

# LANGUAGE FILE

## Present simple: *be* and personal pronouns

WELCOME!

### Affirmative

#### Full forms

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

#### Contractions

I'm  
you're  
he's  
she's  
it's  
we're  
they're

### Negative

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

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

#### Questions

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

#### Short answers

Yes, you are./No, you aren't.  
Yes, I am./No, I'm not.  
Yes, he is./No, he isn't.  
Yes, she is./No, she isn't.  
Yes, it is./No, it isn't.  
Yes, we are./No, we aren't.  
Yes, they are./No, they aren't.

- In questions with the verb *be*, the verb comes before the subject:  
*Are you English?*  
*Where is Adam from?*
- We make the negative by adding *not*.
- We use the full form in affirmative short answers and the contraction in negative short answers:  
*Yes, she is. No, she isn't.*

### PRACTICE: Present simple *be*

#### 1 Complete with the correct form of *be*.

- Her name *is* Teresa and she \_\_\_\_\_ from Spain.
- Emily and Adam \_\_\_\_\_ at school in Brighton.
- We \_\_\_\_\_ pleased to be here.
- My name \_\_\_\_\_ David Ward and I \_\_\_\_\_ a teacher.
- His name \_\_\_\_\_ Pierre. He \_\_\_\_\_ from Switzerland.
- Emily and Adam \_\_\_\_\_ English.

#### 2 Complete the questions and answers.

- \_\_\_\_\_ Emily and Adam American? No, they \_\_\_\_\_.
- \_\_\_\_\_ David Ward a student? No, he \_\_\_\_\_.
- \_\_\_\_\_ you from the USA? No, I \_\_\_\_\_.
- \_\_\_\_\_ you English? No, we \_\_\_\_\_.
- \_\_\_\_\_ Katya from Brighton? No, she \_\_\_\_\_.

## *this/that* and *these/those*

UNIT 1 LESSONS 1 AND 2

### Singular

this 

that 



### Plural

these

those

- We use *this/these* to talk about things **here**:  
*This is my favourite bag. What's this in English?*  
*These are copies of the programme.*
- We use *that/those* to talk about things **over there**:  
*That's a great bag. That's my rucksack over there.*  
*Look at all those bicycles!*

### PRACTICE: *this/that* and *these/those*

#### 3 Choose *these* or *those*.

- Look in this bag! *These/Those* are my new DVDs.
- Are *these/those* your friends over there?
- Who are *these/those* people in that picture?
- Here, *these/those* are photos of my family.
- These/Those* cities are all in Europe: Brussels, Geneva, Madrid.
- These/Those* buildings in that street are very old.

## Indefinite article: *a/an* + singular nouns

UNIT 1 LESSON 1

- We use *a* before singular nouns beginning with **consonants** or with *u/ju:/*:  
*a bag a passport a university*
- We use *an* before singular nouns beginning with **vowels**, including *u/ʌ/*, and silent *h*:  
*an alarm clock an ID card an MP3 /em pi: θri:/ player an umbrella an hour*
- We use the indefinite article:
  - when the noun is mentioned for the first time:  
*That's a great bag. Here's a picture of Geneva.*
  - with nouns for jobs and occupations:  
*He's a teacher. She's a student.*
  - with some numbers and expressions of quantity:  
*a hundred a thousand a lot a few*

## Plural nouns

UNIT 1 LESSON 2

- Spelling**  
We add *s* to most nouns to make the plural:  
*bicycles maps visitors years*
- We add *es* to nouns ending in *ss, ch, sh, x*, and to some nouns ending in *o*:  
*addresses watches wishes boxes tomatoes*
- For nouns ending in a consonant + *y*, we change the *y* to *i* and add *es*:  
*city – cities copy – copies party – parties*  
**BUT** *boy – boys day – days*
- Irregular plurals:**  
*person – people man – men woman – women*  
*child – children*



