

Tim Ward

Grammar
Friends **1**

Teacher's Book

OXFORD

OXFORD

UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi

Kuala Lumpur Madrid Melbourne Mexico City Nairobi

New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece

Guatemala Hungary Italy Japan Poland Portugal Singapore

South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of
Oxford University Press in the UK and in certain other countries

© Oxford University Press 2009

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2009

2013 2012 2011 2010 2009

10 9 8 7 6 5 4 3 2 1

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means,
without the prior permission in writing of Oxford University Press (with
the sole exception of photocopying carried out under the conditions stated
in the paragraph headed 'Photocopying'), or as expressly permitted by law, or
under terms agreed with the appropriate reprographics rights organization.
Enquiries concerning reproduction outside the scope of the above should
be sent to the ELT Rights Department, Oxford University Press, at the
address above

You must not circulate this book in any other binding or cover
and you must impose this same condition on any acquirer

Photocopying

The Publisher grants permission for the photocopying of those pages marked
'photocopiable' according to the following conditions. Individual purchasers
may make copies for their own use or for use by classes that they teach.
School purchasers may make copies for use by staff and students, but this
permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

Any websites referred to in this publication are in the public domain and
their addresses are provided by Oxford University Press for information only.
Oxford University Press disclaims any responsibility for the content

ISBN: 978 0 19 478006 3

Printed in China

ACKNOWLEDGEMENTS

Tests written by Rachel Godfrey

Introduction and notes for teachers

Grammar Friends is a six-level series of grammar reference and practice books for children aged from about six to about twelve, taking them from beginner to elementary (CEF A2) level.

The books can be used as supplementary support and resource material in class or at home and can be used alongside any primary course for beginners. Each unit introduces an element of English grammar through a picture or a series of pictures with speech bubbles or captions. The grammar is then explained in simple language, with additional examples if necessary. This is followed by exercises increasing in difficulty from straightforward concept check exercises (e.g. matching tasks) to sentence-writing activities. The units are four pages long and they cover one, two or three grammar points.

The units can be used in any order, depending on the syllabus being followed. However, where there is more than one unit on a particular topic you are advised to follow the sequence indicated by the numbers in brackets alongside the topic description (see the Student's Book Contents list and the first page of each Student's Book unit).

Each topic is carefully broken down into separate elements, as is appropriate for primary pupils. For example, the present simple of *like* is presented in the first person singular affirmative and negative forms only in unit 11 of *Grammar Friends 1*. The second person interrogative form is introduced in unit 12, along with first person singular short answers. The second person singular form with the added 's' is not introduced until unit 7 of *Grammar Friends 2*.

Sometimes it is appropriate for pupils to see the bigger picture, so occasionally the grammar explanation will introduce elements of the topic that pupils are not expected to use in the exercises. Sometimes there are reminders of the grammar that they will probably have covered in earlier units. The pencil with the exclamation mark is used to signal these reminders as well as to highlight other important points. The grammar reference pages at the end of the book bring all the main grammar structures covered together in tables.

The contexts and situations

The grammar is presented within everyday contexts, usually one related to a particular family or group of friends of the same age as the learners. The contexts or situations will probably be familiar to pupils from their own lives – and from the other materials they use in class. Because the vocabulary will be known and familiar, this means that pupils will be able to concentrate on the grammar. The clear illustrations and familiar contexts will help them to recall the vocabulary (or work out the meaning of any words that they may be unfamiliar with). At the lower levels the vocabulary sets in each unit are small, but at the higher levels it is assumed that pupils will have a wider vocabulary.

Teachers and parents can be assured that the contexts and situations are appropriate for primary pupils who are learning the importance of good moral and social values at home and at school. The action in the grammar presentations and in the exercises centres on Jamie and his younger sister, Alison, their parents and their grandparents.

The exercises

The exercises challenge pupils to make use of their understanding of the meaning of the grammar as well as their ability to manipulate grammatical forms. This is why, especially at the lower levels, pictures are important. With the limited linguistic resources at their disposal, it is only through pictures that pupils can be expected to differentiate between the meaning of *my* and *your*, for example, or *this* and *that*.

Pupils are not expected to use correct punctuation in the exercises in *Grammar Friends 1*. However, they are expected to use short forms wherever it is most natural to do so and to put the apostrophe in these.

All exercises have a completed example for pupils to follow. In exercises where a list of words or phrases to be used is given, the word used in the example is scored through to indicate that it has been 'used'. Where the word (or phrase) used in the example is not scored through, this means that most of the words in the list are used more than once in the exercise.

In exercises where the instruction is to 'look', pupils may sometimes have to look at an illustration elsewhere on the page, or on a facing page.

The review units

After every three units there is a review unit. These are shorter units of exercises which provide additional practice of the grammar topics presented in the three preceding units. There is no new grammar material presented or practised in these units. They can therefore also be used as progress tests to check that learners have remembered what they have learned.

The Teacher's Book

This Teacher's Book contains the answers to the exercises in the Student's Book. There are also six photocopiable tests. Five of the tests are a single page and cover three units each. The final test is a review of the grammar covered in the whole book and is two pages long. The answers to the test questions are supplied.

The CD-ROM

The student's CD-ROM contains simple interactive exercises with instant feedback that learners can do at home on their own. The exercises are grouped in relation to sets of three units (in a similar way to the Review units) and there are also multiple-choice tests on the grammar topics covered in the book.

