn't.



Is there a TV in the living room?

Yes, there is.

① Is there a table in the kitchen?

② Is there a clock in the kitchen?

③ Is there a bathtub in the bathroom?

④ Is there a couch in the living room?

⑤ Is there a bookcase in the bedroom?

Now listen and repeat.





13.13 Listen and read.



Are there any flowers in the dining room?

Are there any flowers in the dining room?

Use these words to ask about two or more things.

We use **any** after **Are there**.

Yes, **there are**.

If the things are present, say **Yes** or **Yes, there are**.

No, **there aren't**.

If the things aren't present, say **No** or **No, there aren't**.

How it works

Use **Are there** to ask if two or more things are located somewhere. When asking about two or more things, instead of **a** or **an**, use **any**, followed by the plural form of the thing you're asking about.





13.14 Look at the pictures and check off the correct answers.



Are there any clocks?

Yes, there are. ☐

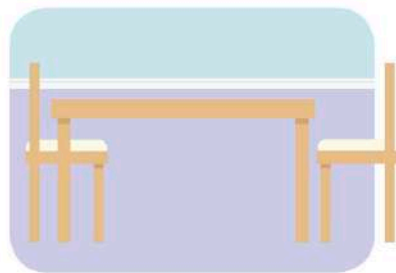
No, there aren't. ☒



1 Are there any plants?

Yes, there are. ☐

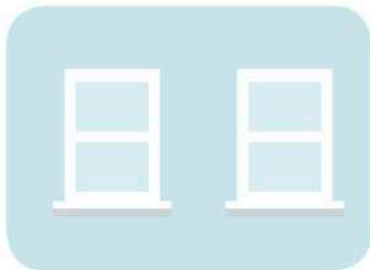
No, there aren't. ☐



2 Are there any chairs?

Yes, there are. ☐

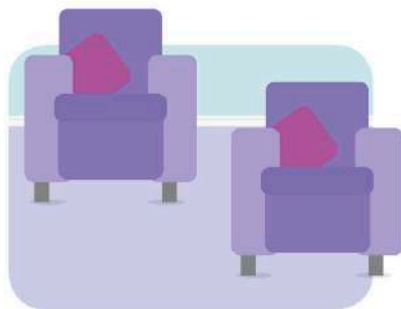
No, there aren't. ☐



3 Are there any windows?

Yes, there are. ☐

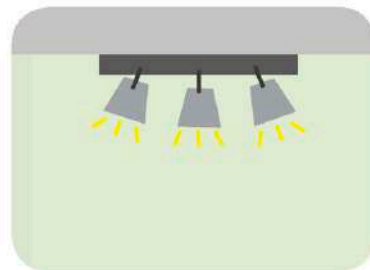
No, there aren't. ☐



4 Are there any beds?

Yes, there are. ☐

No, there aren't. ☐



5 Are there any lights?

Yes, there are. ☐

No, there aren't. ☐

Now listen and repeat.



14 Review: Where I live



14.1 Listen and read.

I'm Maria and this is my home. I live next to a park.

In my home, there's a dining room and a kitchen. There are two bedrooms. That is my bedroom. There's a clock and a toy box in my bedroom. My favorite toy is my teddy bear.

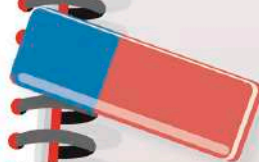
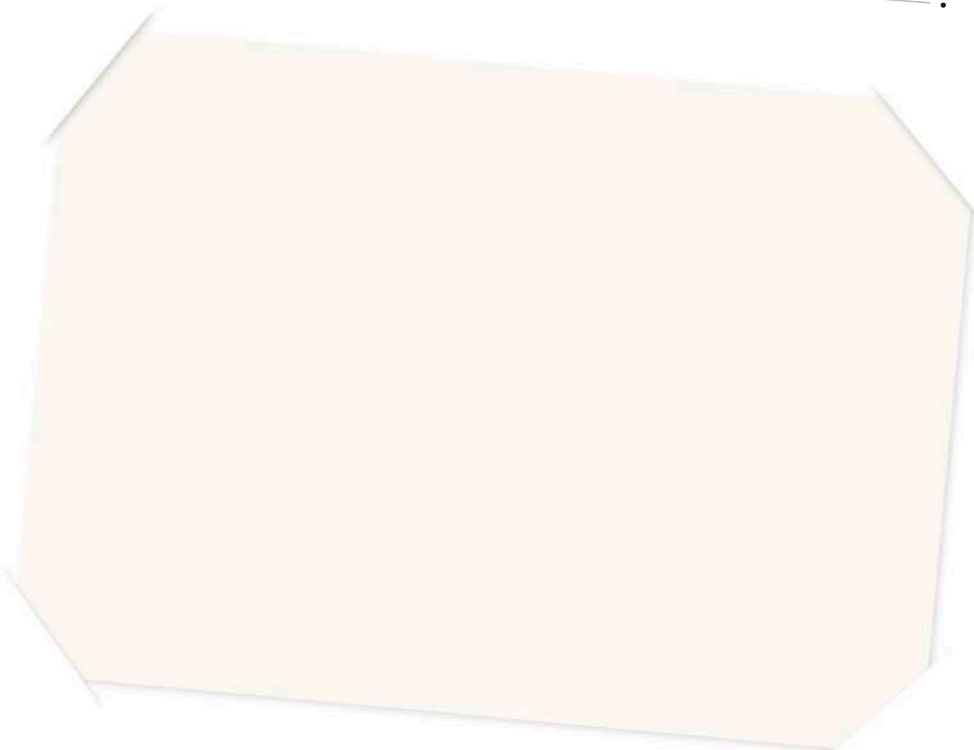




14.2 Write about your home and draw your bedroom.

I'm _____ and this is my home.
I live _____.

In my home, there's a _____ and
a _____. There are _____.
That is my bedroom. There's a _____
and a _____ in my bedroom.
My favorite toy is my _____.

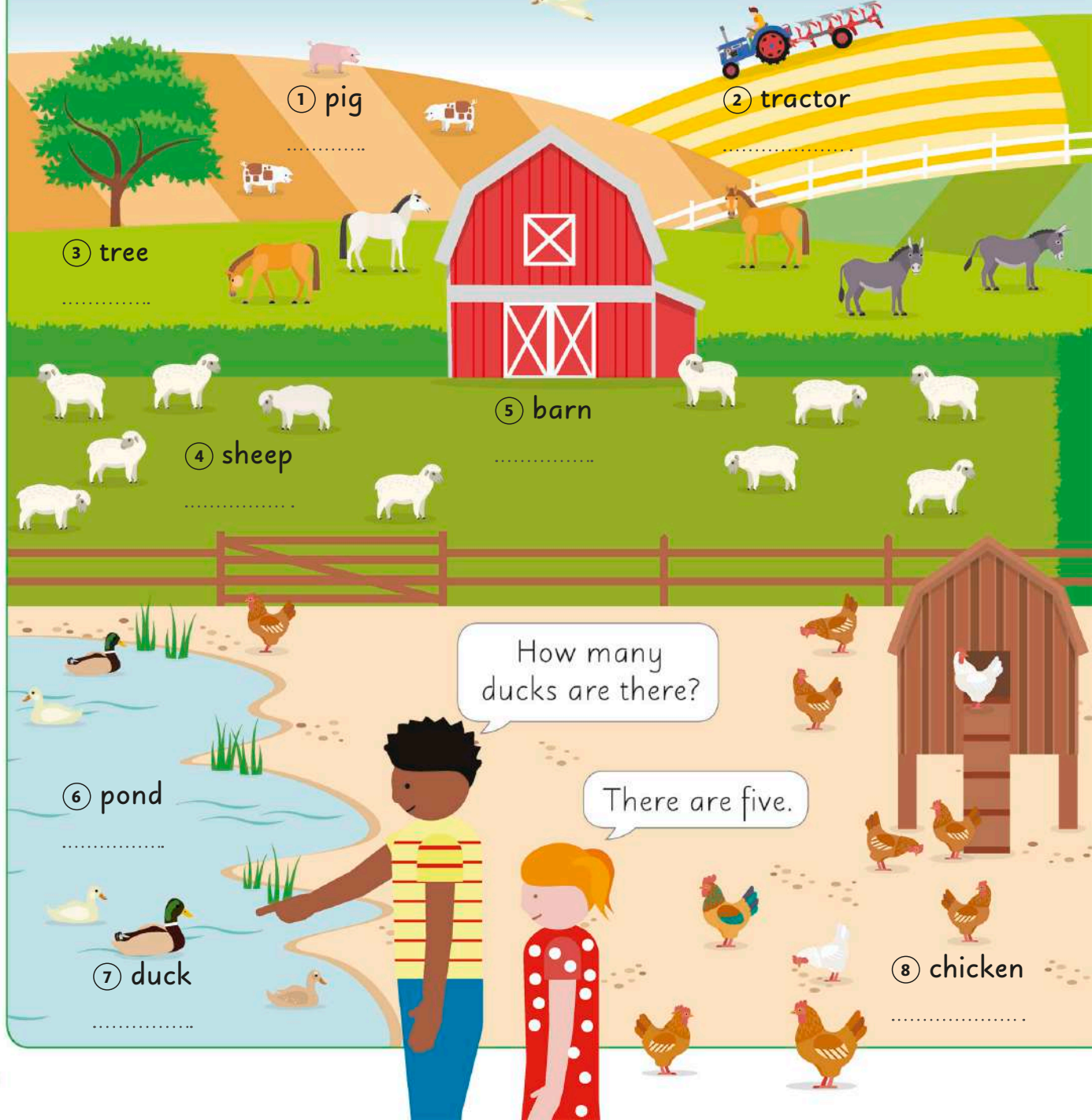


15 On the farm



15.1 Listen, point, and repeat.

15.2 Count the sheep.



① pig

② tractor

③ tree

④ sheep

⑤ barn

⑥ pond

⑦ duck

How many
ducks are there?

There are five.

⑧ chicken

⑩ the sun

⑨ cow

⑪ field

⑫ goat

⑬ donkey

⑭ bee

⑮ tail

⑯ horse

15.3 Write the correct words next to the pictures.



s h e e p

1



2



3



4



5



15.4 Match the pictures to the correct words.



tractor



chicken



barn



tail



donkey

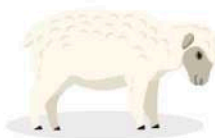


the sun

Now listen and repeat.



15.5 Look at the pictures and write the letters in the correct order.



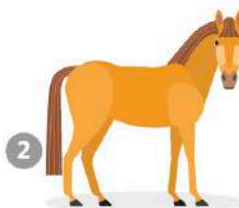
s p e h e

s h e e p



g t o a

g



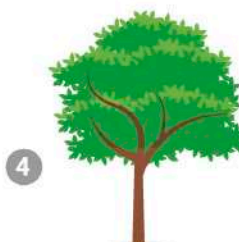
h e r s o

h



d k c u

d



t e r e

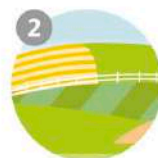
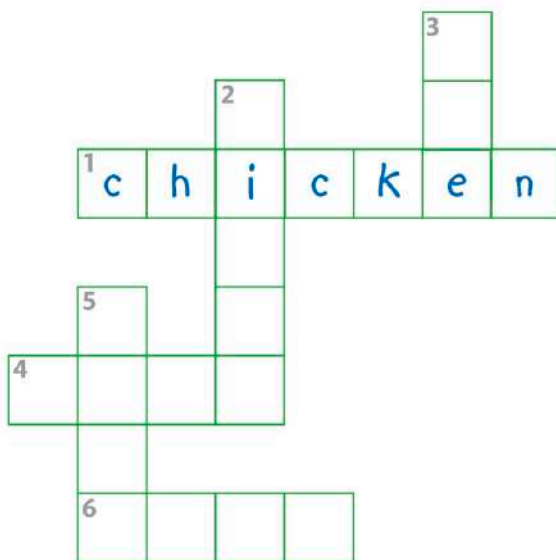
t

Now listen and repeat.





15.6 Look at the pictures and write the words in the correct place on the crossword.





15.7 Listen and read.



How many horses are there?

How many horses are there?

To ask about the number of people, animals, or things, say **How many**.

Add **are there** at the end of the question.

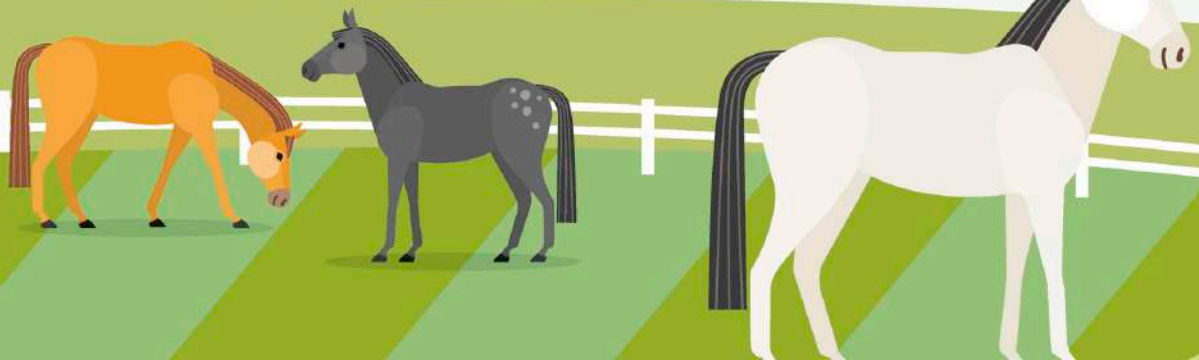
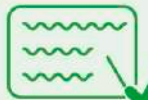
There are two. There's one.

Say this when there are two or more.

Say this when there's only one.

How it works

Use **How many** to ask about the number of people, animals, or things there are. Add the plural form of the thing you're asking about, followed by **are there**.





15.8 Look at the pictures and write the correct answers in the spaces.

There's one. There are four. ~~There are two.~~ There are three.

How many horses are there?



There are two.

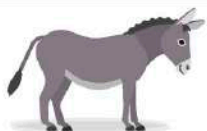
1 How many ducks are there?



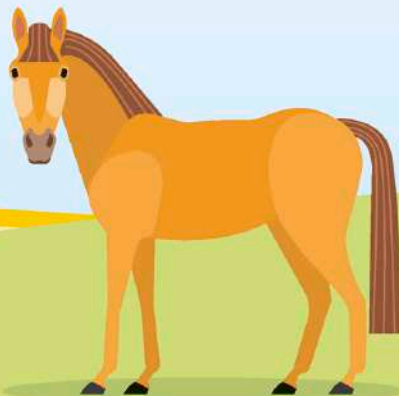
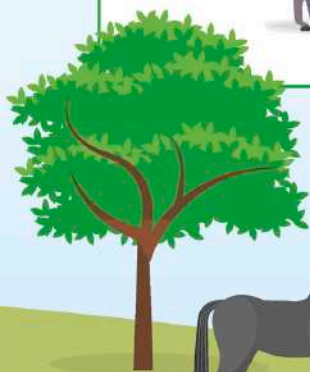
2 How many goats are there?



3 How many donkeys are there?



Now listen and repeat.





15.9 Listen and read.



Where are the ducks?

Where are the ducks?

Say **are** when you ask about two or more things.