## Prepositions of place

### UNIT 1 LESSON 2



- **in**  
*What's in your bag?*  
*We're in the centre of the city.*  
*Delhi is in India.*  
*Who are the people in the photo?*  
*He's in the orange T-shirt.*  
*It's in the centre/middle of Istanbul.*  
*What's this in English?*
- **on**  
*The key is on the table.*  
*Where are we on the map?*  
*It's on page 14.*  
*It's on a mountain in Peru.*  
*There are pictures on the wall.*  
*She's on the left.*  
*He's on the right.*
- **next to**  
*Room 21 is next to Room 20.*
- **near**  
*Manchester is near Liverpool.*

## Personal pronouns and possessive adjectives

### UNIT 1 LESSON 3

Personal pronouns	Possessive adjectives
I	me
you	your
he/she/it	his/her/its
we	our
you	your
they	their

- The personal pronoun *I* is always a capital letter.
- Possessive adjectives do not change with plural nouns:  
*my friend my friends*

#### PRACTICE: Possessive adjectives

**4** Look back at exercise 2 on page 16 and complete the sentences about Katya's family with possessive adjectives.

- 1 Anna: '\_\_\_\_ brother is called Dima.'
- 2 Vera and Mikhail: 'Valentina is \_\_\_\_ daughter.'
- 3 Katya: 'This is my sister and \_\_\_\_ name is Anna.'
- 4 Mr and Mrs Petrova are called Maxim and Valentina, and \_\_\_\_ children are Katya, Anna and Dima.
- 5 Dima is Anna's brother and \_\_\_\_ T-shirt is orange.
- 6 Pierre: 'Is that \_\_\_\_ sister?'  
 Katya: 'No, it isn't, it's \_\_\_\_ mother.'

## Present simple: have

### UNIT 2 LESSON 1

#### Affirmative

I/you/we/they **have**  
 he/she/it **has**

- We can use *have* to talk about possession:  
*They have black trousers.*  
*He has a football.*
- We can also use *have* to talk about families and to describe people:  
*I have two brothers.*  
*He has one sister.*  
*She has long blonde hair.*

#### PRACTICE: have

**5** Complete with the correct form of *have*.

- 1 Adam \_\_\_\_ a sister.
- 2 Teresa \_\_\_\_ a bicycle.
- 3 The students \_\_\_\_ new books.
- 4 Emily \_\_\_\_ long hair.
- 5 I \_\_\_\_ a book called *New Inspiration*.
- 6 We \_\_\_\_ a good teacher.

## can and can't

### UNIT 2 LESSONS 1 AND 2

#### Affirmative

I can play the guitar.  
 She can sing.

#### Questions

Can you play the sax?  
 Can they sing?

#### Negative

I can't speak Spanish.  
 She can't play the piano.

#### Short answers

Yes, I/we can.  
 No, I/we can't.  
 Yes, they can.  
 No, they can't.

- We use *can* to talk about ability:  
*I can sing.*  
*I can't find the light switch.*  
*What other instruments can you play?*
- We also use *can* to make requests, and to ask and give/refuse permission:  
*Can I open a window?*  
*Can I borrow your mobile?*  
*Yes, of course you can.*  
*Can I go home?*  
*Yes, you can./No, I'm sorry, you can't.*  
 Contraction: *can't = cannot*
- *can* is a modal auxiliary verb:  
 – it does not change with *he/she/it*.  
 – there is no *to* between *can* and the main verb:  
*She can ~~to~~ play the guitar.*

**PRACTICE: can and can't**

**6** Write questions and answers.

Teresa/play an instrument

*Can Teresa play an instrument?*

*No, she can't.*

- 1 Emily/speak Spanish
- 2 Emily/play the sax
- 3 Teresa/sing
- 4 Emily/play the piano
- 5 Teresa/find the light switch
- 6 Emily/find the light switch

**Linking words: and, but, or**

UNIT 2 LESSON 2

- We use *and* to connect two similar ideas:  
*I can play the guitar and the piano.*
- We use *but* to connect two contrasting ideas:  
*I can't play an instrument, but I can sing.*
- We use *or* to connect alternative ideas:  
*I can't speak Spanish or German.*

**PRACTICE: Linking words: and, but, or**

**7** Complete with *and, but, or*.

- 1 Can you play the guitar \_\_\_\_\_ sing at the same time?
- 2 I can't play the sax, \_\_\_\_\_ I can play the piano.
- 3 She can speak French \_\_\_\_\_ Spanish.
- 4 I can't see my shoes \_\_\_\_\_ my trainers.
- 5 They can sing in English, \_\_\_\_\_ they can't sing in German.
- 6 He can't speak French \_\_\_\_\_ Italian.