Notes on the units

Starter Unit: Hello

- A gentle introduction to recognizing and using the question words *what*, *who* and *how* and some useful questions to use when you meet people.
- Practice in asking the question 'How old are you?' and replying.
- Numbers up to ten.

Unit 1: School things

- Extension of *what* from 'What's your name?' to 'What's this?' with the reply 'It's a/an ...'.
- Indefinite articles *a* and *an* before singular nouns.
- School objects: pen, pencil, bag, ruler, rubber, book, pencil case, door, window (also: apple, orange, train, plane, ball, umbrella, cat, elephant).

Unit 2: My toys

- The possessive adjectives *my* and *your*.
- Focus on *is* as a form of the verb *be* and its position in the sentence in statements and questions with *this*. The short answers 'Yes, it is' and 'No, it isn't'.
- In exercise 1 pupils need to refer to the presentation illustrations above and identify which objects belong to Jamie and which ones belong to Alison.
- In exercises 3 and 4, pupils need to look at the large picture and write what Jamie would say to Alison about the objects next to him in exercise 3 and what Alison would say to Jamie about the objects next to her in exercise 4.
- In exercise 7, pupils will need to recognize the objects and remember which ones belong to Alison and which belong to Jamie, although Alison's expression and body language will also help them here.
- Toys: ball, teddy, doll, car, train, kite.

Unit 3: My body

- The concept of singular and plural. Regular plurals (+ s).
- The affirmative form *are* (practised alongside *is*).
- The demonstratives *this* and *these*.
- Colours: yellow, blue, green, purple, pink, red. Parts of the body: finger, arm, ear, leg, face, nose, eye, hand, ear.

Review 1

- In exercise 3, note that the girl is speaking and so *my* and *your* are used from her point of view. The red objects belong to the girl and the blue objects belong to the boy.
- In exercise 5, note that only one ear is (partially) visible, but that Alison is referring to both of her ears.

Unit 4: Jobs

- The pronouns *he*, *she* and *it*.
- Practice of the use of the indefinite article with the names of jobs.
- Practice of yes/no questions and short answers with *he* and *she*.
- Jobs: policeman, doctor, nurse, teacher, doctor, fireman, vet, housewife, astronaut, pilot, (pupil).

Unit 5: At the park

- Wh- questions with the question word *where*, used with *is* ('Where's ...?').
- The prepositions of place *in*, *on* and *under*.
- In exercise 1, pupils have to look at the presentation illustration to find the location of the objects and people.
- Outdoor play equipment: swing, slide, seesaw, pool.

Unit 6: My family

- The pronouns *I* and *you*, combined with *am* and *are* in the affirmative and negative. The interrogative of the second person singular form of *be* in yes/no questions (*are*).
- The possessive apostrophe *s*.
- Family members: dad, brother, sister, mum, grandpa, grandma.

Review 2

There is nothing to note.

Unit 7: Clothes

- The interrogative form of the third person plural of *be* in yes/no questions (with short answers).
- Possessive adjectives (only *his* and *her* are practised, but all are given for information).
- In exercise 3, the masculine items of clothing are Jamie's and the feminine ones are Alison's!
- Items of clothing: socks, shorts, trousers, shoes, coat, dress, hat, T-shirt.

Unit 8: My home

- Wh- questions with *are*, with a reminder of *where* with *is*.
- Yes/no questions about location with *Is he/she in...* and *Are they in ...*.
- Rooms of the house: living room, bedroom, bathroom, kitchen, hall (garden, upstairs, downstairs).

Unit 9: My lunch

- First person singular of *have got* in the affirmative and negative.
- Second person singular interrogative of *have got* with first person singular short answers.
- Items of food: sandwich, banana, biscuit, pear, drink, apple, egg, orange.

Review 3

- Exercise 2 requires pupils to look at the illustrations in exercise 1.
- The answer key for exercise 3 lists in the items in the order they appear in the rubric, but pupils may reverse the order of items 2 and 3 and may give the other items in any order they wish.
- Exercise 4 requires pupils to look at the illustration in exercise 3.
- An easy way of creating an additional exercise to practise more 'have you got?' questions and short answers is swop the roles of the boy and girl in exercise 4 and get pupils to imagine that the girl is asking the same questions and the boy is replying.

Unit 10: My friends

- Third person singular of *have got* in the affirmative and negative.
- Words to describe people and things: long, short, brown, black (square, triangle, rectangle).

Unit 11: Zoo trip

- Present simple of *like*, in the first person singular affirmative and negative.
- Adjectives after *is* and *are*.
- Animals: tiger, monkey, giraffe, snake, elephant, parrot, bird, lion, frog, zebra.

Unit 12: Family meal

- Second person singular interrogative of *like* (present simple) and first person singular short answers. The question 'What do you like?'
- More items of food (see also unit 9): fish, carrots, meat, bread, rice, tomatoes, milk, juice, yogurt.

Review 4

There is nothing to note.

Unit 13: My room

- *There's* and *there are* (affirmative) and *is there* (interrogative) with short answers (singular only).
- Exercise 3: you might want to explain that when there's only one item we can say 'one teddy' or 'a teddy'. We say 'one teddy' here because we're counting.
- Bedroom items: bed, cupboard, toy box, shelf, pillow, rug, blanket (puzzle).