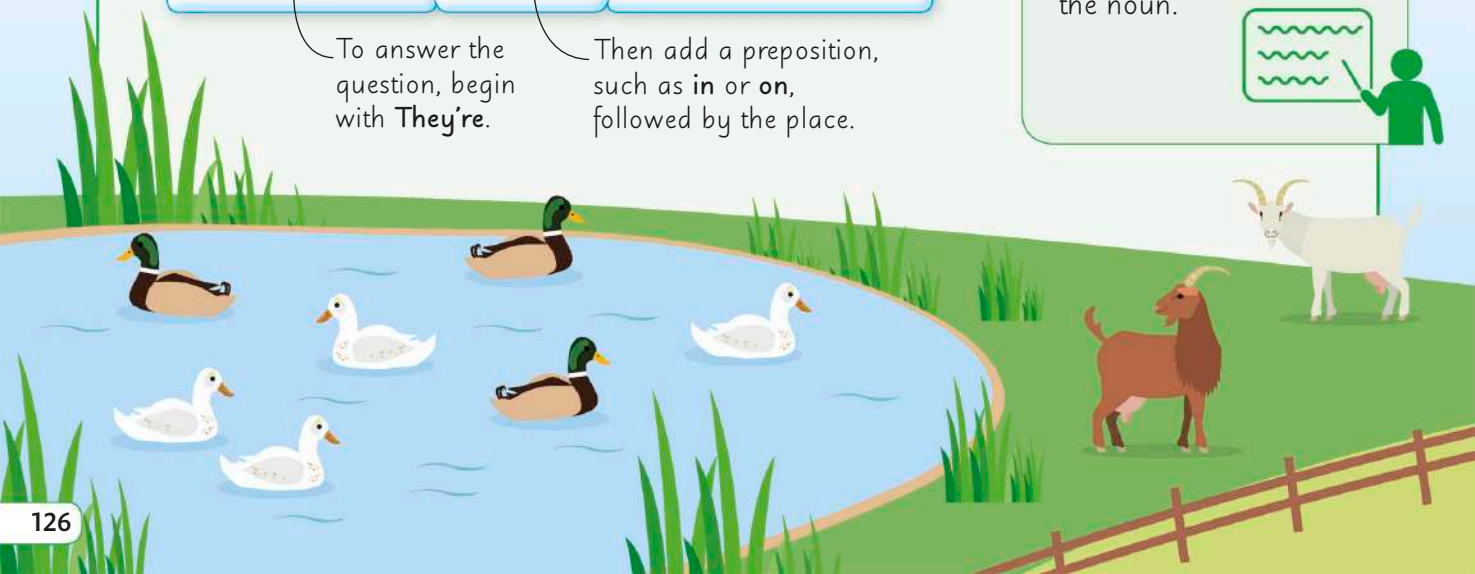
They're in the pond.

To answer the question, begin with **They're**.

Then add a preposition, such as **in** or **on**, followed by the place.

How it works

To ask about the location of two or more things, say **Where are**, then add the thing you are asking about in its plural form. We often put **the** before the noun.





15.10 Listen and match the questions to the correct answers.

Where are the ducks?

1 Where are the horses?

2 Where are the chickens?

3 Where are the goats?

4 Where are the donkeys?

5 Where are the pigs?

They're in front of the barn.

They're in the field.

They're in the barn.

They're in the pond.

They're next to the pond.

They're under the tree.



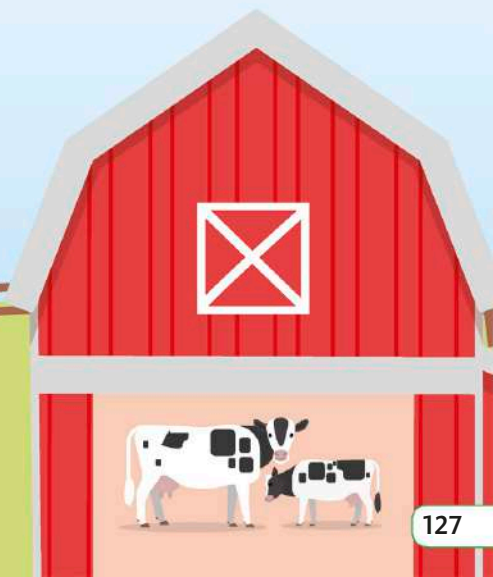
15.11 Listen and sing.

Where are the ducks?
They're in the pond!

Where are the goats?
They're in the field!

Where are the cows?
They're in the barn!

Where are the animals?
They're on my farm!





15.12 Listen and read.



The goat's next to the tree.

Say the name, animal, or thing, followed by is or 's.

Add a preposition, such as **next to** or **under**, and then the place.



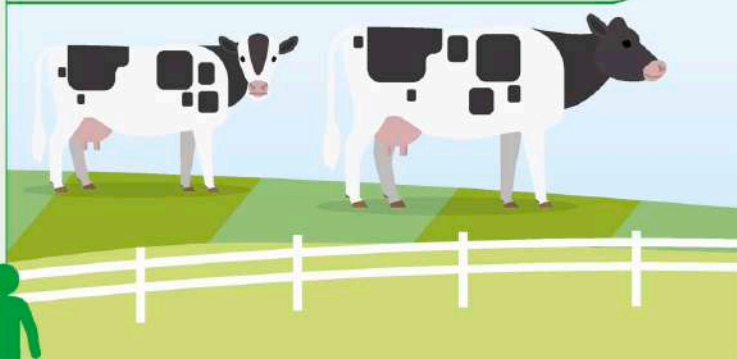
The cows are in the field.

If you are talking about two or more of something, use **are**.

How it works

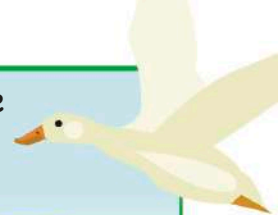
To describe where something is, first say the name of the thing, followed by **is**, **'s**, or **are**. Then add a preposition, followed by the place.

The goat is → The goat's





15.13 Read the story. Then look at the picture and write the correct words in the spaces.



This is my farm. My cow is under the tree.

There ① _____ four ducks ② _____ the pond.

The three chickens ③ _____ next to the horse.

The donkey ④ _____ in the field, and five sheep

⑤ _____ in front of the barn.

are

is

~~is~~

are

in

are

Now listen and repeat.

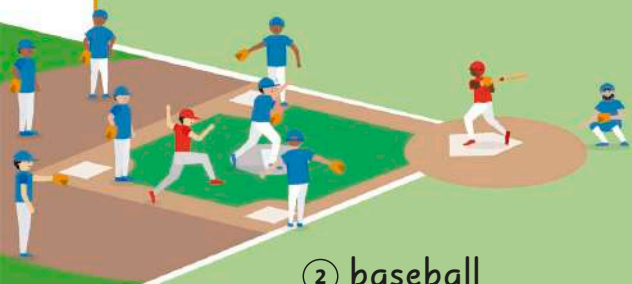


16 Sports



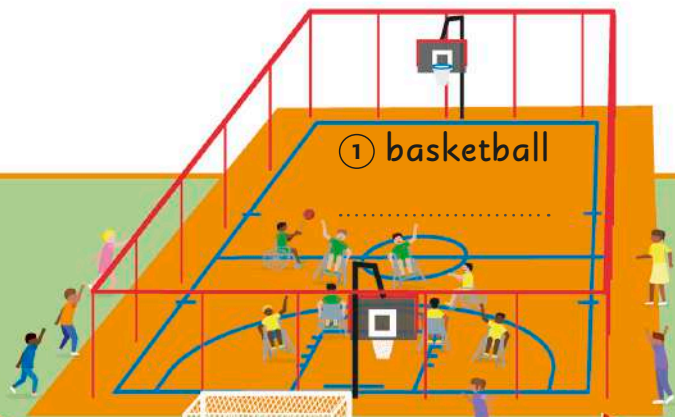
16.1 Listen, point, and repeat.

16.2 Where is Sara?



② baseball

.....

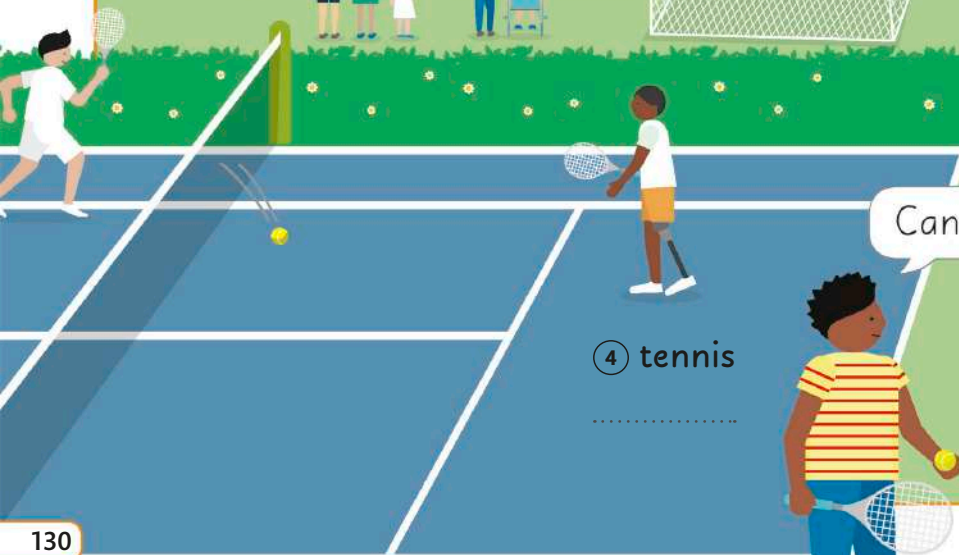


① basketball



③ soccer

.....

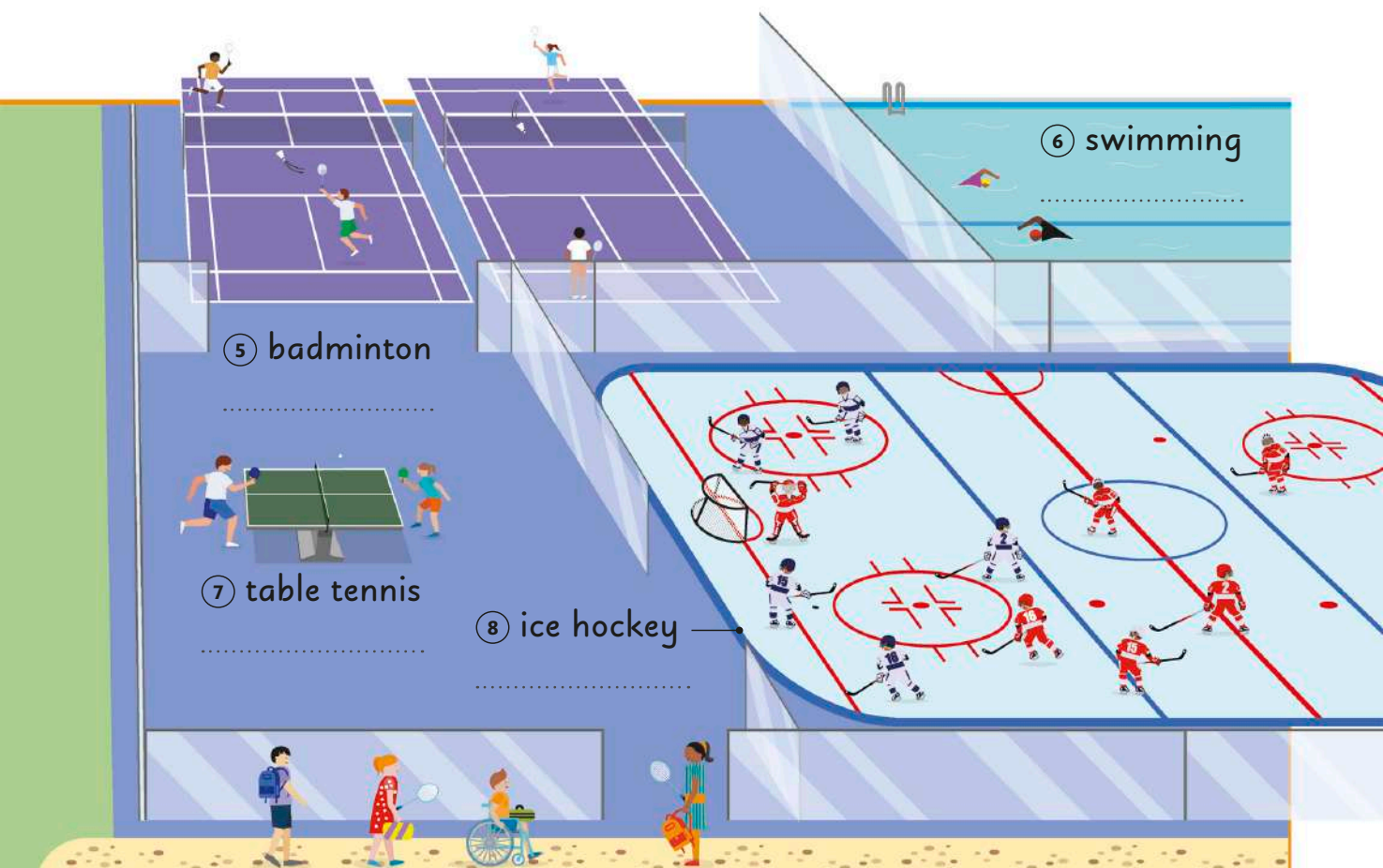


④ tennis

.....

Can you play tennis?

No, I can't,
but I can play
badminton.



16.3 Match the pictures to the correct words.



tennis

ice hockey

swimming

badminton

basketball



16.4 Look at the pictures and check off the correct words.



badminton ☐
ice hockey ☒
tennis ☐



table tennis ☐
badminton ☐
swimming ☐



baseball ☐
soccer ☐
basketball ☐



tennis ☐
baseball ☐
swimming ☐

Now listen and repeat.



16.5 Look at the pictures and circle the correct words.



basketball / swimming



① tennis / ice hockey



② badminton / baseball



③ soccer / swimming



④ table tennis / soccer

Now listen and repeat.





16.6 Listen, point, and repeat.



① run

.....



② jump

.....



③ swim

.....



④ play tennis

.....



⑤ play ice hockey

.....



⑥ catch

.....



⑦ bounce

.....



⑧ kick

.....



⑨ throw

.....



⑩ hit

.....



16.7 Listen and check off the correct pictures.



A ☐



B ☒



1 A ☐



B ☐



2 A ☐



B ☐



3 A ☐



B ☐



4 A ☐



B ☐



5 A ☐



B ☐



16.8 Look at the pictures and write the letters in the correct order.



j p m u

j u m p



c c h t a

1 c _____



s m i w

2 s _____



t o w r h

3 t _____



k k c i

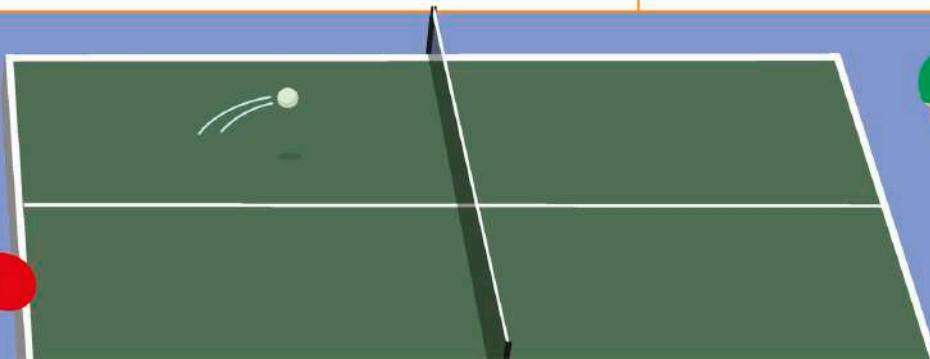
4 k _____



b c n o u e

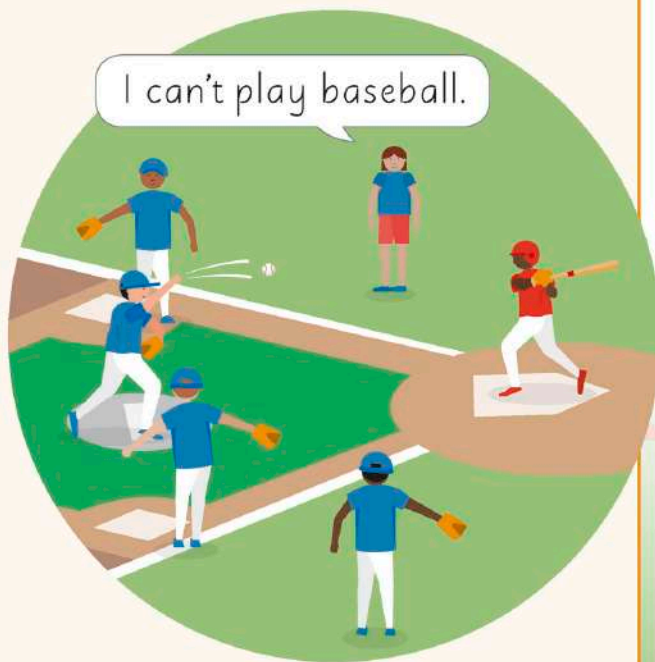
5 b _____

Now listen and repeat.





16.9 Listen and read.



I can play basketball.

I **can** play basketball.

Use **can** if you are able to do something.

I **can't** play baseball.

Use **can't** if you are unable to do something.

How it works

Can is a modal verb used to talk about things you are able to do. The negative form is **can't**.