**Imperatives**

UNIT 2 LESSON 3

- We can use imperatives to give instructions, commands and advice:  
*Go to Menu.*  
*Keep still.*  
*Check the microphone.*
- We use *don't* before the verb to tell or advise someone **not** to do something:  
*Don't move around.*  
*Don't sit with your back to a window.*  
*Don't use your mobile.*  
Contraction: *don't = do not*

**PRACTICE: Imperatives**

**8** Use the imperative to turn these requests into commands.

- 1 Can you please phone your parents?
- 2 Please don't use mobile phones in class.
- 3 Can you give me the number, please?
- 4 Can you please spell your name?
- 5 Please don't tell people my phone number.

**Definite article: the**

UNIT 2 LESSON 3

- We use *the* /ðə/ before nouns beginning with consonants or with *u/ju:/*:  
*the country the numbers the USA*
- We use *the* /ði/ before nouns beginning with vowels, including *u/ʌ/*, and silent *h*:  
*the answer the evening the umbrella the hour*
- We use the definite article:
  - a when there's only one of something:  
*Dial the international code.*  
*The capital of Switzerland is Berne.*
  - b when the noun has been mentioned before, or when the reference is clear:  
*What's the number?*  
*Check the microphone.*  
*Answer the questions.*
  - c before singular nouns which refer to a whole group:  
*The elephant is larger than the hippo.*
  - d before ordinal numbers and superlatives:  
*the first the largest the most famous*
  - e before musical instruments after play:  
*She plays the saxophone.*
  - f before the names of rivers, seas, oceans and some countries:  
*the Nile the Caribbean Sea the Atlantic Ocean the USA the United Kingdom*
  - g with phrases of position:  
*in the centre/middle on the left/right in the north/south/east/west*
  - h in some other phrases:  
*Let's go to the cinema.*  
*I like listening to the radio.*

**Zero article**

- We do **not** use the article:
  - a before languages and subjects:  
*I like French and history.*
  - b before the names of most countries, towns and streets:  
*Spain Brighton Park Road*
  - c in some phrases:  
*They're at school.*  
*I stayed in bed.*  
*He works at night.*  
*Let's have breakfast.*

**Present simple**

UNIT 3 LESSONS 1 AND 2. UNIT 5 LESSON 1

**Affirmative**

I like  
you like  
he/she/it likes  
we like  
they like

**Questions**

**Do** you/they like ...?

**Does** he/she/it like ...?

**Negative**

I **don't** like  
you **don't** like  
he/she/it **doesn't** like  
we **don't** like  
they **don't** like

**Short answers**

Yes, I/we/they **do**.  
No, I/we/they **don't**.  
Yes, he/she/it **does**.  
No, he/she/it **doesn't**.

- We use the present simple to describe states, routines, timetables and regular activities:  
*We live in a flat.*  
*Every day she gets up at six.*  
*He has geography on Thursday.*  
*At midday I start cooking lunch.*  
*In the afternoon, they read and sunbathe.*  
*She sits outside and looks at the stars.*

- We also use the present simple to talk about what people do in their jobs and occupations:  
*What does he do? (= What's his job?)*  
*He's a pilot. He flies planes to South-east Asia.*
- The verb does not change in the present simple affirmative except after *he, she, it*:  
*he lives she lives it lives*
- Present simple negative: subject + *do/does not* + verb:  
*I really don't like octopus.*  
*We don't have a garden.*  
Contractions: *don't = do not does't = does not*
- Present simple questions: *do/does* + subject + verb:  
*When do you have dinner?*  
*Does she study in the evening?*  
In *does* questions, the main verb does not end in *s*:  
*What time does she get up?*