Unit 14: Abilities

- The verb *can* for ability in the affirmative, negative and interrogative – first and third person singular.
- Action verbs: fly, run, sing, swim, talk, play, write, climb.

Unit 15: At the beach

- *Let's*.
- The imperative (affirmative and negative) used as an instruction to a single person or as a general instruction.
- Beach words: football, sandcastle, shells, boat, sea, ice lolly. More action verbs (see also unit 14): read, jump, make (a sandcastle), find, catch, wait, stand up, draw, go (in a boat), have (an ice lolly), forget.

Review 5

Pupils may come up with a range of answers for exercise 1, in any order. Encourage them to write six singular (*there's*) and six plural (*there are*) sentences. The answer key lists most of the likely answers.

Answer key

Starter unit

- 1
- 1 Hello.
 - 2 My name's Jamie.
 - 3 I'm fine, thank you.
 - 4 This is Alison.
- 2
- 1 Hello.
 - 2 What's
 - 3 How
 - 4 Who's
- 3
- 1 I'm six.
 - 2 I'm five.
 - 3 I'm three.
 - 4 I'm four.
 - 5 I'm two.
- 4
- 1 *How old are you? I'm seven.*
 - 2 *How old are you? I'm four.*
 - 3 *How old are you? I'm three.*
 - 4 *How old are you? I'm eight.*
 - 5 *How old are you? I'm ten.*
- 5 *The hidden word is 'hello'.*

Unit 1

- 1
- 1 *What's this? It's a door.*
 - 2 *What's this? It's a pencil.*
 - 3 *What's this? It's a book.*
 - 4 *What's this? It's a window.*
- 2
- a: pen, pencil, rubber, ruler, book
an: apple, orange
- 3
- 1 *It's a bag.*
 - 2 *It's an orange.*
 - 3 *It's a book.*
 - 4 *It's an apple.*
 - 5 *It's a pencil case.*
- 4
- 1 *What's this? It's a ball.*
 - 2 *What's this? It's a train.*
 - 3 *What's this? It's an umbrella.*
 - 4 *What's this? It's a plane.*
 - 5 *What's this? It's an elephant.*
 - 6 *What's this? It's a cat.*

- 5
- 1 It's a ball.
 - 2 It's an orange.
 - 3 It's a train.
 - 4 It's a book.
 - 5 It's an apple.
 - 6 It's an elephant.

Unit 2

- 1
- 1 ball - boy
 - 2 teddy - girl
 - 3 doll - girl
 - 4 car - boy
- 2 This is my ball. This is your teddy.
This is my doll. This is your car.
- 3
- 1 *This is my ball.*
 - 2 *This is my teddy.*
 - 3 *This is your car.*
 - 4 *This is my kite.*
 - 5 *This is your train.*
- 4
- 1 *This is your train.*
 - 2 *This is my teddy.*
 - 3 *This is your car.*
 - 4 *This is my kite.*
 - 5 *This is my ball.*
- 5
- 1 Yes, it is.
 - 2 No, it isn't.
 - 3 No, it isn't.
 - 4 Yes, it is.
 - 5 Yes, it is.
 - 6 No, it isn't.
- 6
- 1 Is this your ball?
 - 2 Is this my doll?
 - 3 Is this my car?
 - 4 Is this your kite?
 - 5 Is this your puzzle?
 - 6 Is this my train?
- 7
- 1 Yes, it is.
 - 2 No, it isn't.
 - 3 No, it isn't.
 - 4 Yes, it is.
 - 5 No, it isn't.
 - 6 Yes, it is.

Unit 3

- 1 arm, *arms*
ear, ears
face, *faces*
leg, legs
nose, *noses*
- 2 1 three fingers
2 one face
3 two legs
4 four arms
5 one hand
6 three ears
- 3 1 Two faces.
2 Three noses.
3 Three ears.
4 Four arms.
5 Ten fingers.
6 Two eyes.
- 4 are: apples, rubbers, pencils, books
is: train, teddy
- 5 1 *The legs are blue.*
2 *The nose is pink.*
3 *The arms are purple.*
4 *The fingers are green.*
5 *The face is yellow.*
- 6 These are: books, cars, pencils
This is: kite, ball, doll
- 7 1 *This is my ball.*
2 *These are my cars.*
3 *These are my trains.*
4 *This is my teddy.*
5 *This is my doll.*
6 *These are my puzzles.*

Review 1

- 1 1 My name's Tom.
2 This is Mary.
3 I'm *fine*, thank you.
4 I'm six.
5 Five books.
- 2 1 *What's this? It's an ear.*
2 *What's this? It's a pen.*
3 *What's this? It's a door.*
4 *What's this? It's an eye.*
5 *What's this? It's a rubber.*
6 *What's this? It's an arm.*

- 3 my: doll, pencils, pens, ball
your: teddy, car, plane, train
- 4 1 No, it isn't.
2 Yes, it is.
3 No, it isn't.
4 Yes, it is.
- 5 1 These are *my eyes*. (b)
2 These are *my ears*. (c)
3 This is *my nose*. (a)
4 This is *my face*. (d)
5 These are *my arms*. (e)