Cannot → Can't





16.10 Listen and check off the correct sentences.



I can play baseball. ☐
I can't play baseball. ☒

1



I can catch a ball. ☐
I can't catch a ball. ☐

2



I can play ice hockey. ☐
I can't play ice hockey. ☐

3



I can hit a ball. ☐
I can't hit a ball. ☐

4



I can swim. ☐
I can't swim. ☐

5

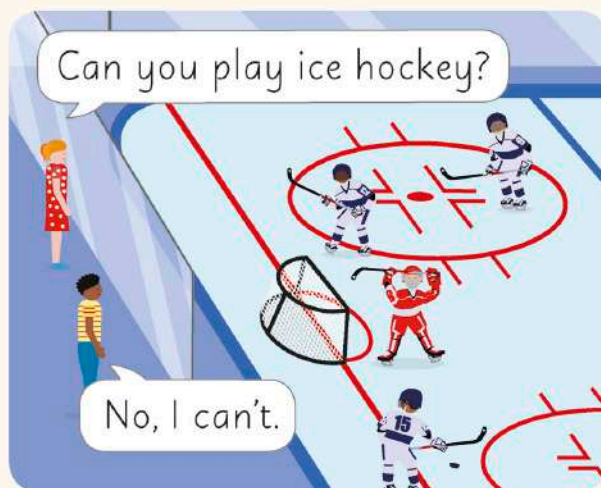


I can play table tennis. ☐
I can't play table tennis. ☐





16.11 Listen and read.



Can you catch a ball?

Can you catch a ball?

Use **Can you** to ask someone if they are able to do something.



Yes, I can.

If you are able to do it, say **Yes** or **Yes, I can**.

No, I can't.

If you are unable to do something, say **No** or **No, I can't**.

How it works

To ask someone a question using **can**, first say **Can you**, then add the verb you want to ask the person about.





16.12 Look at the pictures and write the correct words in the spaces.

Can you

~~ice hockey~~

I can.

I can't.



Now listen and repeat.





16.13 Listen and read.

Can Maria play tennis?

Yes, she can.

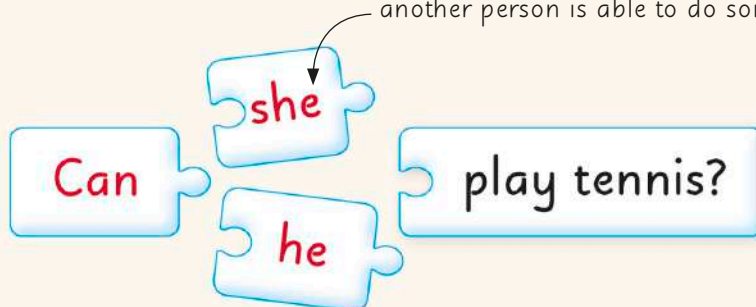
Can Andy play tennis?

No, he can't.



Can she play tennis?

Use **Can she** or **Can he** to ask someone if another person is able to do something.



Yes, **she can.**

If the person is able to do it, say **Yes** or **Yes, she can.**

No, **he can't.**

If the person is unable to do something, say **No** or **No, he can't.**

How it works

To ask whether another person is able to do something, say **Can**, followed by **she** or **he**. To reply, say **Yes, she can** or **No, he can't**. You do not need to add an **s** to **can** after **she** or **he**.





16.14 Listen and write the correct answers in the spaces.

No, she can't.

~~No, he can't.~~

Yes, she can.

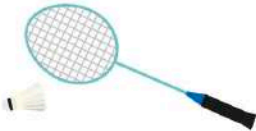
Yes, he can.

Can Andy play tennis?



No, he can't.

1 Can Sara play badminton?



2 Can Sofia play ice hockey?



3 Can Max play table tennis?

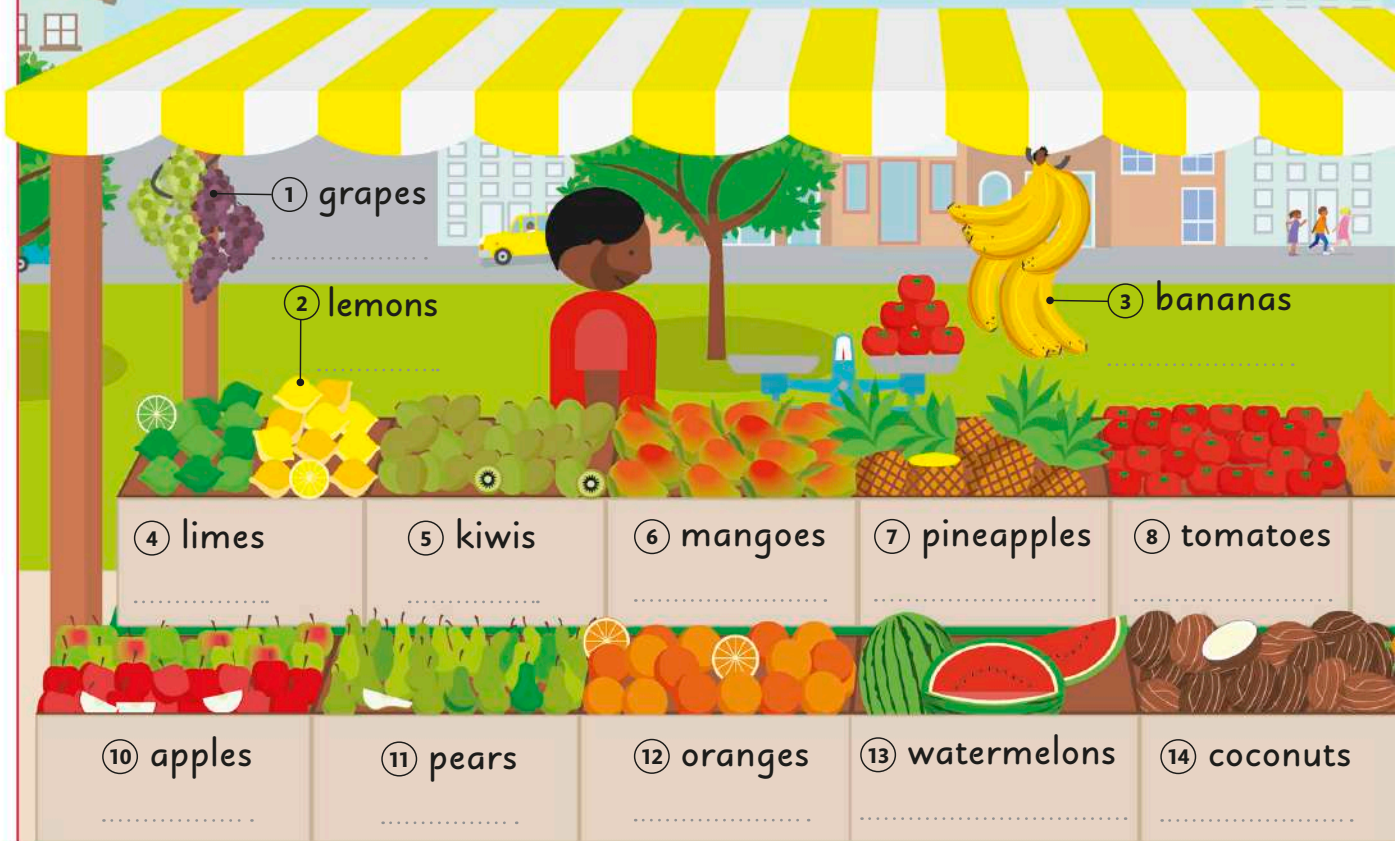


17 At the food market



17.1 Listen, point, and repeat.

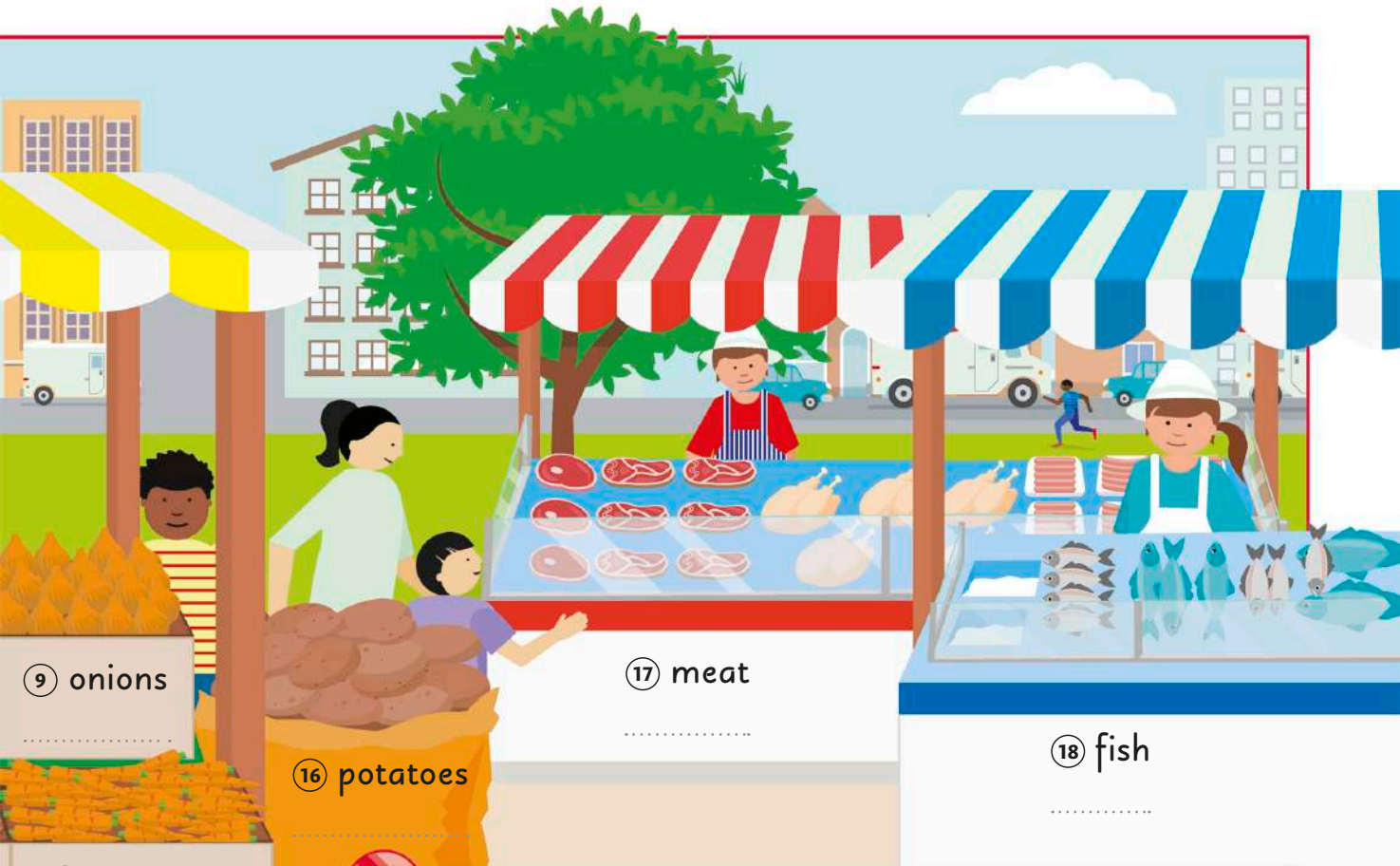
17.2 Can you find Max?



May I have some pears, please?

Here you are.





⑨ onions

⑩ potatoes

⑪ meat

⑫ fish

⑬ carrots



17.3 Write the correct words next to the pictures.



f i s h



1



2



3



4



5



⑭ vegetables





17.4 Read the words and check off the correct pictures.

watermelon



A ☒



B ☐

1 banana



A ☐

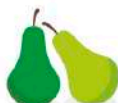


B ☐

2 mangoes



A ☐



B ☐

3 pineapple



A ☐



B ☐

4 potatoes



A ☐



B ☐

Now listen and repeat.



17.5 Look at the pictures and write the correct words in the spaces.

fish

coconut

~~meat~~

orange

lime

carrot

meat



1 _____



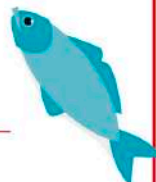
2 _____



3 _____



4 _____



5 _____

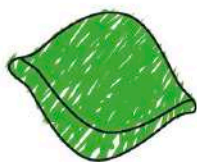


Now listen and repeat.





17.6 Listen and color in the pictures.



1



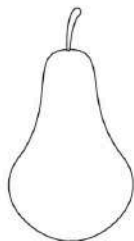
2



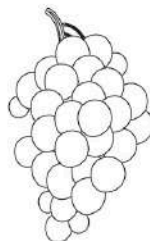
3



4



5



17.7 Listen and sing.



Apples and oranges,
pears and mangoes, too.
Here are nice potatoes,
and meat and fish for you.





17.8 Listen and read.



I like oranges and pears.

I like oranges and pears.

To talk about things you enjoy, use **like**.

Use **and** to talk about two or more things.

I don't like bananas or watermelons.

To make the sentence negative, put **don't** before **like**.

Use **or** when talking about two or more things in a negative sentence.

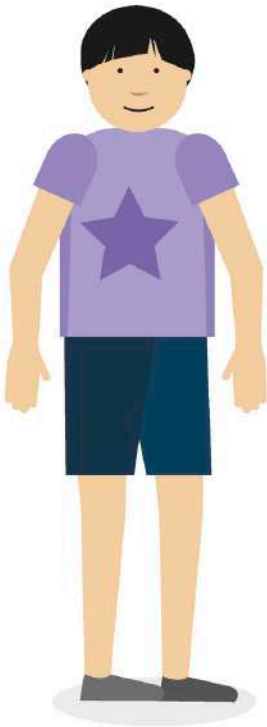
How it works

I like is an example of the **present simple** form of the verb **to like**. Add **don't** before **like** to make the sentence negative. **And** and **or** are conjunctions. Use **and** in positive sentences and **or** in negative sentences.





17.9 Listen to Andy and circle the correct words.



I like / don't like oranges and pears.



1

I like / don't like watermelons.



2

I like / don't like apples.



3

I like / don't like lemons and limes.



4

I like / don't like carrots or onions.



5

I like / don't like tomatoes.





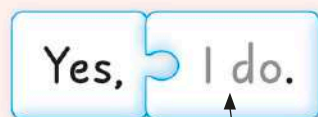
17.10 Listen and read.



Do you like apples?



Say this to ask someone if they like something.



You can answer Yes or Yes, I do.



You can answer No or No, I don't.

How it works

To ask someone a question in the **present simple**, put **Do you** before the verb.

Some words form the plural differently from most nouns. If the name of the fruit or vegetable ends with an **o**, add **es** to the singular form rather than just **s**.

Tomato	→	Tomatoes
Potato	→	Potatoes
Mango	→	Mangoes





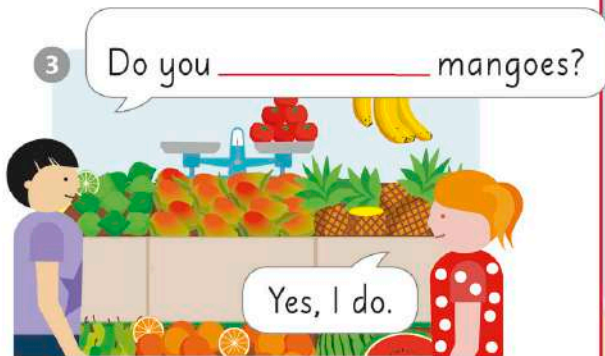
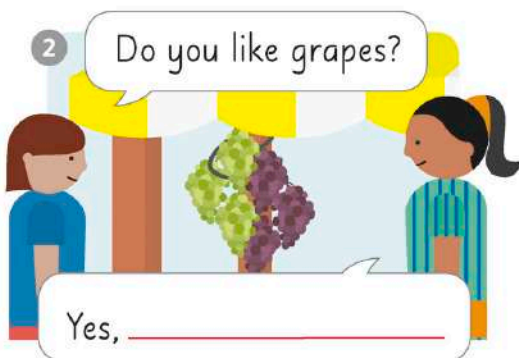
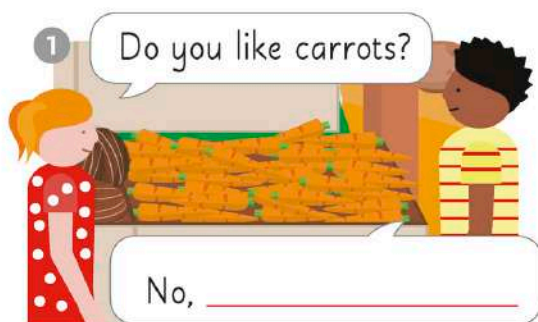
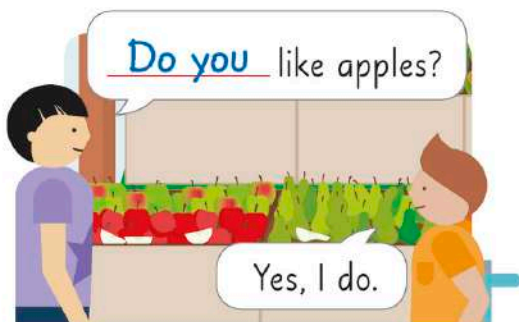
17.11 Look at the pictures and write the correct words in the spaces.