**PRACTICE: Present simple**

**9** Write sentences using the present simple.

Pierre/like/the cottage  
*Pierre likes the cottage.*

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 Ruby/like/Pierre      | 5 you/not speak/Chinese         |
| 2 he/not have/a sister  | 6 Diana/love/fish               |
| 3 we/love/music         | 7 I/not want/eggs for breakfast |
| 4 they/not like/octopus | 8 sometimes Ruby/hate/Adam      |

**10** Complete the questions and answer them.

- \_\_\_\_\_ students at your school pay for books and meals?
- \_\_\_\_\_ your school have a football team?
- \_\_\_\_\_ you like football?
- \_\_\_\_\_ students at your school play tennis?
- \_\_\_\_\_ your school have a break in the morning?
- \_\_\_\_\_ you have music lessons at your school?

**Prepositions of time**

UNIT 3 LESSON 2

- We use *at* for specific times:  
*at four o'clock at noon at midnight*  
and in some fixed phrases:  
*at night at the weekend*
- We use *in* for periods of time during the day (except *night*), months and years:  
*in the morning/afternoon/evening in July in 1983*
- We use *on* for days and dates:  
*on Monday/Tuesday (morning) on 27 July*
- We use *from ... to* for the beginning and end of a period of time:  
*from half past three to quarter past four*

**Adverbs of frequency**

UNIT 3 LESSON 3

always usually often sometimes never  
100% ----- 0%

- The adverb goes after the verb *be*:  
*It is always busy.* Pronoun + *be* + **adverb**
- The adverb goes before other verbs:  
*I often go there.* Pronoun + **adverb** + verb

**PRACTICE: Adverbs of frequency**

**11** Rewrite these sentences with the adverb in the correct position.

- Emily goes to the gym at the weekend. (sometimes)
- She gets on the exercise bike after the running machine. (always)
- The training session for teenagers is great fun. (usually)
- I lift weights. (often)
- The gym is busy in the evenings. (never)
- We swim in the pool after the gym. (usually)

**there is/are**

UNIT 4 LESSON 1

**Affirmative**

There is a famous pier.  
There are lots of attractions.

**Negative**

There isn't time.  
There aren't any sharks in the sea.

**Questions**

Is there a place that everyone visits?  
How many ghosts are there?  
Are there any scary ones?

- We use *there is/are* to say that something exists.

**PRACTICE: there is/there are**

**12** Complete with *there is/are*, or *there isn't/aren't*.

- There \_\_\_\_\_ a river in Brighton. ✗
- There \_\_\_\_\_ hundreds of great shops. ✓
- There \_\_\_\_\_ any people in the sea. ✗
- There \_\_\_\_\_ a restaurant on the pier. ✓
- There \_\_\_\_\_ lots of tourists in the summer. ✓

**13** Complete with *is/are there* and answer the questions.

- \_\_\_\_\_ a computer in your classroom?
- \_\_\_\_\_ lots of students at your school?
- \_\_\_\_\_ any girls in your class?
- \_\_\_\_\_ a swimming pool at your school?
- How many students \_\_\_\_\_ in your class?

**Present continuous**

UNIT 4 LESSONS 2 AND 3, UNIT 5 LESSON 1

**Affirmative**

**Full forms**

I am speaking.  
You are speaking.  
He/She/It is speaking.  
We are speaking.  
They are speaking.

**Contractions**

I'm speaking.  
You're speaking.  
He's/She's/It's speaking.  
We're speaking.  
They're speaking.

**Negative**

I am not speaking.  
He/She/It is not speaking.  
We/You/They are not speaking.

**Contractions**

I'm not speaking.  
He/She/It isn't speaking.  
We/You/They aren't speaking.

**Questions**

Am I speaking?  
 Are you speaking?  
 Is he/she/it speaking?  
 Are they speaking?

**Short answers**

Yes, you are.  
 No, you aren't.  
 Yes, I am.  
 No, I'm not.  
 Yes, we are.  
 No, we aren't.  
 Yes, he/she/it is.  
 No, he/she/it isn't.  
 Yes, they are.  
 No, they aren't.