Unit 4

- 1 1 c
2 f
3 e
4 a
5 b
6 d
- 2 1 This is Jamie. He's a pupil.
2 This is Mrs Smith. She's a housewife.
3 This is Mr Rogers. He's a vet.
4 This is Mr Smith. He's an astronaut.
- 3 1 He's a *policeman*.
2 She's a *doctor*.
3 He's a *pilot*.
4 She's a *housewife*.
5 He's a *vet*.
6 He's an *astronaut*.
- 4 1 Yes, she is.
2 No, he isn't.
3 Yes, he is.
4 No, she isn't.
- 5 1 No, she isn't.
2 Yes, he is.
3 Yes, he is.
4 Yes, she is.
5 No, she isn't.
6 No, he isn't.
- 6 1 Is she a housewife? Yes, she is.
2 Is he a policeman? No, he isn't.
3 Is she a doctor? No, she isn't.
4 Is she a teacher? Yes, she is.
5 Is he a fireman? Yes, he is.

Unit 5

- 1
- 1 Where's *the teddy*? It's *in the bag*.
 - 2 Where's *the bag*? It's *on the swing*.
 - 3 Where's *the kite*? It's *under the slide*.
 - 4 Where's *the ball*? It's *in the pool*.
 - 5 Where's *Jamie*? He's *on the swing*.
 - 6 Where's *Alison*? She's *under the slide*.
- 2
- 1 It's in the pencil case.
 - 2 It's under the seesaw.
 - 3 It's on the swing.
 - 4 It's in the bag.
 - 5 It's in the pool.
 - 6 It's under the slide.
- 3
- 1 It's on the seesaw.
 - 2 It's in the bag.
 - 3 It's under the swing.
 - 4 It's on the slide.
 - 5 It's on the swing.
- 4 (Pupils draw a ball in the pool, a teddy on the swing, a car under the slide and a train on the seesaw.)
- 5
- 1 Where's the teddy?
 - 2 Where's the doll?
 - 3 Where's the car?
 - 4 Where's the ball?
- 6
- 1 Where's *the ball*? It's *under the swing*.
 - 2 Where's *the teddy*? It's *in the bag*.
 - 3 Where's *the train*? It's *on the seesaw*.
 - 4 Where's *the doll*? It's *on the swing*.
 - 5 Where's *the car*? It's *under the swing*.
 - 6 Where's *the kite*? It's *on the slide*.

Unit 6

- 1 I'm (+pupil's name).
- 2 (from left to right: Grandma 3, Alison 2, Grandpa 1, Mum 5, Dad 6, Jamie 4)
- 3
- 1 You're my grandpa.
 - 2 You're my grandma.
 - 3 You're my sister.
 - 4 You aren't my sister.
 - 5 You're my mum.
 - 6 You aren't my mum.

- 4
- 1 Are you *my sister*?
 - 2 Are you *my grandma*?
 - 3 Are you *my grandpa*?
 - 4 Are you my dad?
 - 5 Are you my mum?
 - 6 Yes, you're *my mum*!
- 5 This is Alison's family. Jamie is Alison's brother. And Mrs Robinson is his mum. Alison's dad is Mr Robinson. Grandma's name is Catherine. Grandpa's name is Ernie.
- 6
- 1 It's Grandpa's book.
 - 2 It's Mum's hat.
 - 3 It's Dad's pen.
 - 4 It's Grandma's puzzle.
 - 5 It's Alison's doll.
 - 6 It's Jamie's pencil case.

Review 2

- 1
- 1 She's a vet.
 - 2 She's a doctor.
 - 3 He's a policeman.
 - 4 She's a housewife.
 - 5 He's a fireman.
 - 6 He's a pilot.
- 2
- 1 Yes, he is.
 - 2 No, she isn't.
 - 3 Yes, he is.
 - 4 No, she isn't.
 - 5 Yes, he is.
 - 6 No, she isn't.
- 3
- 1 Where's the ball?
 - 2 Where's the teddy?
 - 3 Where's the car?
 - 4 Where's the kite?
 - 5 Where's the train?
 - 6 Where's the doll?
- 4
- 1 Jamie's dad.
 - 2 Alison's mum.
 - 3 Dad's book.
 - 4 Mum's bag.

Unit 7

- 1
- 1 Yes, they are.
 - 2 Yes, they are.
 - 3 No, they aren't.
 - 4 Yes, they are.
 - 5 Yes, they are.
 - 6 No, they aren't.

- 2 1 Yes, they are.
2 No, they aren't.
3 No, they aren't.
4 No, they aren't
5 Yes, they are.
6 Yes, they are.

- 3 1 Yes, they are.
2 No, they aren't.
3 Yes, it is.
4 Yes, they are.
5 No, it isn't.
6 No, it isn't.

- 4 1 her
2 his
3 her
4 his

- 5 1 *This is his hat.*
2 *This is her hat.*
3 *This is his T-shirt.*
4 *This is her T-shirt.*
5 *This is his shoe.*
6 *This is her shoe.*

- 6 1 They're Jamie's. They're his trousers.
2 It's Alison's. It's her dress.
3 It's Alison's. It's her hat.
4 It's Jamie's. It's his T-shirt.
5 They're Alison's. They're her socks.
6 It's Jamie's. It's his hat.

Unit 8

- 1 1 Where's *Alison*? *She's in her bedroom.*
2 Where are *Jamie and Dave*? *They're in the bathroom.*
3 Where's *Mum*? *She's in the kitchen.*
4 Where are *Grandma and Grandpa*? *They're in the hall.*

- 2 1 Yes, they are.
2 No, he isn't.
3 No, they aren't.
4 Yes, he is.