I don't.

~~Do you~~

I do.

like



Now listen and repeat.





17.12 Listen and read.



May I have a mango, please?

May I have

a

mango, please?



Say this to ask someone to give you something.

Use **a** or **an** if you're asking for one thing.

May I have

some

kiwis, please?



Use **some** if you're asking for two or more things.

How it works

May I have is the question used to ask for something.

A, **an**, and **some** are indefinite articles. Use indefinite articles when you don't want to talk about a specific example of a thing. Put **a** or **an** in front of singular nouns, and **some** in front of plural nouns.





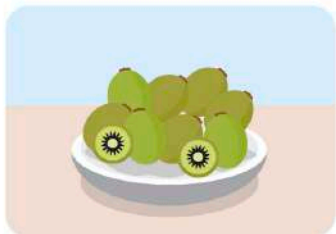
17.13 Look at the pictures and write the correct words in the spaces.

an

~~some~~

a

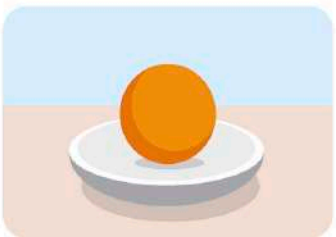
some



May I have some kiwis, please?



1 May I have _____ banana, please?



2 May I have _____ orange, please?



3 May I have _____ vegetables, please?

Now listen and repeat.



18 At the toy store



18.1 Listen, point, and repeat.

18.2 How many stars are there?



18.3 Match the pictures to the correct words.



the
moon



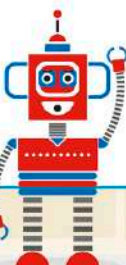
1

video
game



2

robot



3

puppet



① alien

② puppet

③ teddy bear

④ action figure

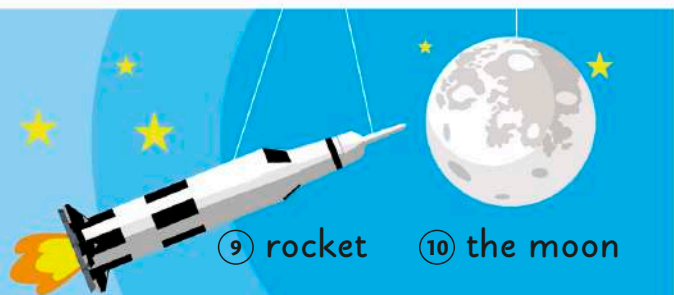
⑤ ball

⑥ doll

⑦ monster

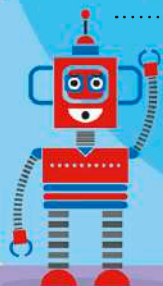
⑧ car

TOYS



⑨ rocket

⑩ the moon



⑫ robot

⑪ stars

⑬ balloons

It's Ben's birthday.



⑭ train

Let's give him a robot.



⑮ video game



⑯ board game





18.4 Look at the pictures and check off the correct words.



teddy bear



robot



train



board game



monster



video game



2



the moon



puppet



car



3



action figure



ball



rocket



Now listen and repeat.



18.5 Write the correct words next to the pictures.

rocket

~~the moon~~

alien

robot

t h e m o o n

1

2

3

Now listen and repeat.





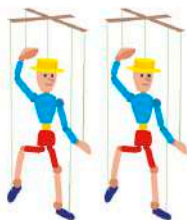
18.6 Look at the pictures and write the correct words in the spaces.

stars

~~puppets~~

monster

action figure



What are those?



They're puppets.

1



What's that?



It's a _____.

2



What are those?



They're _____.

3



What's that?



It's an _____.

Now listen and repeat.





18.7 Listen and read.



Sofia likes cars.

Sofia

likes

cars.

She

After **he, she,** or someone's name, put an **s** on the end of **like**.

Ben doesn't like board games.



Ben

doesn't like

board games.

He

To make the sentence negative, put **doesn't** before **like**.

How it works

She likes and **He doesn't like** are examples of the **present simple** form of the verb **to like**. In positive sentences with **he, she,** or someone's name, put an **s** on the end of **like**. To make the sentence negative, put **doesn't** before **like** and don't add an **s**.





18.8 Look at the pictures and write the correct words in the spaces.

rockets

~~cars~~

trains

video games

Sofia



Eva



Ben



Sam



Sofia likes cars. Her cousin Eva doesn't like

① _____ . Ben likes ② _____ , but his friend Sam doesn't like ③ _____ .

Now listen and read.



18.9 Listen and write the correct words in the spaces.

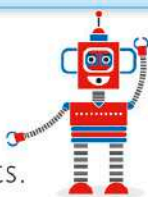
likes

doesn't like

~~likes~~

doesn't like

Alice likes robots.



① Hugo _____ puppets.



② Lucy _____ dolls.

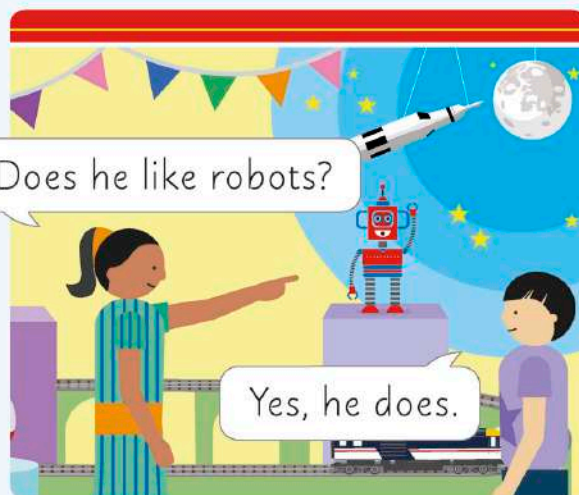


③ Emma _____ monsters.

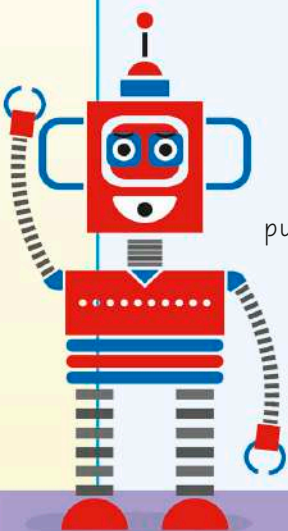




18.10 Listen and read.



Does he like trains?



Does he like trains?

To form a question, put **Does** before **he, she,** or someone's name.

Then add **like**. Don't add an **s** to the verb when you use it in a question.

Yes, **he does.**

Answer Yes or Yes, he does.

No, **he doesn't.**

Answer No or No, he doesn't.

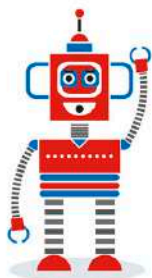
How it works

To ask a question with **he** or **she**, start the question with **Does**, not **Do**. Do not add an **s** to **like**.





18.11 Listen and check off the correct answers.



Does he like robots?

Yes, he does. ☒

No, he doesn't. ☐

1



Does she like dolls?

Yes, she does. ☐

No, she doesn't. ☐

2



Does he like video games?

Yes, he does. ☐

No, he doesn't. ☐

3



Does she like monsters?

Yes, she does. ☐

No, she doesn't. ☐

4



Does he like action figures?

Yes, he does. ☐

No, he doesn't. ☐

5



Does she like balloons?

Yes, she does. ☐

No, she doesn't. ☐



18.12 There are four sentences. Mark the beginning and end of each one and write them below.

~~Does he like trains?~~ No, he doesn't. Does she like dolls? Yes, she does.

Does he like trains?

2

1

3

Now listen and repeat.





18.13 Listen and read.



I love puppets.

I love puppets.

I love is a much stronger way of saying I like.

Me too!

Say this if you feel the same as Sara.

I don't.

Say this if you don't feel the same as Sara.



18.14 Listen and sing.

Maria likes dolls,
but she doesn't like puppets.
Andy likes cars,
but he doesn't like rockets.
I like trains and video games,
and my favorite toy
is my monster!





18.15 Ben is talking to Sofia. Listen and write the correct answers in the spaces.

Me too!

I don't.

~~Me too!~~

I don't.

I like monsters.



Me too!

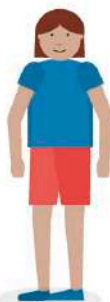
1

I love teddy bears.



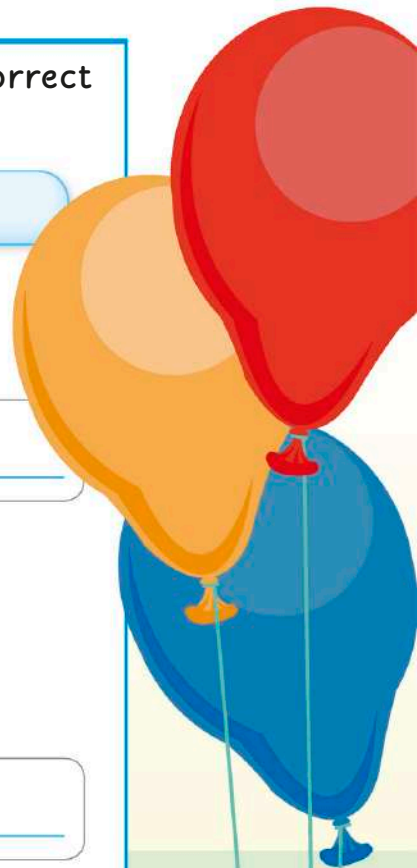
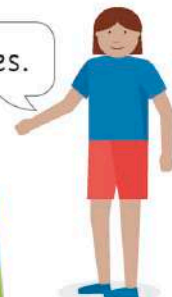
2

I love action figures.



3

I like board games.



19 Our hobbies



19.1 Listen, point, and repeat.

19.2 Where is Sofia?



19.3 Match the pictures to the correct words.



dance



1

read



2

draw pictures



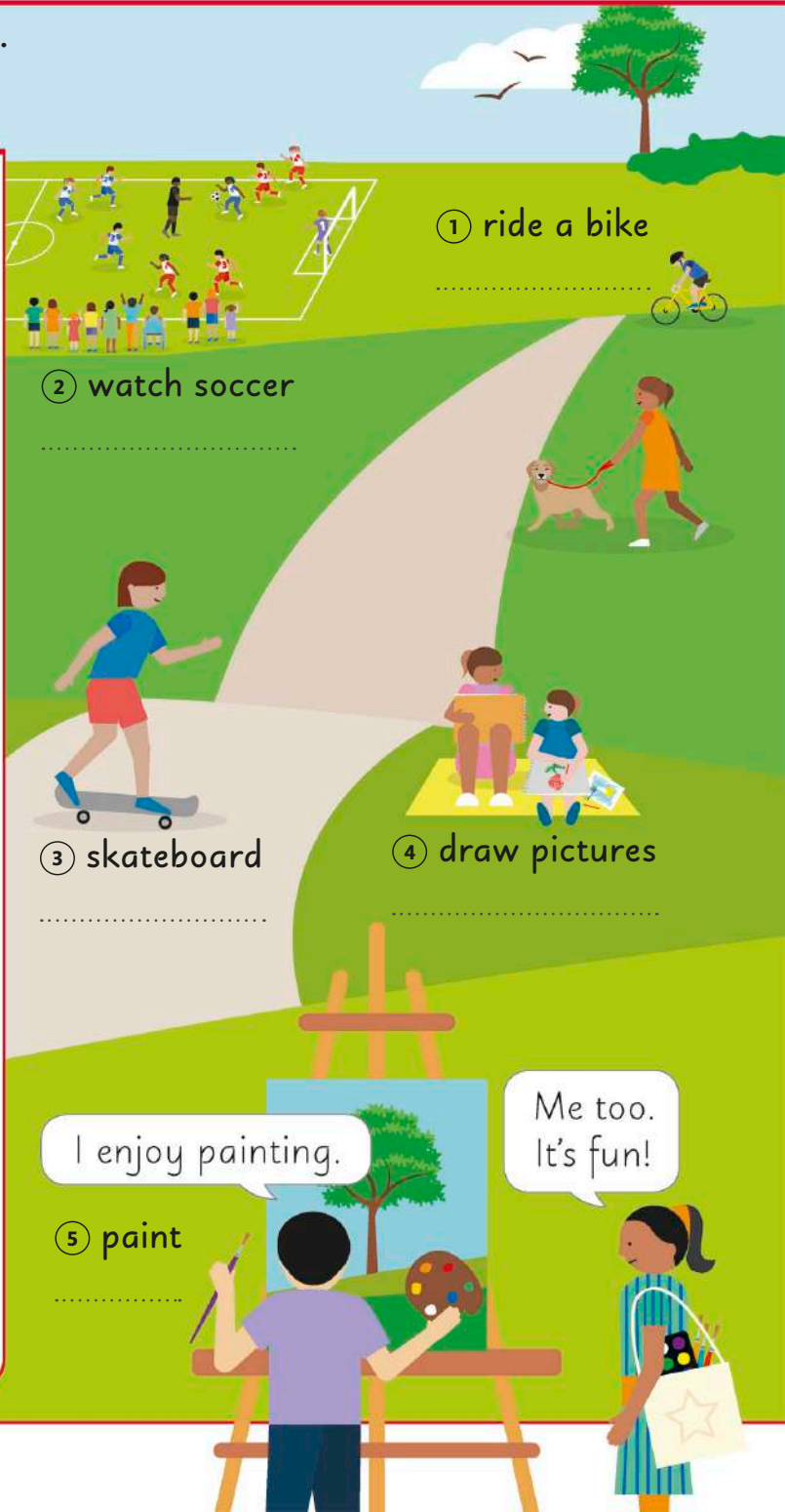
3

take photos



4

sing



① ride a bike

② watch soccer

③ skateboard

④ draw pictures

⑤ paint

I enjoy painting.

Me too.
It's fun!



⑥ read

.....

⑦ sing

.....

⑨ play the guitar

.....

⑩ play the piano

.....

⑧ dance

.....

⑪ take photos

.....



19.4 Listen and check off the correct pictures.



A ☐



B ☒



1 A ☐



B ☐



2 A ☐



B ☐



3 A ☐



B ☐



4 A ☐



B ☐



5 A ☐



B ☐





19.5 Look at the pictures and write the correct words in the spaces.

paint

sing

~~play the guitar~~

ride a bike

play the piano

take photos



play the guitar

1



2



3



4



5

Now listen and repeat.





19.6 Listen and read.

I like playing the piano.



I like playing the piano.

I like playing the piano.

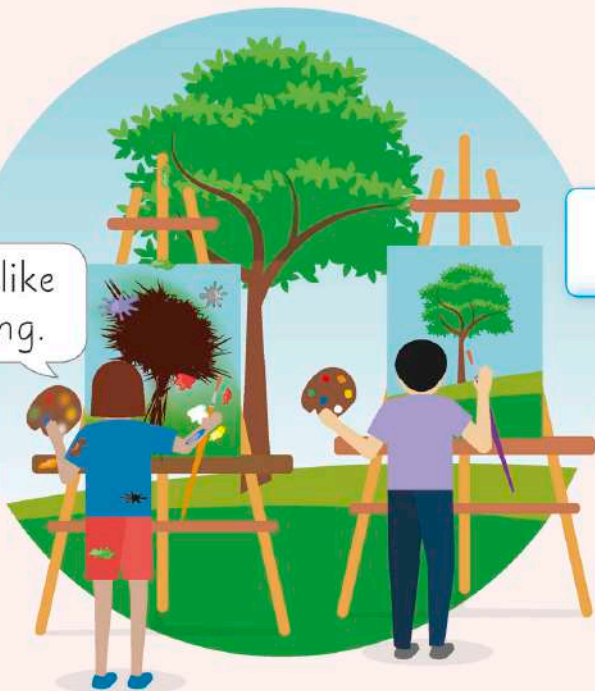
Add **ing** to the verb after like.

I enjoy dancing.

I enjoy dancing.

You can also say I **enjoy** to say you like doing an activity.

I don't like painting.



I don't like painting.

To make the sentence negative, add **don't** before like.

How it works

To say how you feel about an activity, say I **like** or I **don't like**, followed by the **ing** form of the verb.

If a verb ends in **e**, like **dance**, remove the **e** and add **ing**.





19.7 Listen and match the names to the correct pictures.

Sofia

1 James

2 Kim

3 Bill

4 Tom



drawing



painting



reading



singing



watching
soccer



19.8 Rewrite the sentences in the correct order.

don't reading. like I

I don't like reading.