- We use the present continuous to talk about temporary events and what is happening **now**:  
*It's raining.*  
*She's wearing a long grey coat.*  
*We're sailing from Spain to Barbados.*  
*She's having a wonderful time.*  
*Dolphins are playing around the boat at the moment.*  
*What's she doing?*  
*Are they dancing?*  
*They aren't dancing.*  
*Emily isn't singing.*
- **Spelling:** verb + *ing*  
 We add *ing* to most verbs:  
*stand – standing hold – holding*  
 For verbs ending in *e*, we drop the *e* and add *ing*.  
*use – using come – coming*  
 Other verbs:  
*swim – swimming run – running*  
*shop – shopping sit – sitting*

**PRACTICE: Present continuous**

**14** Write sentences using the present continuous.

the actor/hold/a book  
*The actor is holding a book.*

- |                               |                       |
|-------------------------------|-----------------------|
| 1 the guide/talk/to the group | 5 I/do/this exercise  |
| 2 the girls/watch/the woman   | 6 we/learn/English    |
| 3 she/walk/out of the theatre | 7 you/wear/a nice top |
| 4 Katya/laugh/at Adam         | 8 the phone/ring      |

**15** Complete with the present continuous.

- Where        we       ? (go)
- you        hungry? (feel) Yes, I       .
- the man       ? (cook) No, he       .
- he        fish and chips? (sell) Yes, he       .
- What        the girl       ? (do).
- She       . (not run)
- she        fast? (go) Yes, she       .
- The people       . (not dance)

**16** Choose the present simple or present continuous.

- I can hear music – Emily **plays/is playing** the saxophone.
- How often **do you go/are you going** to the cinema?
- We usually **have/are having** breakfast at 7.30.
- I can't go swimming now – I **do/I'm doing** my homework.
- It's a lovely day and the sun **shines/is shining**.
- Adam **starts/is starting** school at nine in the morning.
- The students **work/are working** on computers at the moment.
- Do you like/Are you liking** basketball?

**Possessive adjectives and possessive pronouns**

UNIT 5 LESSON 2

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his/her	his/hers
our	ours
your	yours
their	theirs

- Possessive adjectives do not change with plural nouns:  
*my book my books*
- We do not use *the* before possessive pronouns:  
*This book is ~~the~~ mine.*
- We use the question word *Whose* to ask about possession:  
*Whose turn is it?*  
*Whose books are these?*

**PRACTICE: Possessive adjectives and possessive pronouns**

**17** Complete with possessive pronouns.

These are Pierre's trainers. They're his.

- That's my bag. It's       .
- This is our dinner. It's       .
- These are your CDs. They're       .
- The sunglasses are Adam's. They're       .
- They're Adam and Ruby's books. They're       .
- That guitar is Emily's. It's       .

**Possessive 's**

UNIT 5 LESSON 2

- Singular nouns add 's (apostrophe s):  
*Adam's turn Teresa's jeans*
- Irregular plural nouns also add 's:  
*people's watches*
- Regular plural nouns add ' after the s:  
*the students' bags*

**Comparative adjectives**

UNIT 5 LESSON 3

Adjective	Comparative
<b>1 syllable</b>	
cold	colder
high	higher
short	shorter
late	later
<b>1 syllable ending in single vowel + consonant</b>	
big	bigger
hot	hotter
wet	wetter
<b>1 or 2 syllables ending in y</b>	
dry	drier
easy	easier
sunny	sunnier

Adjective	Comparative
<b>2 or more syllables</b>	
difficult	<b>more</b> difficult
expensive	<b>more</b> expensive
famous	<b>more</b> famous
popular	<b>more</b> popular
<b>Irregular</b>	
good	<b>better</b>
bad	<b>worse</b>

- Short comparative adjectives end in *er*.
- Long comparative adjectives take *more* in front of them.