- 3 1 Are they *in the garden*? Yes, they are.
2 Is she *in the kitchen*? Yes, she is.
3 Are they *in the kitchen*? No, they aren't.
4 Is he *in the bedroom*? No, he isn't.
5 Is she *in the living room*? No, she isn't.

- 4 1 *He's upstairs. He's in the bathroom.*
2 *They're downstairs. They're in the kitchen.*
3 *It's downstairs.*
4 *It's upstairs.*
5 *He's downstairs. He's in the hall.*
6 *It's downstairs.*

Unit 9

- 1 1 A
2 J
3 J
4 J
5 A
6 A
7 J
8 A

- 2 1 I've got two sandwiches.
2 I've got two apples.
3 I haven't got an apple.
4 I've got a drink.
5 I've got an egg.
6 I haven't got two biscuits.

- 3 1 *I've got a sandwich. I haven't got a biscuit.*
2 *I've got a drink. I haven't got an apple.*

- 4 1 Yes, I have.
2 No, I haven't.
3 Yes, I have.
4 No, I haven't.

- 5 1 Have you got a lunchbox?
2 Have you got two sandwiches?
3 Have you got an egg?
4 Have you got a banana?

- 6 1 Yes, I have.
2 No, I haven't.
3 No, I haven't.
4 Yes, I have.
5 Yes, I have.
6 No, I haven't.

- 7 1 Have you got *a pear*? Yes, I have.
2 Have you got *a biscuit*? Yes, I have.
3 Have you got *a pear*? No, I haven't.
4 Have you got *a sandwich*? No, I haven't.
5 Have you got *a sandwich*? Yes, I have.
6 Have you got *a pear*? Yes, I have.

Review 3

- 1
- 1 This is his hat.
 - 2 This is her hat.
 - 3 These are his trousers.
 - 4 These are his shoes.
 - 5 These are her shoes.
 - 6 This is her dress.
 - 7 This is his coat.
- 2
- 1 No, they aren't.
 - 2 Yes, they are.
 - 3 Yes, they are.
 - 4 No, they aren't.
 - 5 No, they aren't.
 - 6 Yes, they are.
- 3
- 1 I've got a sandwich.
 - 2 I've got a drink.
 - 3 I've got a pear.
 - 4 I've got a sandwich.
 - 5 I've got a tomato.
 - 6 I've got an orange.
- 4
- 1 Yes, I have.
 - 2 Yes, I have.
 - 3 No, I haven't.
 - 4 Yes, I have.
 - 5 No, I haven't.
 - 6 Yes, I have.

Unit 10

- 1
- 1 *It's got four legs.*
 - 2 *She hasn't got long hair.*
 - 3 *It's got three sides.*
 - 4 *He's got a ball.*
 - 5 *She's got a hat.*
 - 6 *He hasn't got a hat.*
- 2
- 1 Angie
 - 2 Billy
 - 3 Emma
 - 4 Dave
 - 5 Emma
 - 6 Dave
 - 7 Angie
 - 8 Emma
- 3
- 1 He's got a biscuit.
 - 2 It's got three sides.
 - 3 She hasn't got black hair.
 - 4 He's got a bike.

- 4
- 1 He's got short hair.
 - 2 He's got grey trousers.
 - 3 He's got a lunchbox.
 - 4 He's got a blue T-shirt.
 - 5 She's got long hair.
 - 6 She's got a blue hat.
 - 7 She's got a yellow T-shirt
 - 8 She's got a bag.
- 5
- 1 It's got *four sides*. *It's a square.*
 - 2 It's got *two long sides and one short side*. *It's a triangle.*
 - 3 It's got *two short sides and two long sides*. *It's a rectangle.*
- 6
- 1 He hasn't got long hair.
 - 2 She hasn't got black hair.
 - 3 It hasn't got big eyes.
 - 4 She hasn't got green socks.
 - 5 He hasn't got black trousers.
- 7
- 1 He's got a puzzle.
 - 2 He hasn't got a doll.
 - 3 He's got a ball.
 - 4 She hasn't got a puzzle.
 - 5 She's got a doll.
 - 6 She hasn't got a ball.
 - 7 He's got a puzzle.
 - 8 He hasn't got a doll.
 - 9 He hasn't got a ball.
 - 10 It hasn't got a puzzle.
 - 11 It hasn't got a doll.
 - 12 It's got a ball.

Unit 11

- 1
- 1 I don't like (tigers).
 - 2 I like (monkeys).
 - 3 I like (elephants).
 - 4 I don't like (snakes).
 - 5 I don't like (parrots).
- 2
- 1 I like giraffes.
 - 2 I like monkeys.
 - 3 I don't like snakes.
 - 4 I don't like tigers.
- 3
- 1 I like *elephants*. I don't like *snakes*. I like *monkeys*.
 - 2 I don't like *elephants*. I don't like *snakes*. I like *monkeys*.
 - 3 I like *elephants*. I like *snakes*. I like *monkeys*.
 - 4 I like *elephants*. I don't like *snakes*. I don't like *monkeys*.