1 enjoy I taking photos.

2 riding a bike. like I don't



3 I watching soccer. like



Now listen and repeat.





19.9 Listen and read.



Do you like singing?

Do you like singing?

To ask if someone likes an activity, put Do you before like.

Then add ing to the verb.



Yes, I do.

You can answer Yes or Yes, I do.

No, I don't.

You can answer No or No, I don't.

How it works

To ask someone if someone likes an activity, first say **Do you like**, then add **ing** to the verb.





19.10 Andy and Sofia are talking. Listen and check off the correct answers.



Do you like singing?

Yes, I do. ☒

No, I don't. ☐

① Do you like playing the guitar?

Yes, I do. ☐

No, I don't. ☐

② Do you like dancing?

Yes, I do. ☐

No, I don't. ☐

③ Do you like painting?

Yes, I do. ☐

No, I don't. ☐

④ Do you like riding a bike?

Yes, I do. ☐

No, I don't. ☐



19.11 Listen and sing.

Do you have hobbies?

Yes, I do.

I love reading books
and skateboarding, too.

Do you like playing tennis?

Yes, I do.

I love playing tennis
and playing soccer, too.

Do you enjoy singing?

Yes, I do.

I love singing songs,
and I love dancing, too.



20 Review: What I like



20.1 Listen and read.

My name's Sofia. I like skateboarding and trains. I don't like painting. I can play tennis and swim. I can't play the piano. I like mangoes, but I don't like apples.

My friend Max likes cars. He doesn't like board games. He likes oranges, but he doesn't like bananas.





20.2 Write about the things you and a friend like and draw a picture.

My name's _____

I like _____ and _____.

I don't like _____. I can _____

and _____. I can't _____.

I like _____, but I don't like _____.

My friend likes _____.

My friend doesn't like _____.



21 Our party clothes



21.1 Listen, point, and repeat.

21.2 What color is Sara's jacket?



21.3 Write the correct words next to the pictures.



s h i r t

1



2



3





11 jeans

.....



10 baseball cap

.....



12 shoe

.....



13 boot

.....



14 glasses

.....

15 shirt

.....



16 bag

.....



17 jacket

.....

21.4 Match the pictures to the correct words.



dress



pants



boot



watch



baseball cap



glasses

Now listen and repeat.

21.5 Read the sentences and check off the correct pictures.

It's a hat.



A ☐



B ☒

It's a shirt.



A ☐



B ☐

They're jeans.



A ☐



B ☐

It's a purse.



A ☐



B ☐

They're shorts.



A ☐



B ☐

Now listen and repeat.

21.6 Look at the pictures and write the correct answers in the spaces.

It's a watch.

It's a sock.

~~It's a skirt.~~

It's a t-shirt.

It's a jacket.

It's a shoe.

What's this?

It's a skirt.



1 What's this?



2 What's this?



3 What's this?



4 What's this?



5 What's this?



Now listen and repeat.



21.7 Listen and sing.



We're at a party,
so let's all dance and play.
What a fun party
for Ben's birthday!
Andy's wearing his
favorite t-shirt,
and Sara has
a beautiful skirt.





21.8 Listen and read.



It's my party!
I'm wearing a hat.

I'm wearing shorts.



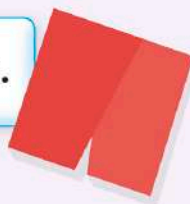
I'm wearing a hat.

I'm wearing a hat.



To say what you are wearing now, say **I'm**, followed by the verb with **ing** at its end.

I'm wearing shorts.



Some items of clothing, such as **shorts**, **pants**, or **glasses**, use the plural form.

How it works

These are examples of the **present continuous** form of the verb **to wear**. Use the **present continuous** to talk about doing something in the present moment.





21.9 Listen and check off the correct pictures.



A ☒



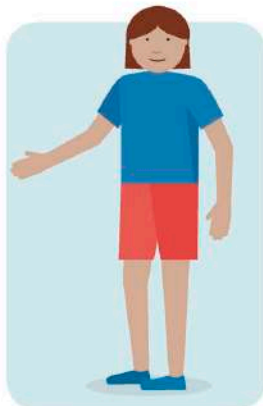
B ☐



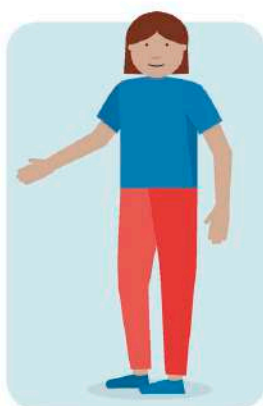
1 A ☐



B ☐



2 A ☐



B ☐



3 A ☐



B ☐



4 A ☐



B ☐



5 A ☐



B ☐



21.10 Listen and read.



Are you wearing my shoes?



To ask someone a question, put **Are you** before the verb.

Add **ing** to the verb.



If you're wearing the item, you can say **Yes** or **Yes, I am.**



If you're not wearing the item, you can say **No** or **No, I'm not.**

How it works

To ask a question in the **present continuous**, put **Are you** before the **ing** form of the verb.





21.11 Look at the pictures and check off the correct answers.

Are you wearing my hat?



Yes, I am. ☐

No, I'm not. ☒

1 Are you wearing my jacket?



Yes, I am. ☐

No, I'm not. ☐

2 Are you wearing my watch?



Yes, I am. ☐

No, I'm not. ☐

3 Are you wearing my glasses?



Yes, I am. ☐

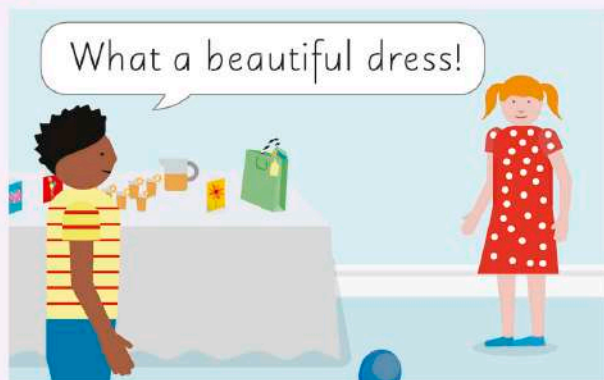
No, I'm not. ☐

Now listen and repeat.





21.12 Listen and read.



What a beautiful dress!

What a beautiful dress!

Say **What a**, followed by a describing word (an adjective).



What dirty shoes!

To describe two or more things, just say **What**.



How it works

To explain or emphasize what you think of something, put **What a** before an adjective and noun. To describe two or more things, just say **What**.





21.13 Look at the pictures and write the correct words in the spaces.

What a

What a

~~What a~~

What

What a

What



What a clean t-shirt!



1 _____ beautiful boots!



2 _____ dirty sock!



3 _____ nice glasses!



4 _____ nice shirt!



5 _____ big purse!

Now listen and repeat.



22 Our day at the beach



22.1 Listen, point, and repeat.

22.2 How many balls are there?



① seagull



② ship



⑤ fly a kite



③ surf

④ jellyfish



⑥ sand



⑦ play soccer



⑧ bucket



⑨ shovel



⑩ listen to music



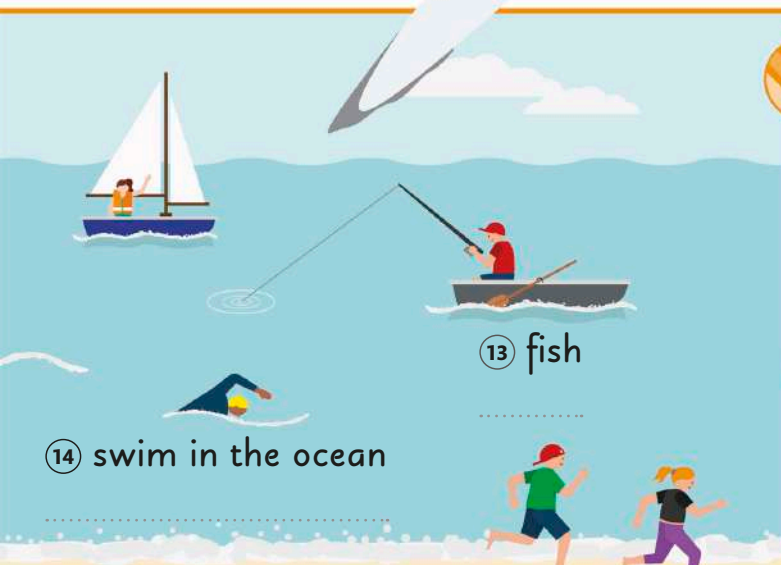
⑪ drink juice

Maria's eating ice cream.

Sofia's drinking juice.

⑫ eat ice cream





⑬ fish

⑭ swim in the ocean



⑮ run on the beach



⑯ read a book



⑰ throw a ball

⑱ shell



22.3 Match the pictures to the correct words.



play
soccer



surf



drink
juice



listen
to music



read
a book



throw
a ball



22.4 Look at the pictures and write the correct answers in the spaces.

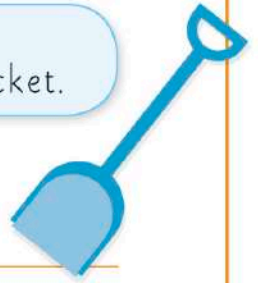
It's a seagull. ~~It's a jellyfish.~~ It's a shovel.
It's a shell. It's a ship. It's a bucket.

What's this?

It's a jellyfish.



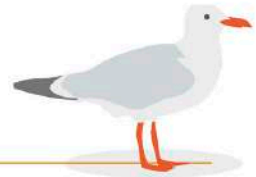
1 What's this?



2 What's this?



3 What's this?



4 What's this?



5 What's this?



Now listen and repeat.



22.5 Listen and check off the correct pictures.



A ☐



B ☒



1 A ☐



B ☐



2 A ☐



B ☐



3 A ☐



B ☐



4 A ☐



B ☐



5 A ☐



B ☐



22.6 Look at the pictures and write the letters in the correct order.



s i p h

s h i p



b k c u e t

1 b _____



s a d n

2 s _____



r n u

3 r _____



s l e h l

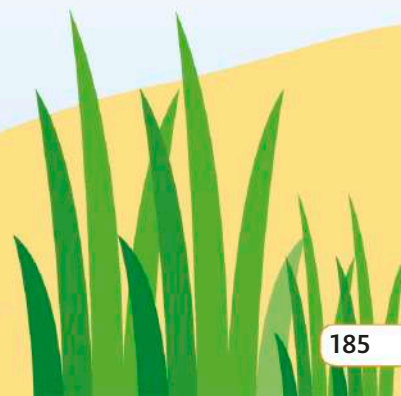
4 s _____



s i m w

5 s _____

Now listen and repeat.





22.7 Listen and read.



He's listening to music.

He's listening to music.

Add is or 's
after she, he, or
someone's name.

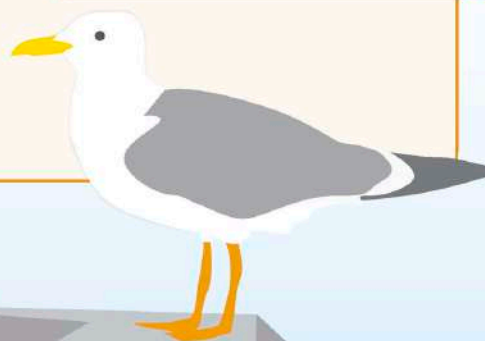
Add ing to
the main verb.

She isn't listening to music.

Put isn't before the main verb to
make the sentence negative.

How it works

These are examples of the **present continuous**. To make the present continuous with **he, she**, or a person's name, add **is** or **'s**, followed by the **ing** form of the verb.





22.8 Look at the pictures and check off the correct answers.



He's listening to music.
He isn't listening to music.

☒
☐


1 She's swimming.
She isn't swimming.

☐
☐


2 He's flying a kite.
He isn't flying a kite.

☐
☐


3 She's drinking juice.
She isn't drinking juice.

☐
☐

Now listen and repeat.



22.9 Listen and match the names to the correct pictures.

Nick

1 May

2 Pat

3 Mark

4 Lucy



swimming



throwing
a ball



fishing



playing
soccer



flying
a kite



22.10 Listen and read.



Is she eating ice cream?

Is she eating ice cream?

Add **Is** before **she**,
he, or someone's name.

Add **ing** to the
main verb.

Yes, she **is**.

Answer **Yes**
or **Yes, she is**.

No, she **isn't**.

Answer **No**
or **No, she isn't**.

How it works

To make a question in the **present continuous**, put **is** before **he**, **she**, or the person's name, followed by the **ing** form of the main verb.





22.11 Look at the pictures and write the correct answers in the spaces.

Yes, he is.

~~No, he isn't.~~

Yes, she is.

No, she isn't.



Now listen and repeat.



23 Lunchtime



23.1 Listen, point, and repeat.

23.2 What is Sofia eating?



Café

① pie

② cake

④ candy

③ fries

Would you like an orange, Andy?

Yes, please.

⑤ burger

⑥ orange

⑦ salad

⑨ sausages

⑧ rice



23.3 Write the correct words under the pictures.



1



2



3



r i c e

⑩ chocolate



⑪ noodles



⑫ drinks



⑬ fruit



⑭ juice



⑮ water



⑯ lemonade





23.4 Look at the pictures and circle the correct words.



sausages / pie

1



cake / orange

2



chocolate / fruit

3



juice / noodles

4



rice / candy

5

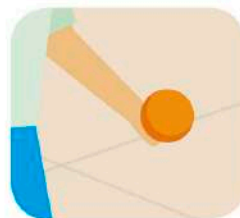


burger / salad

Now listen and repeat.



23.5 Listen and check off the correct pictures.



A ☐



B ☒



1

A ☐



B ☐



2

A ☐



B ☐



3

A ☐



B ☐



23.6 Look at the pictures and write the correct words in the spaces.

fruit

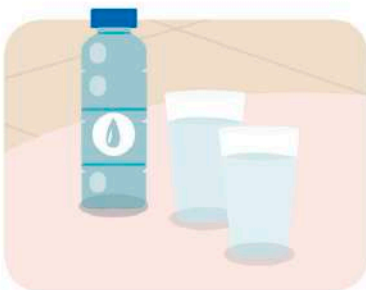
~~water~~

burger

sausages

fries

lemonade



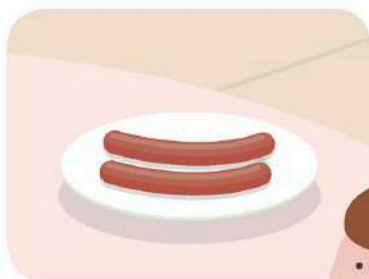
water



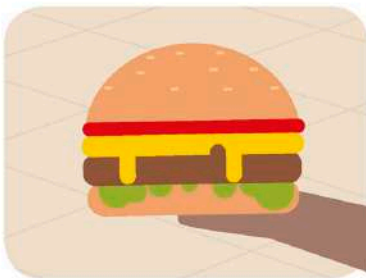
1



2



3



4



5

Now listen and repeat.





23.7 Listen and read.

What would you like?

I'd like a burger, please.

I'd like some rice, please.



What would you like?

What would you like?

This is a polite way of asking someone what they want.

I'd like a burger, please.

This is a polite way of saying I want.

Add please to be polite.

I'd like some rice, please.

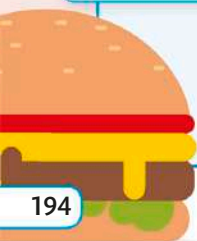
Use **some** if you're asking for two or more things, or for something that is uncountable.

How it works

I'd like is a polite way of requesting something. Using I **want** for a request may seem rude in English.

Some things cannot be counted individually. These are called uncountables. Use **some** when asking for plural things or something that is uncountable.

I would → I'd





23.8 Listen and match the names to the correct pictures.

Ben

① Alex

② Eva

③ Grace

④ Mark



fries



rice



orange



salad



noodles



23.9 Rewrite the sentences in the correct order.

please. a burger, I'd like

I'd like a burger, please.



① drink, a I'd like please.



② some lemonade, please. I'd like



③ please. some I'd like fruit,



Now listen and repeat.





23.10 Listen and read.



Would you like an ice cream?

No, thank you.



Would you like an ice cream?

Would you like an ice cream?

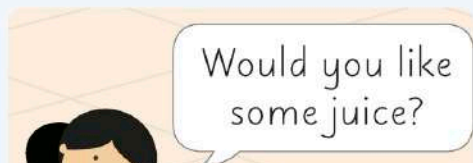
Use this to ask if someone wants something.

Yes, please.

This is a polite way of saying yes.