**PRACTICE: Comparative adjectives**

**18** Write true sentences using comparative adjectives.

*The tropics are sunnier than Antarctica.  
Chinese is more difficult than English.*

The tropics	big	Antarctica
Chinese	cold	English
London's population	difficult	Ruby's
Jake's hair	expensive	her rucksack
The Arctic	famous	Jennifer Lopez
A mobile phone	short	Brazil
Angelina Jolie	small	a calculator
Katya's bag	sunny	Zurich's

**Past simple: be**

UNIT 6 LESSON 1

Affirmative	Negative
I/he/she/it <b>was</b>	I/he/she/it <b>wasn't</b>
we/you/they <b>were</b>	we/you/they <b>weren't</b>
<b>Questions</b>	<b>Short answers</b>
Was I?/Were we?	Yes, you/we were.
Were you?	No, you/we weren't.
Was he/she/it?	Yes, I was.
Were they?	No, I wasn't.
	Yes, he/she/it was.
	No, he/she/it wasn't.
	Yes, they were.
	No, they weren't.

- There are only two past simple forms of *be*:  
*She was in the park.*  
*They were on the beach.*  
*Jake wasn't at the cinema.*  
*We weren't at school.*  
Contractions: *wasn't = was not*    *weren't = were not*
- In questions, the subject comes after *was/were*:  
*Was Salvador Dalí from Spain?*  
*Where were you yesterday at noon?*

**PRACTICE: Past simple be**

**19** Complete the sentences with *was/wasn't* or *were/weren't*.

- 1 The girls \_\_\_\_\_ at the shopping centre. ✓
- 2 Teresa \_\_\_\_\_ in a bookshop. ✓
- 3 The students \_\_\_\_\_ at school. ✗
- 4 Mr Ward \_\_\_\_\_ in the classroom. ✗
- 5 He \_\_\_\_\_ at home. ✓

**20** Complete the questions with *was/were* and answer them.

- 1 \_\_\_\_\_ Jake happy? Yes, he \_\_\_\_\_.
- 2 \_\_\_\_\_ Teresa with Emily? No, she \_\_\_\_\_.
- 3 \_\_\_\_\_ Adam and Ruby together? No, they \_\_\_\_\_.
- 4 Was I there? No, you \_\_\_\_\_.
- 5 \_\_\_\_\_ you late? No, we \_\_\_\_\_.

**Past simple: regular and irregular verbs**

UNIT 6 LESSONS 2 AND 3

Affirmative	Negative
I	I
you	you
he/she/it	he/she/it
we	we
they	they
played	didn't play
went	didn't go
<b>Questions</b>	<b>Short answers</b>
Did you play ...?	Yes, I/we did.
Did he/she/it go ...?	No, I/we didn't.
Did they go ...?	Yes, he/she/it did.
	No, he/she/it didn't.
	Yes, they did.
	No, they didn't.

- Regular and irregular verbs have only one affirmative form in the past simple.
- **Spelling:** affirmative forms of regular verbs  
We add *ed* to most verbs:  
*crossed discovered played sailed visited*  
We add *d* to verbs ending in *e*:  
*lived loved*  
For verbs ending in a consonant and *y*, we drop the *y* and add *ied*:  
*carry – carried study – studied*
- Regular and irregular verbs form the negative and questions in the same way.
- Past simple negative: subject + *didn't* + verb:  
*He didn't apologise.*  
*He didn't seem worried.*  
*I didn't say anything to him.*  
Contraction: *didn't = did not*
- Past simple questions: *did* + subject + verb:  
*Did Adam find the camera?*  
*Did you lose Pierre's camera?*  
*Did Pierre apologise?*  
*Did they visit Devil's Dyke?*
- There is a complete list of all the irregular verbs in *New Inspiration 1* on page 127.

**PRACTICE: Past simple regular and irregular verbs**

**21** Complete with the past simple of the verbs in the boxes.

**Regular verbs**

carry like live play sail visit

- Christopher Columbus \_\_\_\_ across the Atlantic in 1492.
- We \_\_\_\_ Scandinavia last year.
- I \_\_\_\_ the TV programme about Vikings last night.
- Many Vikings \_\_\_\_ in Iceland and Greenland.
- A Viking ship \_\_\_\_ lots of men.
- Vikings \_\_\_\_ games in their free time.

**Irregular verbs**

come find go have make wear

- The Vikings \_\_\_\_ fair hair and blue eyes.
- Viking women \_\_\_\_ long dresses.
- Archaeologists \_\_\_\_ Viking jewellery in Britain.
- Leif Eriksson \_\_\_\_ to America a thousand years ago.
- Many Vikings \_\_\_\_ from Norway.
- I \_\_\_\_ a Viking ship at primary school!