4 *Pupils' own answers, using 'I like' and 'I don't like' zebras, elephants, snakes, monkeys, lions, frogs*

- 5 1 b
2 e
3 c
4 d
5 a
6 f

- 6 1 It's big.
2 They're blue.
3 They're long.
4 They're red.
5 It's yellow.
6 It's green.
7 It's short.
8 It's tall.
9 They're little.

- 7 1 F
2 F
3 T
4 F
5 T

Unit 12

- 1 1 Do you like meat?
2 Do you like oranges?
3 Do you like bread?
4 Do you like rice?
5 Do you like tomatoes?
6 Do you like fish?

- 2 1 Do you like bread?
2 Do you like carrots?
3 Do you like bananas?
4 Do you like rice?

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

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

- 5 1 What do you like?
2 Do you like bananas?
3 Do you like fish?
4 What do you like?
5 I like bread.
6 I don't like bread.
7 What do you like?
8 I don't like carrots.

- 6 1 What do you like, Emma?
2 I like fish.
3 Do you like fish, Jamie?
4 Yes, I do.
5 What do you like, Dave?
6 I like yogurt.
7 Do you like yogurt, Angie?
8 No, I don't.
9 What do you like, Angie?
10 I like bananas.
11 Do you like bananas, Emma?
12 No, I don't.

Review 4

- 1 1 She's got *long hair*.
2 She hasn't got *short hair*.
3 She's got *straight hair*.
4 She hasn't got *curly hair*.
5 She hasn't got *black hair*.
6 She's got *brown hair*.
7 She has got *a doll*.
8 She hasn't got *a teddy*.

- 2 1 I like lions.
2 I like monkeys.
3 I don't like elephants.
4 I don't like snakes.
5 I like giraffes.
6 I don't like monkeys.

- 3 1 c
2 d
3 a
4 e
5 f
6 b

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

- 5 1 *Do you like tomatoes?* No, I don't.
2 *Do you like fish?* No, I don't.
3 *What do you like?*
4 *I like meat!*

Unit 13

- 1 1 e
2 a
3 c
4 b
5 f
6 d
- 2 There's: a bed, a cupboard, a doll, a shelf, a blanket
There are: eight books, two pillows, five pencils, ten cars, six puzzles
- 3 1 There's one *teddy*.
2 There are *five dolls*.
3 There are *two balls*.
4 There's one *puzzle*.
5 There's one *kite*.
6 There are *seven books*.
7 There's one *bed*.
8 There's one *shelf*.
- 4 1 Is there a pillow?
2 Is there a toy box?
3 Is there a shelf?
4 Is there a bed?
5 Is there a cupboard?
6 Is there a rug?
- 5 1 Yes, there is.
2 Yes, there is.
3 No, there isn't.
4 No, there isn't.
- 6 1 Yes, there is.
2 No, there isn't.
3 Yes, there is.
4 No, there isn't.

Unit 14

- 1 1 A bird can sing. T
A bird can't sing. F
2 A monkey can sing. F
A monkey can't sing. T
3 A fish can swim. T
A fish can't swim. F
4 A parrot can swim. F
A parrot can't swim. T
5 A snake can run. F
A snake can't run. T
6 A tiger can run. T
A tiger can't run. F

- 2 1 A zebra can't fly.
2 A fish can't walk.
3 A monkey can run.
4 A parrot can't swim.
5 A cat can't talk.
6 Alison can play.
- 3 1 *Jamie can write. A monkey can't write.*
2 *Jamie can swim. A fish can swim.*
3 *Jamie can run. A snake can't run.*
4 *A bird can fly. Jamie can't fly.*
- 4 1 A bird can sing.
2 A monkey can't fly.
3 A bird can't run.
4 A monkey can climb.
5 A bird can fly.
6 A monkey can run.
7 A bird can't climb.
8 A monkey can't sing.
- 5 *Pupils' own answers*
- 6 1 No, it can't.
2 Yes, it can.
3 Yes, it can.
4 No, it can't.
5 Yes, it can.
6 No, it can't.
- 7 1 Yes, he can.
2 No, she can't.
3 Yes, it can.
4 No, it can't.
5 No, she can't.
6 Yes, he can.

Unit 15

- 1 1 d
2 a
3 e
4 b
5 c
6 f
- 2 1 Let's read.
2 Let's play football.
3 Let's find shells.
4 Let's make a sandcastle.
5 Let's swim in the sea.
6 Let's have an ice lolly.

- 3**
- 1 Let's swim in the sea.
 - 2 Let's play football.
 - 3 Let's make a sandcastle.
 - 4 Let's find shells.
 - 5 Let's have an ice lolly.
 - 6 That's a good idea.

- 4**
- 1 a
 - 2 d
 - 3 c
 - 4 b
 - 5 e

- 5**
- 1 Don't walk!
 - 2 Don't run!
 - 3 Don't stand up!
 - 4 Don't play ball!
 - 5 Don't have an ice lolly!

- 6**
- 1 Don't run!
 - 2 Don't fly a kite!
 - 3 Don't walk!
 - 4 Don't swim!

Review 5

- 1**
- 1 There are five T-shirts.
 - 2 There's a cupboard.
 - 3 There are nine books.
 - 4 There's a ball.
 - 5 There are seven shoes.
 - 6 There's a kite.
(There's: a car, a clock, a bed, a shelf, a rug, a pillow, a blanket. There are: six teddies, six pictures.)