No, thank you.

This is a polite way of saying no.



Would you like some juice?

Yes, I would, thank you.

Would you like some juice?

Yes, I would.

This is another way of saying yes.

No, I wouldn't.

This is another way of saying no.

How it works

Would you like is a polite way of asking someone if they want something. It is important to use **please** and **thank you** in your answers.

Would not → Wouldn't





23.11 Listen and check off the correct answers.

Would you like some juice?



Yes, I would.



No, I wouldn't.



1

Would you like some fruit?



Yes, please.

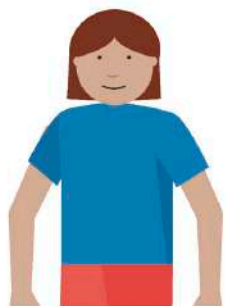


No, thank you.



2

Would you like a burger?



Yes, please.



No, thank you.



3

Would you like a salad?



Yes, I would.



No, I wouldn't.





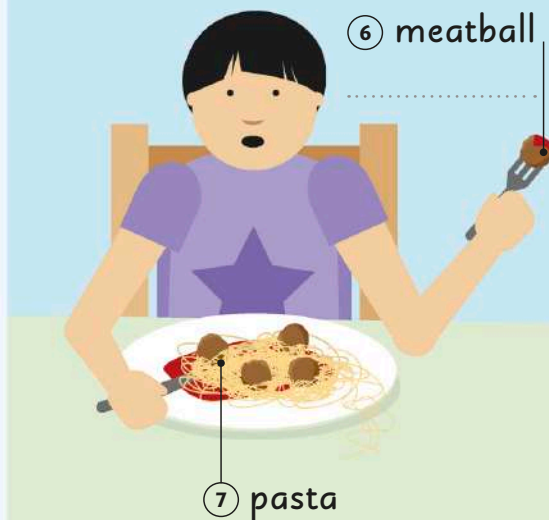
23.12 Listen, point, and repeat.



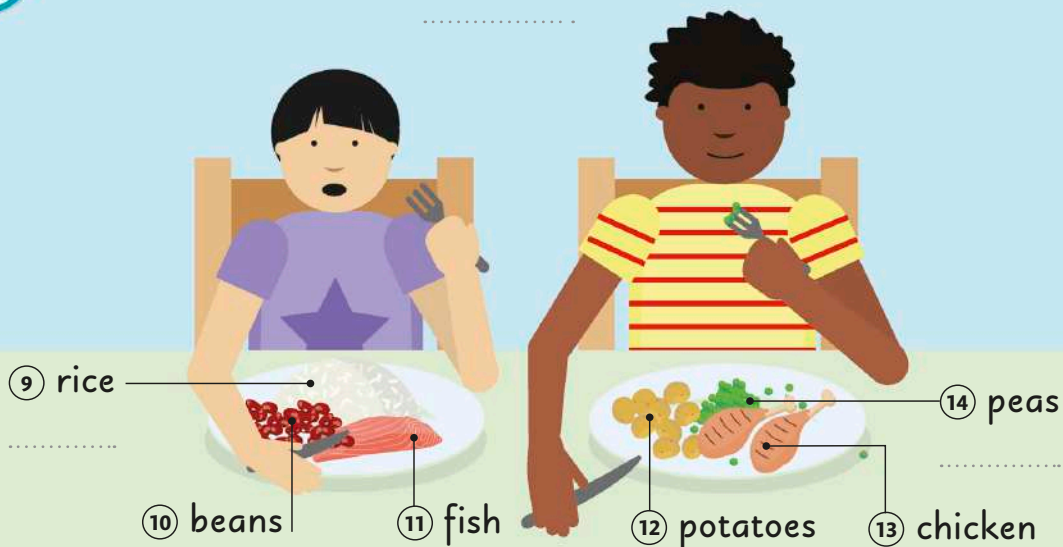
① breakfast



⑤ lunch



⑧ dinner





23.13 Listen and read.



What's for lunch today?



What's for

Say this to ask about a meal.

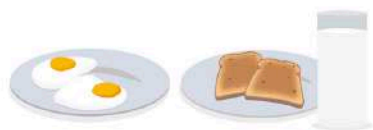
breakfast?

lunch?

dinner?



23.14 Listen and check off the correct pictures.



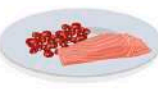
A ☐



B ☒



1 A ☐



B ☐



2 A ☐



B ☐



3 A ☐



B ☐



4 A ☐



B ☐



5 A ☐



B ☐

24 At the park



24.1 Listen, point, and repeat.

24.2 What are Sara and Max playing?



① boy

② girl

③ baby

④ woman

⑤ women

Whose skateboard is this?

It's mine.



24.3 Write the correct words under the pictures.



g i r l

1



2



3



⑥ person



⑦ people



⑧ child/kid



⑨ children/kids



⑪ men



⑩ man





24.4 Look at the pictures and circle the correct words.



woman / women



1 person / people



2 boy / girl



3 child / children



4 man / men



5 woman / baby

Now listen and repeat.



24.5 Find and circle the five words in the grid.

girl

~~child~~

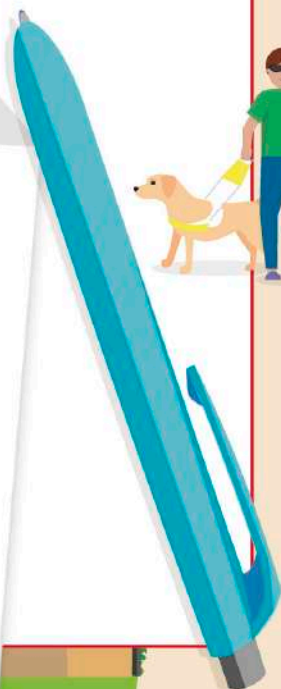
people

kid

person

boy

p	e	r	s	o	n
e	<u>c</u>	<u>h</u>	<u>i</u>	<u>l</u>	<u>d</u>
o	s	i	g	e	b
p	b	k	i	d	o
l	y	r	r	d	y
e	o	h	l	i	h





24.6 Look at the pictures and write the letters in the correct order.



c d l i h

c h i l d



w n a o m

1 w



m n e

2 m



g r l i

3 g



w n e m o

4 w



k d s i

5 k

Now listen and repeat.





24.7 Listen and read.



Is this Max's bag?

Is this Max's bag?

To show that someone owns something, add 's after their name.

Max's bag is blue.



How it works

These sentences use the possessive apostrophe. We place it before an s to show that a person owns something.



24.8 Listen and match the person to the correct thing.

Max

1 Matt

2 Sam

3 Kim

4 Ann



red bike



blue bag



green bike



yellow bag



orange bike



24.9 Look at the pictures and write the correct words in the spaces.

woman's

~~Sara's~~

boy's

Andy's

girl's

baby's



Sara's book is blue.



1 The _____ ball is red.



2 The _____ doll is pink.



3 The _____ dog is dirty.



4 _____ bike is yellow.



5 The _____ skirt is black.

Now listen and repeat.





24.10 Listen and read.



Whose ball is this?

Whose ball is this?

Say this to ask who owns something.

Add **is this** to finish the question.

How it works

Whose is a question word used to ask who owns something.

Mine is an example of a possessive pronoun. These are used to say who owns something.

It's mine.

This means the ball belongs to me.



24.11 Listen and read.

It's mine.



It's yours.



The ball belongs to you.

It's his.



The ball belongs to him.

It's hers.



The ball belongs to her.

It's ours.



The ball belongs to our group.

It's yours.



The ball belongs to more than one of you.

It's theirs.



The ball belongs to them.



24.12 Listen and write the correct answers in the spaces.

It's his.

~~It's mine.~~

It's theirs.

It's ours.

It's hers.

It's yours.



Whose ball is this?

It's mine.



① Whose dog is this?



② Whose bike is this?



③ Whose boat is this?



④ Whose lunch is this?



⑤ Whose doll is this?



25 My day



25.1 Listen, point, and repeat.

25.2 Who is Max calling?



① I get up.



⑫ I go to sleep.



25.3 Match the pictures to the correct sentences.



I study English.

I eat lunch.

I go home.



⑪ I eat dinner.



⑩ I go swimming.



⑨ I call my friend.



② I make my bed.



③ I eat breakfast.



④ I brush my teeth.



I go to sleep.



I make my bed.



I get up.



⑤ I walk to school.



⑧ I go home.



⑦ I eat lunch.



⑥ I study English.



25.4 Listen and check off the correct pictures.



A ☐



B ☒



1 A ☐



B ☐



2 A ☐



B ☐



3 A ☐



B ☐



4 A ☐



B ☐



5 A ☐



B ☐



25.5 There are four sentences. Mark the beginning and end of each one and write them below.

I go home.

1

2

3

I go home. I get up. I go to sleep. I eat lunch.



Now listen and repeat.





25.6 Look at the pictures and write the correct sentences in the spaces.

I eat breakfast.

I eat lunch.

I study English.

I brush my teeth.

I walk to school.

~~I make my bed.~~



I make my bed.



1



2



3



4



5

Now listen and repeat.





25.7 Listen and read.



What time is it?

What time is it?

This is the question you ask to find out the time.

It's ten o'clock.

Answer the question by saying It's plus the time.

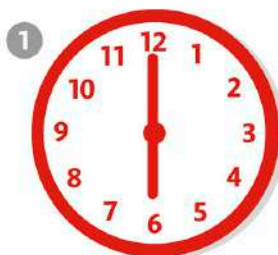
To say what time it is, you say the number, followed by o'clock.



25.8 Match the clocks to the correct times.



It's six o'clock.



It's two o'clock.



It's eleven o'clock.



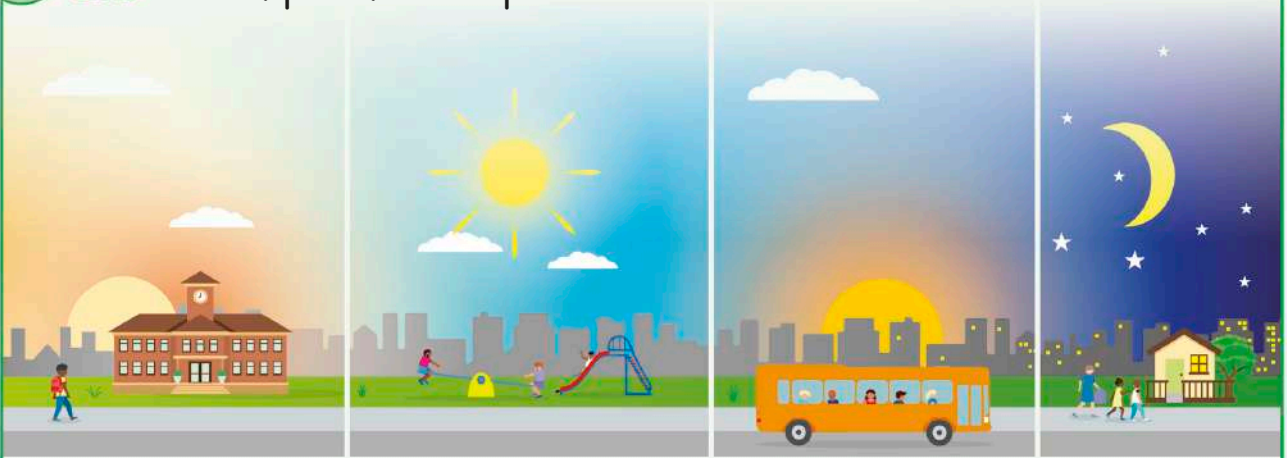
It's seven o'clock.

Now listen and repeat.





25.9 Listen, point, and repeat.



- ① In the morning ② In the afternoon ③ In the evening ④ At night

.....



25.10 Listen and check off the correct answers.



I go to school
in the morning.



I go to school
at night.



I study English
at night.



I study English
in the afternoon.



I call my friend
in the evening.



I call my friend
in the afternoon.



I go to sleep
in the morning.



I go to sleep
at night.





25.11 Listen and read.



When do you brush your teeth?

In the morning.



When do you go home?

At three o'clock.

When do you brush your teeth?

When do you brush your teeth?

Use this to ask at what time of day a person does something.

I brush my teeth

in the morning.

You can answer saying the part of day.

at seven o'clock.

To say the time you do something, say **at**, followed by the time.





25.12 Read the sentences and write the correct words in the spaces.

breakfast

~~morning~~

go to sleep

walk

six o'clock

we



In the morning,
I wake up at seven
o'clock.



1 I eat _____,
and then I brush
my teeth.



2 I _____
to school at eight
o'clock.



3 In the afternoon,

study English.



4 I eat dinner at

with my family.



5 Then I

at seven o'clock.



Now listen and repeat.





25.13 Listen and read.



Max walks to school.

He

Max

walks

to school.

She

Remember to add
s to the verb after
he, she, or a
person's name.

I

We

You

They

walk

to school.

You do not need to
add an s after I, we,
you, or they.

We walk
to school.

How it works

These sentences include examples of the **present simple**. The present simple is used to talk things that we do often or everyday.





25.14 Look at the pictures and circle the correct words.



Max walk / walks to school.



1 They eat / eats lunch.



2 We go / goes swimming.



3 She study / studies English.



4 She get / gets up.



5 Max make / makes his bed.

Now listen and repeat.





25.15 Listen, point, and repeat.

Monday

① Monday

.....

Tuesday

② Tuesday

.....

Wednesday

③ Wednesday

.....

Thursday

④ Thursday

.....

Friday

⑤ Friday

.....

Saturday

⑥ Saturday

.....

Sunday

⑦ Sunday

.....



25.16 Listen and read.



I go swimming on Fridays.



I go swimming
on Fridays.

I go swimming on Fridays.

Say **on**, followed by the day of
the week with an **s** at its end.

So do I.

Say this if you also
go swimming
on Fridays.

I don't.

Say this if
you don't go
swimming
on Fridays.



So do I!

How it works

Use **at** when talking about what time you
do something. Use **on** when talking about
what days you do something.





25.17 Listen and check off the correct answers.

I go swimming
on Fridays.



So do I.



I don't.



1

I go home
at two o'clock.



So do I.



I don't.



2

I eat breakfast
at eight o'clock.



So do I.



I don't.



3

I call my friend
on Thursdays.



So do I.



I don't.



26 Review: Me and my day



26.1 Listen and read.

I'm Andy. I have black hair and brown eyes.
Today I'm wearing shorts and a t-shirt.

I like school. I go to school at 8 o'clock. In the morning, I study English. I eat rice and beans for lunch, and I drink juice. I go home at 3 o'clock. In the evening, I call my friends. I eat dinner at 6 o'clock, and I go to sleep at 7 o'clock.

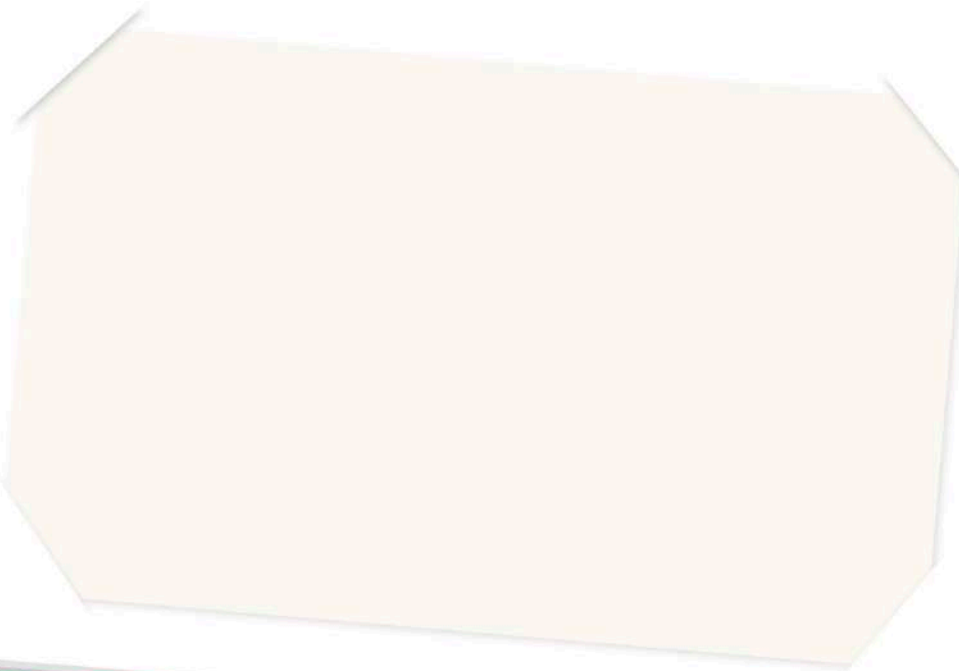




26.2 Write about your day and draw what you're wearing.

I'm _____. I have _____ hair and
_____ eyes. Today I'm wearing _____
and _____.