**22** Look back at exercise 2 on page 80. Complete the questions and answer them.

- \_\_\_\_ the group go to Devil's Dyke? \_\_\_\_, they \_\_\_\_.
- \_\_\_\_ Teresa ask Pierre a question? \_\_\_\_, she \_\_\_\_.
- \_\_\_\_ Teresa borrow Pierre's camera? \_\_\_\_, she \_\_\_\_.
- \_\_\_\_ Teresa and Pierre talk about Adam? \_\_\_\_, they \_\_\_\_.
- \_\_\_\_ Adam say sorry? \_\_\_\_, he \_\_\_\_.
- \_\_\_\_ Adam find the camera? \_\_\_\_, he \_\_\_\_.

**going to**

UNIT 7 LESSON 1

**Affirmative**

I'm  
you're  
he's  
she's      going to  
it's  
we're  
they're

**Negative**

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

**Questions**

Are you going to?  
Is he/she/is going to?  
Are they going to?

**Short answers**

Yes, I am. /Yes, we are.  
No, I'm not. /No, we aren't.  
Yes, he/she/it is. /No, he/she/it isn't.  
Yes, they are. /No, they aren't.

- We use *going to* + infinitive to talk about future plans and intentions:  
*I am going to phone home.*  
*They are going to X-ray his leg.*  
*You are not going to be at the barbecue.*  
*Is he going to be all right?*  
*What are you going to do?*

**PRACTICE: going to**

**23** Write sentences using *going to*.

- he/phone home  
*He's going to phone home.*
- |                        |                           |
|------------------------|---------------------------|
| 1 they/have a barbecue | 5 he/not/stay in Brighton |
| 2 what/you/wear?       | 6 she/talk to him?        |
| 3 I/wear my new jeans  | 7 we/not/be late          |
| 4 what/he/do?          | 8 they/not/forget him     |

**Why...? because ...**

UNIT 7 LESSON 1

- We use the linking word *because* to answer the question *Why ...?*  
*Why is Pierre wearing shorts?*  
*He's wearing shorts because he's going to play tennis.*

**Verb + gerund**

UNIT 7 LESSON 2

- A gerund is a noun formed from a verb. We can use a gerund after *like*, *love*, *enjoy*, *hate* and *don't mind*.  
*I love skateboarding.*  
*She likes playing video games.*  
*We enjoy swimming.*  
*They like knitting.*  
*He doesn't like dancing.*  
*He doesn't mind jumping out of a plane.*  
*What do they like doing?*

**PRACTICE: Verb + gerund**

**24** Complete with the correct form of the verb.

- Pierre loves \_\_\_\_ volleyball. (play)
- He also likes \_\_\_\_\_. (swim)
- Do you like \_\_\_\_? (ride)
- I don't mind \_\_\_\_\_. (cook)
- We love \_\_\_\_\_. (skateboard)
- Who hates \_\_\_\_ chess? (play)
- My friends enjoy \_\_\_\_\_. (sail)
- Lots of boys don't like \_\_\_\_\_. (dance)

**Superlative adjectives**

UNIT 7 LESSON 3

**Adjective**

**1 syllable**

fast  
slow  
strange

**Superlative**

the fastest  
the slowest  
the strangest

**1 syllable ending in single vowel + consonant**

big  
hot

the biggest  
the hottest

**1 or 2 syllables ending in y**

dry  
friendly

the driest  
the friendliest



Adjective	Superlative
<b>2 or more syllables</b>	
dangerous	the <b>most</b> dangerous
beautiful	the <b>most</b> beautiful
<b>Irregular</b>	
good	the <b>best</b>
bad	the <b>worst</b>

- Short superlative adjectives end in *est*.
- Long superlative adjectives take *most* in front of them.