- 2**
- 1 e
 - 2 b
 - 3 f
 - 4 c
 - 5 a
 - 6 d

- 3**
- 1 Yes, it can.
 - 2 No, it can't.
 - 3 No, she can't.
 - 4 Yes, it can.
 - 5 Yes, he can.
 - 6 No, it can't.

- 4**
- 1 Let's run!
 - 2 Let's swim!
 - 3 Let's climb!
 - 4 Let's go in a boat!

- 5**
- 1 Don't swim!
 - 2 Draw a picture!
 - 3 Don't walk!
 - 4 Fly!

1 Match.

- 1 What's your name? f
- 2 What's this? _____
- 3 Is this your bike? _____
- 4 How old are you? _____
- 5 How many fingers? _____
- 6 How are you? _____

- a I'm fine, thank you.
- b I'm seven.
- c Five fingers.
- d It's an apple.
- e Yes, it is.
- f My name's Billy.

/ 5

2 Write is or are.

- 1 The legs are blue.
- 2 This _____ my rubber.
- 3 The cars _____ purple.
- 4 These _____ your cars.
- 5 Is this a pencil? Yes, it _____.
- 6 These _____ my hands.

/ 5

3 Write.

It's a It's an These This is your ~~is my~~

- 1 This is my book.
- 2 This _____ teddy.
- 3 _____ elephant.
- 4 _____ ruler.
- 5 _____ is a kite.
- 6 _____ are my ears.

/ 5

Total / 15

1 Match.

- | | | |
|-----------------------------|--------------|-----------------------------|
| 1 Are you my brother? | <u> b </u> | a No, she isn't. |
| 2 Where's the kite? | _____ | b No, I'm your dad. |
| 3 What's Mr Jones? | _____ | c Yes. I'm Jamie's mum too. |
| 4 What's Mrs Jones? | _____ | d She's a doctor. |
| 5 Is Mrs Jones a housewife? | _____ | e It's in the tree. |
| 6 Are you Alison's mum? | _____ | f He's a fireman. |

/ 5

2 Write.

You're I'm she isn't ~~Is~~ Grandpa's under

- 1 Is he a vet?
- 2 _____ name is Ernie.
- 3 _____ your mum.
- 4 The doll's _____ the slide.
- 5 _____ Jamie, my brother.
- 6 Is she a pupil? No, _____.

/ 5

3 Write the words in the correct order.

- | | |
|---|---|
| 1 teddy the Where's | 2 pilot she Is a |
| <u>Where's the teddy ?</u> | _____? |
| 3 bag The the in ball's | 4 grandma my not You're |
| _____. | _____. |
| 5 is This family Alison's | 6 you Are sister my |
| _____. | _____? |

/ 5

Total / 15

1 Match.

- | | | |
|------------------------------|--------------|---------------------------|
| 1 Is it Rosy's hat? | <u> b </u> | a Yes, she is. |
| 2 Where are Mum and Dad? | _____ | b Yes, it is. |
| 3 Where's the kitchen? | _____ | c They're in the kitchen. |
| 4 Is she in the living room? | _____ | d He's upstairs. |
| 5 Are they Alison's socks? | _____ | e Yes, they are. |
| 6 Where's Jamie? | _____ | f It's downstairs. |

/ 5

2 Write.

I have she isn't ~~they are~~ I haven't they aren't she is

- 1 Are they Billy's shoes? Yes, they are.
- 2 Are Mum and Dad in the kitchen? No, _____.
- 3 Have you got two biscuits? No, _____.
- 4 Have you got a pear? Yes, _____.
- 5 Is Mum upstairs, Yes, _____.
- 6 Is Alison in the hall? No, _____.

/ 5

3 Write the words in the correct order.

- | | |
|----------------------------------|-------------------------------------|
| 1 biscuits two got I've
_____ | 2 Mum's Are they socks
_____? |
| 3 pear a haven't I got
_____. | 4 her T-shirt is This
_____. |
| 5 got drink Have a you
_____? | 6 in Jamie Is the bedroom
_____? |

/ 5

Total / 15

1 Write.

has got ~~hasn't~~ I do is little like

- 1 She hasn't got a doll.
- 2 An elephant _____ big.
- 3 Do you like tomatoes? Yes, _____.
- 4 A triangle _____ three sides.
- 5 What do you _____?
- 6 Frogs are _____.

/ 5

2 Write the words in the correct order.

- | | |
|--|--|
| <p>1 monkeys like I
I like monkeys .</p> | <p>2 sides four It's got
_____.</p> |
| <p>3 got hasn't hair She long
_____.</p> | <p>4 like do you What
_____?</p> |
| <p>5 fish like you Do
_____?</p> | <p>6 hat He's a white got
_____.</p> |

/ 5

3 Complete the negative sentences.

- 1 Dad is tall. Jamie isn't tall.
- 2 I've got long hair. I _____ got short hair.
- 3 I like milk. I _____ like carrots.
- 4 Elephants are grey. Giraffes _____ grey.
- 5 A square has got four sides. It _____ got three sides.
- 6 Yes, I do. No, I _____.