I _____ school. I go to school at _____.
In the morning, I study _____. I eat
_____ for lunch, and I drink _____.
I go home at _____. In the evening,
I _____. I eat dinner at _____,
and I go to sleep at _____.



The alphabet



A1 The English alphabet has 26 letters. Listen to the audio and repeat each letter. Then listen to the song and sing.

Use a capital letter for the first letter of a sentence, people's names, and the days of the week.

Use lower-case letters the rest of the time.



Aa

Bb

Cc



Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm



Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww



Xx

Yy

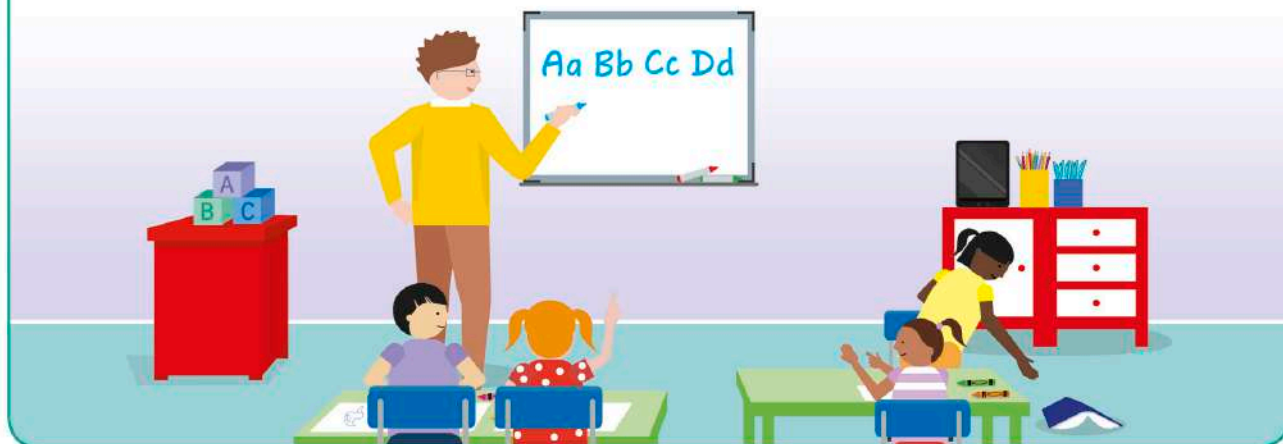
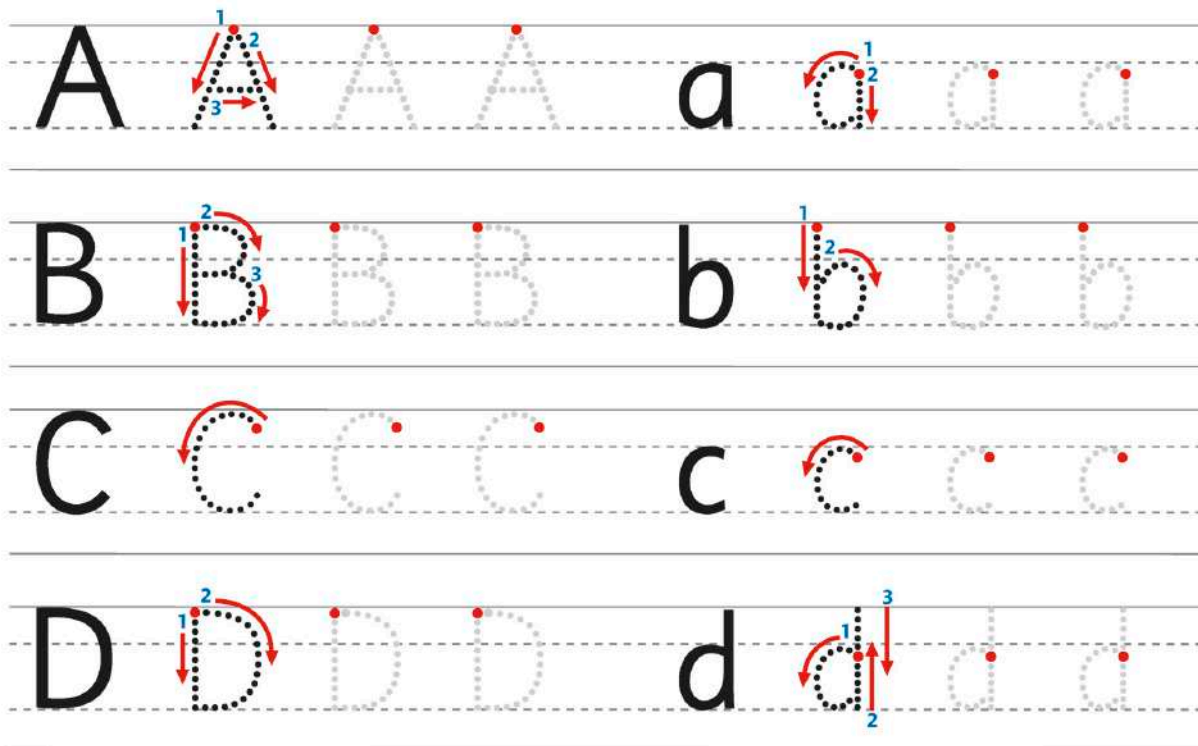
Zz



Handwriting guide



A2 To practice writing English letters, start at the red dot and then follow the arrows.





E E E e e e

F F F f f f

G G G g g g

H H H h h h

I I I i i i

J J J j j j



K K K k k k

L L L l l l

M M M m m m

N N N n n n

O O O o o o

P P P p p p



Q Q Q q q q

R R R r r r

S S S s s s

T T T t t t

U U U u u u

V V V v v v



W W W W W W W W W W W W W W W W

X X X X X X X X X X X X X X X X

Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y

Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z



Grammar guide

G1 To be

Use **to be** to talk about yourself and describe people and things.

Positive	Negative
I am/I'm	I'm not
You are/You're	You aren't
He is/He's	He isn't
She is/She's	She isn't
It is/It's	It isn't
We are/We're	We aren't
You are/You're	You aren't
They are/They're	They aren't

G2 Have

Use **have** to talk about things you own.

Positive	Negative
I have	I don't have
You have	You don't have
He has	He doesn't have
She has	She doesn't have
It has	It doesn't have
We have	We don't have
You have	You don't have
They have	They don't have

G3 Can

Use **can** to talk about things you are able to do.

Positive	Negative
I can	I can't
You can	You can't
He can	He can't
She can	She can't
It can	It can't
We can	We can't
You can	You can't
They can	They can't

G4 The present simple

Use the present simple to talk about opinions or things people do every day.

Positive	Negative
I like	I don't like
You like	You don't like
He likes	He doesn't like
She likes	She doesn't like
It likes	It doesn't like
We like	We don't like
You like	You don't like
They like	They don't like

G5 The present continuous

Use the present continuous to talk about things people are doing now.

Positive	Negative
I am walking/I'm walking	I'm not walking
You are walking/You're walking	You aren't walking
He is walking/He's walking	He isn't walking
She is walking/She's walking	She isn't walking
It is walking/It's walking	It isn't walking
We are walking/We're walking	We aren't walking
You are walking/You're walking	You aren't walking
They are walking/They're walking	They aren't walking



G6 Question words

Use question words such as **what**, **who**, **where**, and **when** to ask questions that can't be answered with **yes** or **no**.

Question word	Example question	Example answer
What	What's that?	It's a crocodile.
Which	Which animal is big?	The dog is big.
Who	Who's that?	It's Ben.
Whose	Whose camera is this?	It's mine.
When	When do you go to school?	I go to school in the morning.
Where	Where's the cat?	It's under the table.
How	How old are you?	I'm nine years old.
How many	How many ducks are there?	There are five.
Why	Why do you like soccer?	It's fun!

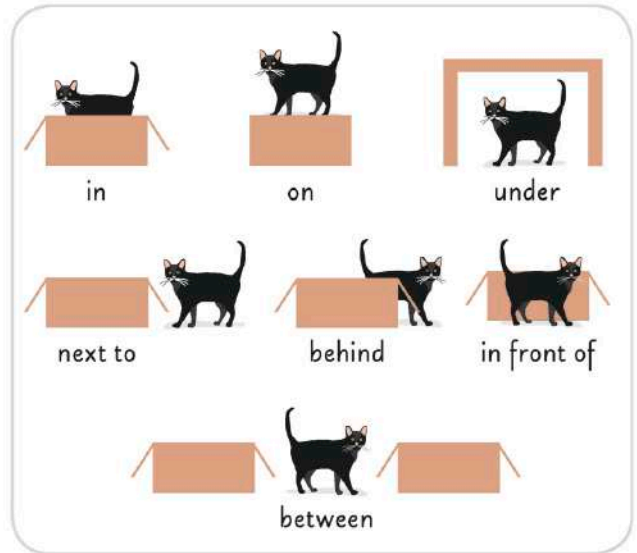
G7 Irregular plurals

Most plurals are formed by adding an **s** or **es** to the end of a singular noun. However, some plurals are irregular and are spelled differently or don't change at all.

Singular	Plural
mouse 	mice 
tooth 	teeth 
foot 	feet 
child 	children 
woman 	women 
man 	men 
person 	people 
sheep 	sheep 
fish 	fish 

G8 Prepositions of place

Use prepositions of place to say where things are.



G9 This, that, these, those

Use **this**, **that**, **these**, and **those** to point things out.

	Singular	Plural
Near to you	 This dog	 These dogs
Far from you	 That dog	 Those dogs

G10 Pronouns, possessive adjectives, and possessive pronouns

Pronouns can replace nouns (names of people, places, and things) in a sentence.

Subject pronoun	Object pronoun	Possessive adjective	Possessive pronoun
Subject pronouns replace the person or thing that is doing an action. Example: Is she happy?	Object pronouns replace the person or thing that is having an action done to it. Example: I like him .	Possessive adjectives are used before a noun to say who something belongs to. Example: It's my book.	When you use a possessive pronoun, you don't need to use the noun. Example: It's theirs .
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
you	you	your	yours
they	them	their	theirs

G11 Conjunctions

Conjunctions, such as **and**, **but**, and **or**, are words that join two statements together.

Use **and** to join words in a positive statement.

I like oranges **and** bananas.



Use **but** to join a positive statement and a negative statement together.

I like oranges **but** I don't like bananas.



Use **or** to join words in a negative statement.

I don't like oranges **or** bananas.

G12 Common verbs

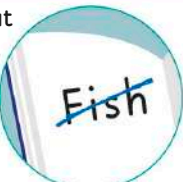
A verb is a word that describes an action.
This table shows some common English verbs.

Verb	Example sentence
give	Please give me that book.
hold	My baby brother can't hold a pen.
put	I put my toys in my toy box.
see	I can see an airplane in the sky!
stop	Where does this train stop ?
talk	I talk to my friends at school.
tell	Can you tell me where the park is?
try	I try to speak English every day.

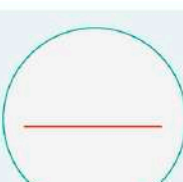
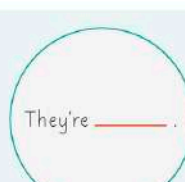
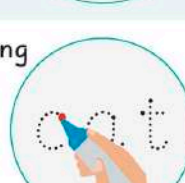
G13 Instructions

When you learn English or take a test, you might see these words in instructions.

Verbs

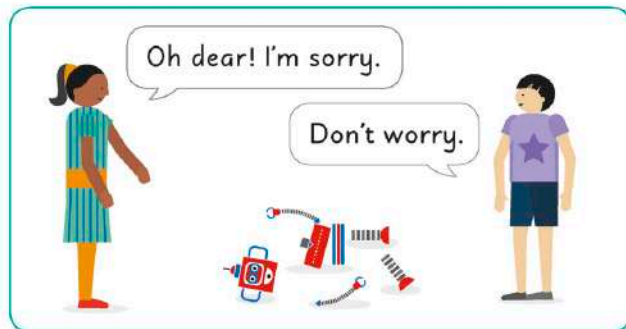
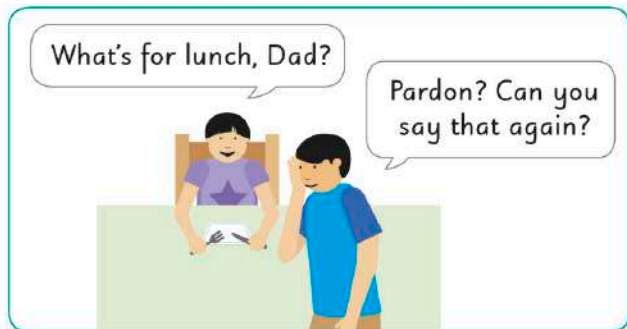
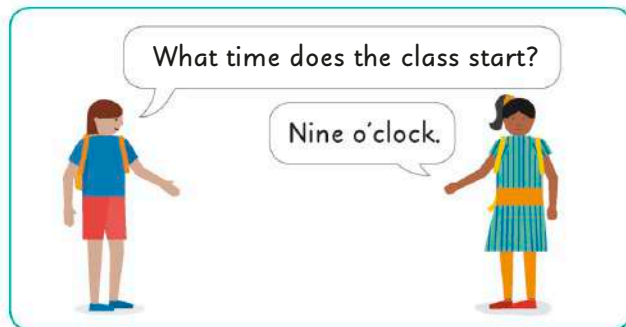
listen 	write 	read 	look at 
repeat 	check off 	circle 	match 
cross out 	count 	color in 	point 

Nouns

page 	picture 	word 	song 
line 	space 	order 	example 
question 	answer 	beginning 	end 

G14 Useful expressions

These expressions are useful for greeting people, saying goodbye, being polite, asking for information, or showing that you're happy.



Answers

1

1.3

- ① Sofia ② Max ③ Ben
- ④ Maria ⑤ Sara

1.6

- ① eight ② six ③ ten
- ④ nine ⑤ five

1.8

- ① I'm **seven** years old.
- ② I'm **six** years old.
- ③ I'm **10** years old.

2

2.2

- ① classmate ② book
- ③ teacher ④ board

2.4

- ① listen ② answer ③ sit down
- ④ add ⑤ pick up

2.5

- ① stand up ② show
- ③ tablet ④ alphabet
- ⑤ cupboard

2.7

- ① What's **his** name?
- ② **His** name's Hugo.
- ③ What's **her** name?

3

3.2

- ① draw ② read ③ count
- ④ spell

3.5

- ① Let's count! ② Let's write!
- ③ Let's read! ④ Let's draw!
- ⑤ Let's play!

3.6

- ① Let's **count**!
- ② Let's **write**!
- ③ Let's **read**!

3.8

- ① fifteen ② twenty ③ eighteen
- ④ thirteen

3.10

- ① pens ② teacher ③ chairs

4

4.2

six pencils

4.3

- ① crayon ② eraser ③ pencil
④ watch ⑤ pen

4.4

- ① blue ② brown ③ red
④ gray ⑤ purple

4.5

- ① A ② B ③ A ④ B

4.6

- ① crayon ② white ③ black
④ green ⑤ apple

4.8

- ① It's an eraser.
② It's an apple.
③ It's a watch.

4.10

- ① They're **notepads**.
② They're **rulers**.
③ They're **crayons**.
④ They're **erasers**.

4.13

- ① purple ② pink ③ orange
④ blue ⑤ green

4.14

- ① It's yellow.
② It's black.
③ It's purple.
④ It's red.

5

5.2

blue

5.3

- ① monkey ② tiger ③ hippo
④ whale ⑤ parrot

5.4

- ① crocodile
② bear
③ frog

5.5

- ① lion ② snake ③ lizard
④ penguin

5.6

- ① B ② A ③ A

5.9

- ① It's a giraffe.
② It's a bear.
③ It's a crocodile.

5.11

- ① A ② B ③ B
④ B ⑤ A

5.13

- ① penguin ② parrot ③ lizard
④ zebra ⑤ snake

6

6.2



6.3

- ① my brother ② my aunt
③ my sister ④ my cousin

6.4

- ① my dad ② my mom
③ my sister ④ my brother

6.5

- ① uncle ② grandma
③ brother ④ mom ⑤ father

6.6

- ① cousin ② mother ③ sister
④ grandpa ⑤ aunt ⑥ dad

6.8

- ① Who's this? ② Who's this?
③ Who's that?

6.10

- ① No, he isn't. ② No, she isn't.
③ Yes, she is.

6.13

- ① He's a vet.
② She's a firefighter.
③ He's a farmer.
④ She's a doctor.
⑤ She's a police officer.