**PRACTICE: Superlative adjectives**

**25** Complete with the superlative form of the adjectives.

- 1 The \_\_\_\_\_ bird is the falcon. (fast)
- 2 The \_\_\_\_\_ snake is the Indian cobra. (dangerous)
- 3 Is the hippo the \_\_\_\_\_ animal in the world? (big)
- 4 Which band do you like most? Which is the \_\_\_\_\_? (good)
- 5 I hated it. It was the \_\_\_\_\_ film this year. (bad)
- 6 Which is the \_\_\_\_\_ animal in the world? (exciting)

**some and any**

UNIT 8 LESSON 1

- We use *some* and *any* with both plural and uncountable nouns.
- We use *some* in affirmative sentences:  
*There's some apple juice in the fridge.*  
*You ate some meat last night.*  
*Let's make some kebabs.*  
and in questions when we are making offers:  
*Would you like some tea?*
- We use *any* in negative sentences and neutral questions:  
*Are there any bananas?*  
*I don't want any meat.*

**PRACTICE: some and any**

**26** Complete with *some* or *any*.

- 1 I'd like \_\_\_\_\_ bread and cheese.
- 2 I don't want \_\_\_\_\_ sausages.
- 3 Are there \_\_\_\_\_ apples?
- 4 Let's make \_\_\_\_\_ hamburgers.
- 5 I'd like \_\_\_\_\_ carrots, please.
- 6 There isn't \_\_\_\_\_ milk on the table.
- 7 Is there \_\_\_\_\_ meat in the fridge?
- 8 Would you like \_\_\_\_\_ sandwiches?

**Countable and uncountable nouns**

UNIT 8 LESSON 1

- Countable nouns have a singular and a plural form:  
*an apple – apples a sandwich – sandwiches*
- We don't use *a/an* with uncountable nouns:  
*We like cheese. Do you want some bread?*
- Uncountable nouns are singular:  
*Bread isn't expensive. Milk comes from cows.*

**have got**

UNIT 8 LESSON 2

**Affirmative**  
I/you/we/they **have got**  
he/she/it **has got**

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

**Questions**  
**Has he got** a games console?

**Have they got** phones?

Who **has got** a job?

**Contractions**  
I/you/we/they've got  
he/she/it's got

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

**Short answers**

Yes, he **has**.  
No, he **hasn't**.  
Yes, they **have**.  
No, they **haven't**.  
I **have**.

- We use *have got* like *have* to talk about possession. There is no continuous form.

**PRACTICE: have got**

**27** Complete with the correct form of *have got*.

- 1 Katya \_\_\_\_\_ a brother and sister.
- 2 \_\_\_\_\_ Jake \_\_\_\_\_ short hair?
- 3 Ruby \_\_\_\_\_ (not) a boyfriend.
- 4 Adam and Jake \_\_\_\_\_ camera phones.
- 5 I \_\_\_\_\_ (not) their numbers.
- 6 We \_\_\_\_\_ (not) a lot of money.
- 7 Don't run! You \_\_\_\_\_ lots of time.
- 8 \_\_\_\_\_ Emily \_\_\_\_\_ a sax?
- 9 \_\_\_\_\_ Ruby and Pierre \_\_\_\_\_ the same colour eyes?
- 10 Who \_\_\_\_\_ my DVD?

**Question tags with be**

UNIT 8 LESSON 3

- We can use question tags with **falling** intonation to ask for agreement when we are sure about something:  
*It's a great party, isn't it?*  
*You're Teresa, aren't you?*  
*She's sad, isn't she?*  
*They're having fun, aren't they?*  
BUT *I'm late, aren't I?*
- When the statement in the first part of the sentence is affirmative, the question tag is negative.
- We can use question tags with **rising** intonation to ask real questions:  
*It's his birthday soon, isn't it?*

**PRACTICE: question tags with be**

**28** Complete with question tags.

- 1 Pierre is from Geneva, \_\_\_\_\_?
- 2 Emily and Adam are English, \_\_\_\_\_?
- 3 We're teenagers, \_\_\_\_\_?
- 4 Katya is blonde, \_\_\_\_\_?
- 5 Teresa's surname is Navarro, \_\_\_\_\_?
- 6 You're a student, \_\_\_\_\_?
- 7 I'm right, \_\_\_\_\_?