/ 5

Total / 15

1 Match.

- | | |
|-------------------------------------|-----------------------|
| 1 Is there a cupboard? <u> b </u> | a That's a good idea. |
| 2 Can it sing? _____ | b Yes, there is. |
| 3 Can she climb? _____ | c Yes, she can. |
| 4 Is there a puzzle? _____ | d Yes, it can. |
| 5 Let's go in a boat. _____ | e No, there isn't. |
| 6 Can he swim? _____ | f No, he can't. |

/ 5

2 Write the words in the correct order.

- | | |
|--|----------------------------------|
| 1 there Is kite a
_____ Is there a kite ? | 2 can't A climb fish
_____ |
| 3 a make Let's sandcastle
_____ | 4 two are There pillows
_____ |
| 5 a Can talk parrot
_____ ? | 6 football Don't play
_____ ! |

/ 5

3 Write.

Let's There are Find Don't ~~Can~~ There's

- 1 Can it talk?
- 2 _____ the ball!
- 3 _____ a kite in the toy box.
- 4 _____ eight books on the bed.
- 5 _____ forget!
- 6 _____ have an ice lolly.

/ 5

Total / 15

1 Circle the correct word.

- 1 What is / are your name.
- 2 A triangle *has* / have got three sides.
- 3 He's *a* / an astronaut.
- 4 Do you like yogurt? Yes, I *like* / do.
- 5 These *are* / is my ears.
- 6 It's *Alisons* / Alison's hat.

/ 5

2 Write the words in the correct order.

1 on doll is swing The the

 The doll is on the swing

2 is This friend Jamie's

3 garden Are the they in
 _____?

4 eyes got green She's

5 not dad You're my

6 do What like you
 _____?

/ 5

3 Write.

his Where's Let's ~~big~~ What's in

- 1 An elephant is big.
- 2 _____ play football.
- 3 The kite is _____ the toy box.
- 4 This is _____ coat.
- 5 _____ the train?
- 6 _____ her job?

/ 5

4 Write short answers.

- 1 Is she a vet? No, she isn't.
- 2 Is this your bag? Yes, _____.
- 3 Is there a pencil case on the shelf? Yes, _____.
- 4 Can she run? No, _____.
- 5 Have you got a sandwich? Yes, _____.
- 6 Do you like bread? No, _____.

/ 5

5 Complete the negative sentences.

- 1 There's a ball in the pool. There isn't a teddy in the pool.
- 2 Angie's got a dress. Jamie _____ a dress.
- 3 Mum and Dad are downstairs. Mum and Dad _____ upstairs.
- 4 I like zebras. I _____ snakes.
- 5 Walk! _____ run!
- 6 A tiger can run. A fish _____ run.

/ 5

Total / 25

Tests answer key

Test 1

1 2 d 3 e 4 b 5 c 6 a

2 2 is
3 is
4 are
5 is
6 are

3 2 is your
3 It's an
4 It's a
5 This
6 These

Test 2

1 2 e 3 f 4 d 5 a 6 c

2 2 Grandpa's
3 I'm
4 under
5 You're
6 she isn't

3 2 Is she a pilot?
3 The ball's in the bag.
4 You're not my grandma.
5 This is Alison's family.
6 Are you my sister?

Test 3

1 2 c 3 f 4 a 5 e 6 d

2 2 they aren't
3 I haven't
4 I have
5 she is
6 she isn't

3 2 Are they Mum's socks?
3 I haven't got a pear.
4 This is her T-shirt.
5 Have you got a drink?
6 Is Jamie in the bedroom?

Test 4

1 2 is 3 I do 4 has got 5 like 6 little

2 2 It's got four sides.
3 She hasn't got long hair.
4 What do you like?
5 Do you like fish?
6 He's got a white hat.

3 2 haven't 3 don't 4 aren't 5 hasn't
6 don't

Test 5

1 2 d 3 c 4 e 5 a 6 f

2 2 A fish can't climb.
3 Let's make a sandcastle.
4 There are two pillows.
5 Can a parrot talk?
6 Don't play football!

3 2 Find 3 There's 4 There are
5 Don't 6 Let's

Test 6

1 2 has 3 an 4 do 5 are 6 Alison's

2 2 This is Jamie's friend.
3 Are they in the garden?
4 She's got green eyes.
5 You're not my dad.
6 What do you like?

3 2 Let's 3 in 4 his 5 Where's 6 What's

4 2 it is
3 there is
4 she can't
5 I have
6 I don't

5 2 hasn't got
3 aren't
4 don't like
5 Don't
6 can't

Grammar Friends

For 6 – 12 years

The step by step grammar presentations in *Grammar Friends* introduce form, use and meaning in a way that even young beginner learners can understand and remember. The series is an ideal supplement to any elementary course book series.

- **Builds accuracy and confidence:** graded written exercises provide practice and reinforcement.
- **Puts the focus on grammar:** familiar contexts and situations, using basic vocabulary, enable pupils to concentrate on learning grammar.
- **Revises and consolidates:** regular revision units provide extra practice.
- **Interactive practice:** the student CD-ROM features additional exercises and tests for even more practice at home or independently at school.
- **Photocopiable tests:** included in the Teacher's Book, plus answer key.

Beginner – Elementary (A2)

*For students preparing for the
Cambridge ESOL Young Learner's exams:*

Starters: Grammar Friends 1 and 2

Movers: Grammar Friends 3 and 4

Flyers: Grammar Friends 5 and 6

OXFORD
UNIVERSITY PRESS

www.oup.com/elt

OXFORD ENGLISH
ISBN 978-0-19-478006-3



9 780194 780063