7.2



7.3

- 1 ball
- 2 desk
- 3 doll
- 4 car
- 5 lamp

7.4

- 1 teddy bear
- 2 camera
- 3 baseball bat
- 4 tennis racket

7.5

- 1 They're chairs.
- 2 They're dolls.
- 3 It's a skateboard.
- 4 It's a toy box.
- 5 It's a rug.

7.6

- 1 camera
- 2 poster
- 3 chair
- 4 car
- 5 lamp

7.8

- 1 These are my dolls.
- 2 These are my lamps.
- 3 This is my rug.

7.9

- 1 **That's** my poster.
- 2 **That's** my skateboard.
- 3 **Those are** my cars.

7.11

- 1 Max
- 2 Max
- 3 Sofia
- 4 Max
- 5 Sofia

7.13

- 1 Yes, I do.
- 2 Yes, I do.
- 3 No, I don't.

9.2



9.3

- 1 cold
- 2 sad
- 3 tired
- 4 happy

9.4

- 1 excited
- 2 hot
- 3 scared

9.5

- 1 sad
- 2 happy
- 3 cold
- 4 tired

9.6

- 1 hungry
- 2 happy
- 3 scared
- 4 sad
- 5 thirsty

9.9

- 1 B
- 2 A
- 3 A

9.10

- 1 They're happy.
- 2 We're hungry.
- 3 They're excited.

9.12

- 1 No, we aren't.
- 2 No, they aren't.
- 3 Yes, they are.

10

10.2

six fish

10.3

- 1 cat
- 2 tortoise
- 3 rabbit
- 4 dog

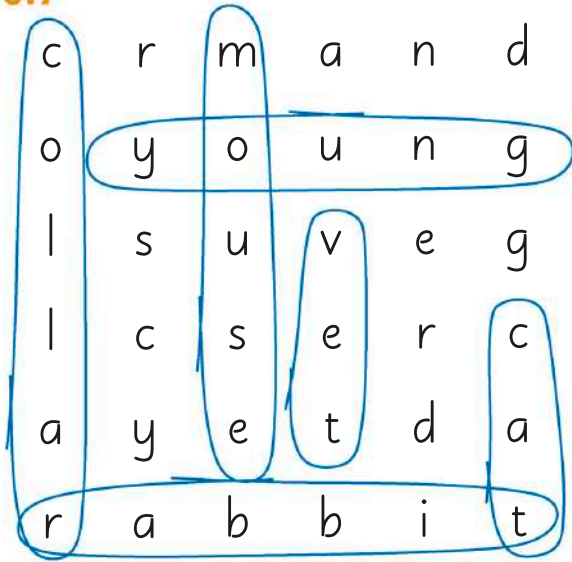
10.5

- 1 cat
- 2 mouse
- 3 dog

10.6

- 1 nice
- 2 young
- 3 big
- 4 beautiful
- 5 scary

10.7



10.10

- 1 tortoise
- 2 cat
- 3 dog
- 4 rabbit

10.11

- 1 Ben has a **mouse**.
- 2 She has a **dog**.
- 3 Sara has a **fish**.

10.13

- 1 No, she doesn't.
- 2 No, he doesn't.
- 3 Yes, he does.

10.14

- 1 A
- 2 B
- 3 B

10.16

- 1 Bonzo
- 2 Lee
- 3 Ted
- 4 Rex
- 5 Meg

11

11.2

Sara

11.3

- 1 head
- 2 mouth
- 3 hand
- 4 long hair

11.4

- 1 arm
- 2 toes
- 3 eye

11.5

- 1 fingers
- 2 hair
- 3 teeth
- 4 toes
- 5 mouth
- 6 ear

11.6

- 1 hair
- 2 nose
- 3 face
- 4 teeth
- 5 body

11.8

- 1 B
- 2 B
- 3 B
- 4 A
- 5 A

11.10

- 1 No, it doesn't.
- 2 Yes, it does.
- 3 Yes, it does.
- 4 No, it doesn't.

11.12

- 1 **Wave** your arms!
- 2 **Point** your finger!
- 3 **Move** your feet!

12

12.2

five cars

12.3

- 1 bus
- 2 truck
- 3 bike

12.4

- 1 school
- 2 hospital
- 3 park
- 4 helicopter
- 5 bike
- 6 train

12.5

- 1 bus
- 2 motorcycle
- 3 airplane
- 4 hospital

12.6

s t r e e t
c l p o b n
h t r a i n
o b u s k r
o l a k e e
l z k z o o

12.9

- 1 **There are** two trucks.
- 2 **There's** a school.
- 3 **There's** a zoo.
- 4 **There are** four cars.
- 5 **There are** three boats.

12.12

- 1 It's **next to** the store.
- 2 It's **in front of** the hospital.
- 3 It's **behind** the school.
- 4 It's **between** the park and the store.

12.14

- 1 A
- 2 B
- 3 A

13

13.2

the kitchen

13.3

① kitchen ② bathroom ③ bedroom

13.4

① It's a bookcase. ② It's a door.
③ It's a couch. ④ It's a television.
⑤ It's a refrigerator.

13.5

① bookcase ② table ③ flowers
④ clock ⑤ armchair ⑥ mat

13.6

① hall ② plants ③ window
④ lights ⑤ wall

13.9

① B ② A ③ B

13.12

① No, there isn't. ② Yes, there is.
③ Yes, there is. ④ No, there isn't.
⑤ No, there isn't.

13.14

① No, there aren't. ② Yes, there are.
③ Yes, there are. ④ No, there aren't.
⑤ Yes, there are.

15

15.2

11 sheep

15.3

① bee ② horse ③ barn
④ cow ⑤ goat

15.4

① tail ② tractor ③ barn
④ the sun ⑤ donkey

15.5

① goat ② horse
③ duck ④ tree

15.6

① chicken ② field ③ bee
④ pond ⑤ goat ⑥ tree

15.8

① There are three. ② There are four.
③ There's one.

15.10

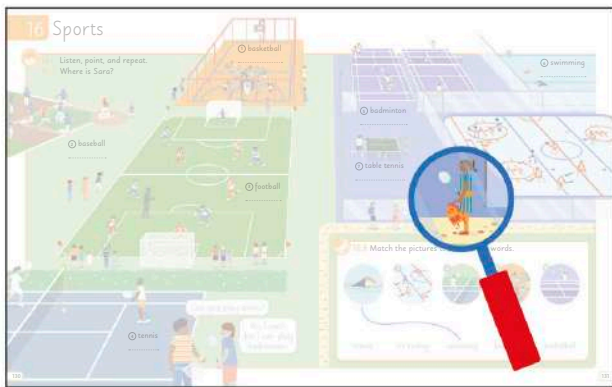
- ① They're in front of the barn.
 - ② They're under the tree.
 - ③ They're in the field.
 - ④ They're in the barn.
 - ⑤ They're next to the pond.
-

15.13

This is my farm. My cow **is** under the tree. There ① **are** four ducks ② **in** the pond. The three chickens ③ **are** next to the horse. The donkey ④ **is** in the field, and five sheep ⑤ **are** in front of the barn.

16

16.2



16.3

- ① ice hockey
- ② tennis
- ③ basketball
- ④ badminton

16.4

- ① table tennis
 - ② basketball
 - ③ baseball
-

16.5

- ① ice hockey
 - ② badminton
 - ③ swimming
 - ④ soccer
-

16.7

- ① B
 - ② A
 - ③ A
 - ④ B
 - ⑤ B
-

16.8

- ① catch
 - ② swim
 - ③ throw
 - ④ kick
 - ⑤ bounce
-

16.10

- ① I **can** catch a ball.
 - ② I **can't** play ice hockey.
 - ③ I **can** hit a ball.
 - ④ I **can** swim.
 - ⑤ I **can't** play table tennis.
-

16.12

- ① Yes, I **can**.
 - ② **Can you** play baseball?
 - ③ No, I **can't**.
-

16.14

- ① Yes, she **can**.
- ② No, she **can't**.
- ③ Yes, he **can**.

17.2



17.3

- 1 meat 2 onions 3 kiwis
4 lemons 5 pears

17.4

- 1 B 2 A 3 A 4 B

17.5

- 1 lime 2 orange 3 carrot
4 fish 5 coconut

17.6

- 1 yellow 2 brown 3 red
4 green 5 purple

17.9

- 1 I **don't like** watermelons.
2 I **like** apples.

- 3 I **like** lemons and limes.
4 I **don't like** carrots or onions.
5 I **don't like** tomatoes.

17.11

- 1 No, I **don't**.
2 Yes, I **do**.
3 Do you **like** mangoes?

17.13

- 1 May I have **a** banana, please?
2 May I have **an** orange, please?
3 May I have **some** vegetables, please?

18.2

8 stars

18.3

- 1 puppet 2 the moon 3 robot

18.4

- 1 board game 2 car 3 ball

18.5

- 1 robot
2 rocket
3 alien

18.6

- ① It's a **monster**.
- ② They're **stars**.
- ③ It's an **action figure**.

18.8

Sofia likes **cars**. Her cousin Eva doesn't like ① **video games**. Ben likes ② **rockets**, but his friend Sam doesn't like ③ **trains**.

18.9

- ① Hugo **doesn't like** puppets.
- ② Lucy **doesn't like** dolls.
- ③ Emma **likes** monsters.

18.11

- ① No, she doesn't. ② No, he doesn't.
- ③ Yes, she does. ④ Yes, he does.
- ⑤ No, she doesn't.

18.12

- ① No, he doesn't.
- ② Does she like dolls?
- ③ Yes, she does.

18.15

- ① I don't.
- ② Me too!
- ③ I don't.

19

19.2



19.3

- ① dance ② sing
- ③ draw pictures ④ take photos

19.4

- ① B ② A ③ A
- ④ B ⑤ A

19.5

- ① sing ② take photos
- ③ ride a bike ④ play the piano
- ⑤ paint

19.7

- ① singing ② drawing
- ③ reading ④ watching soccer

19.8

- ① I enjoy taking photos.
 - ② I don't like riding a bike.
 - ③ I like watching soccer.
-

19.10

- ① Yes, I do.
 - ② No, I don't.
 - ③ No, I don't.
 - ④ Yes, I do.
-

21

21.2

blue

21.3

- ① bag
 - ② jacket
 - ③ hat
-

21.4

- ① watch
 - ② dress
 - ③ glasses
 - ④ boot
 - ⑤ baseball cap
-

21.5

- ① B
 - ② A
 - ③ A
 - ④ B
-

21.6

- ① It's a watch.
- ② It's a jacket.
- ③ It's a sock.

- ④ It's a t-shirt.

- ⑤ It's a shoe.
-

21.9

- ① B
 - ② A
 - ③ A
 - ④ B
 - ⑤ B
-

21.11

- ① No, I'm not.
 - ② Yes, I am.
 - ③ Yes, I am.
-

21.13

- ① What beautiful boots!
 - ② What a dirty sock!
 - ③ What nice glasses!
 - ④ What a nice shirt!
 - ⑤ What a big purse!
-

22

22.2

three balls

22.3

- ① drink juice
- ② play soccer
- ③ throw a ball
- ④ listen to music
- ⑤ read a book

22.4

- ① It's a shovel.
- ② It's a shell.
- ③ It's a seagull.
- ④ It's a ship.
- ⑤ It's a bucket.

22.5

- ① A
- ② A
- ③ A
- ④ B
- ⑤ B

22.6

- ① bucket
- ② sand
- ③ run
- ④ shell
- ⑤ swim

22.8

- ① She isn't swimming.
- ② He isn't flying a kite.
- ③ She's drinking juice.

22.9

- ① swimming
- ② playing soccer
- ③ flying a kite
- ④ fishing

22.11

- ① No, she isn't.
- ② Yes, she is.
- ③ Yes, he is.

23

23.2

a burger

23.3

- ① pie
- ② salad
- ③ cake

23.4

- ① orange
- ② chocolate
- ③ juice
- ④ rice
- ⑤ salad

23.5

- ① B
- ② B
- ③ A

23.6

- ① fries
- ② fruit
- ③ sausages
- ④ burger
- ⑤ lemonade

23.8

- ① fries
- ② salad
- ③ noodles
- ④ orange

23.9

- ① I'd like a drink, please.
- ② I'd like some lemonade, please.
- ③ I'd like some fruit, please.

23.11

- ① No, thank you.
- ② Yes, please.
- ③ Yes, I would.

23.14

- ① B
- ② B
- ③ A
- ④ B
- ⑤ A

24

24.2

tennis

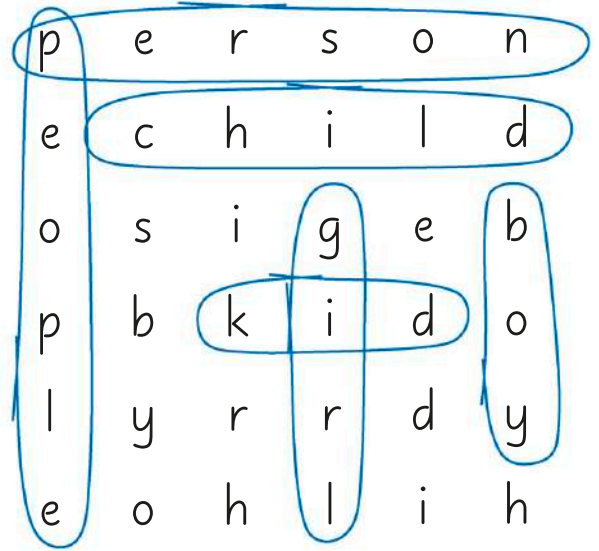
24.3

- ① man
- ② boy
- ③ men

24.4

- ① people
- ② boy
- ③ children
- ④ man
- ⑤ baby

24.5



24.6

- ① woman
- ② men
- ③ girl
- ④ women
- ⑤ kids

24.8

- ① red bike
- ② yellow bag
- ③ orange bike
- ④ green bike

24.9

- ① The **girl's** ball is red.
- ② The **baby's** doll is pink.
- ③ The **boy's** dog is dirty.
- ④ **Andy's** bike is yellow.
- ⑤ The **woman's** skirt is black.

24.12

- ① It's theirs.
- ② It's his.
- ③ It's hers.
- ④ It's ours.
- ⑤ It's yours.

25

25.2

Ben

25.3

- ① I study English.
- ② I eat lunch.
- ③ I get up.
- ④ I go to sleep.
- ⑤ I make my bed.

25.4

- ① A ② B ③ A ④ A ⑤ B

25.5

- ① I get up.
- ② I go to sleep.
- ③ I eat lunch.

25.6

- ① I study English.
- ② I eat lunch.
- ③ I walk to school.

- ④ I eat breakfast.
- ⑤ I brush my teeth.

25.8

- ① It's six o'clock.
- ② It's seven o'clock.
- ③ It's eleven o'clock.

25.10

- ① I study English in the afternoon.
- ② I call my friend in the evening.
- ③ I go to sleep at night.

25.12

- ① I eat **breakfast**, and then I brush my teeth.
- ② I **walk** to school at eight o'clock.
- ③ In the afternoon, **we** study English.
- ④ I eat dinner at **6 o'clock** with my family.
- ⑤ Then I **go to sleep** at seven o'clock.

25.14

- ① eat ② go ③ studies
- ④ gets ⑤ makes

25.17

- ① I don't.
- ② So do I.
- ③ I don't.

Grammar index

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Word list

Each word is followed by the number of the unit it is taught in. Words that appear in the **Grammar guide** have a **G** before them (for example, **G3**).

KEY

<i>adj</i>	adjective
<i>exp</i>	expression
<i>int</i>	question word
<i>n</i>	noun
<i>num</i>	number
<i>pl</i>	plural
<i>prep</i>	preposition
<i>pron</i>	pronoun
<i>v</i>	verb

A

action figure *n* 18
add *v* 2
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B

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barn *n* 15
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baseball bat *n* 7
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basketball *n* 16
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bathtub *n* 13
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bear *n* 5
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black *adj* 4

blue *adj* 4
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bookcase *n* 13
bookstore *n* 12
book pack *n* 4
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F

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Acknowledgments

The publisher would like to thank:

Rishi Bryan and Soma B. Chowdhury for editorial assistance; Renata Latipova, Gus Scott, Francis Wong, and Steve Woosnam-Savage for design and illustration assistance; Sourabh Challariya, Chhaya Sajwan, and Arunesh Talapatra for design assistance; Kayla Dugger, Lori Hand, and Steph Noviss for proofreading; Tim Woolf for songwriting; Christine Stroyan and Lizzie Davey for audio recording management; Susan Millership for audio script management; and ID Audio for audio recording and production.

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