

Grammar reference

to be

Affirmative	I'm (am) Alex. You're (are) British. He/She/It's (is) American. We're (are) from Bali. They're (are) 13.	Question form	Am I American? Are you happy? Is he/she/it from China? Are we Australian? Are they Mexican?
Negative	I'm not (am not) Amelia. You aren't (are not) American. He/She/It isn't (is not) Spanish. We aren't (are not) Australian. They aren't (are not) 15.	Short answers	Yes, I am./No, I'm not. Yes, you are./No, you aren't. Yes, he/she/it is./No, he/she/it isn't. Yes, we are./No, we aren't. Yes, they are./No, they aren't.

- We use *to be* to describe a person's nationality, age, appearance, etc.
She is American.
- We do not use contractions ('m, 're, 's, etc.) in affirmative short answers.
Yes, I am.

have got

Affirmative	I've got (have got) a brother. You've got (have got) a sister. He/She/It's got (has got) a dog. We've got (have got) a house. They've got (have got) children.	Question form	Have I got your book? Have you got a phone? Has he/she/it got a dog? Have we got our books? Have they got brothers?
Negative	I haven't got (have not got) a phone. You haven't got (have not got) a sister. He/She/It hasn't got (has not got) a pen. We haven't got (have not got) our books. They haven't got (have not got) a calculator.	Short answers	Yes, I have./No, I haven't. Yes, you have./No, you haven't. Yes, he/she/it has./No, he/she/it hasn't. Yes, we have./No, we haven't. Yes, they have./No, they haven't.

- We use *have got* to talk about the things we possess.

Possessive adjectives

Singular	Plural
my	our
your	your
his/her/its	their

*My name is Alex.
Is this your bag?
Their mother is Japanese.*

Vocabulary

1 Countries

Argentina • Australia • Brazil • China • Egypt •
Germany • Japan • Mexico • Russia • Spain •
the UK • the US • Turkey

2 Nationalities

American • Argentinian • Australian • Brazilian •
British • Chinese • Egyptian • German • Japanese •
Mexican • Russian • Spanish • Turkish

3 The family

aunt • brother • cousin • daughter • father •
grandchildren • grandfather • grandmother •
grandparents • husband • mother • nephew •
niece • parents • sister • son • uncle • wife



to be affirmative and negative; to be questions and short answers; have got; Possessive adjectives

1 Complete the dialogue with the correct form of to be in the box.

am/'m (x3) • am not/'m not (x2) • Are • are/'re (x2) • Is • is/'s (x4) • is not/isn't

- Liam:** Hello, I (1) Liam. What's your name?
- Carmen:** Hi! I (2) Carmen
- Liam:** Where (3) you from?
- Carmen:** Padua.
- Liam:** (4) that in Spain?
- Carmen:** No, Padua (5) in Spain. It (6) in the north of Italy.
- Liam:** Sorry ... I (7) very good at geography.
- Carmen:** It's OK. But I love Spain, the music, the food ...
- Liam:** Spanish food (8) great. And my brother and I (9) big fans of Barcelona Football Club. What about you? (10) you a football fan?
- Carmen:** No, I (11) into sport. I (12) interested in films. My favourite actress (13) Penelope Cruz. She (14) Spanish, too!

2 Circle the correct alternative.

- Lisa has got/have got a new email address.
- Have got you/Have you got a map of the city?
- Yes, I've/I have.
- Have I/I've got a big flat outside the city centre.
- They've got/There's got many English-speaking friends.
- Have/Has he got time to see us?
- No, he hasn't/hasn't got.

3 Circle the correct alternative.

- 'What's you/your hobby?' 'It's/Its swimming.'
- We love Spanish food – us/our favourite dish is paella.
- London is a big city – its/her population is 9.4 million.
- Dan is into rock music – he and her/his friends are in a band called 'Clash 2'.
- Barbara and her/she sister are British, but their/her cousins are not. They're/Their Australian.
- Tom and Scott are 13. Both their/they birthdays are in November.

4 Complete with the correct form of the verb to be or have got.

I (1) a big international family. My mother (2) French, from the west coast, and my father (3) Australian. We (4) houses in Paris and Melbourne. I (5) aunts and uncles in Italy, Germany and Belgium. It (6) great! They (7) all very interested in me because I (8) their only nephew. I (9) a baby sister, she (10) three months old. She (11) big blue eyes. What about you? (12) you a big family?

5 Circle the best answer to complete the text.

(1) I 'm/'re from Vancouver, in the West of Canada. Many people in Canada (2) is/are from different parts of the world. (3) My/Your mother, for example, (4) is/isn't Canadian. She (5) has/is from Hong Kong. So in (6) our/your family, we speak English and Chinese. Canada (7) has got/have got a population of over 35 million. The official languages (8) is/are English and French, but over 20% of the Canadian population speak a different language. I (9) have got/haven't got any brothers or sisters, but we have a lovely dog – she (10) 's/'s got ten years old. The average number of children in Canadian families (11) is/are 1.1. What about (12) our/your country? (13) Has it got/Has it a big population?

Grammar reference

Possessive 's

- We use 's to indicate possession.
A student's project.
- When there is more than one person named, we put 's after the last person.
Emma and Maribel's teacher.
- When a noun is plural and ends with an -s, we just add an apostrophe (').
Our teachers' projects.

Possessive pronouns

Singular	Plural
mine	ours
yours	yours
his/hers/its	theirs

- We use possessive pronouns when we do not repeat the noun.
My name is Alex and hers is Aline.
I show my plan and they show theirs.
His schoolbag is new. Mine is old.

Regular and irregular plural nouns

- To make regular plural nouns, we add -s:
book → books phone → phones
girl → girls boy → boys
- Some nouns end in consonant + y. The plural form ends in -ies:
country → countries family → families
baby → babies story → stories
- Some nouns have irregular plural forms:
child → children person → people
man → men woman → women

Question words

- We use *how many* to ask about quantities (countable).
- We use *how much* to ask about prices and quantities (uncountables).
- We use *what* to ask about things.
- We use *what time* to ask about the times of the day.
- We use *when* to ask about time in general.
- We use *where* to ask about places.
- We use *which* to ask about specific things.
- We use *who* to ask about people.
- We use *why* to ask for explanations.
- We use *how* to ask about the way we do things.

this, that, these, those

Singular	Plural
This is my father.	These are my parents.
That is my brother.	Those are my cousins.

- We use *this* and *these* for people and objects that are close to the speaker.
- We use *that* and *those* for people and objects that are distant from the speaker.

Articles

a/an

- We use a/an when we mention something for the first time, or to say that the person or thing is one of a number of things or people. *An* comes before a vowel sound.
I've got a cousin.

the

- We use *the* to talk about something or somebody mentioned before.
This is a good school. The school is not very big.
- We also use *the* to talk about a specific thing.
The book on the table is mine.

no article

- We do not use an article when we are talking about things in general.
I like history.

Vocabulary

1 School subjects

art • computer science • DT (design and technology) • drama • English • French • geography • history • maths • music • PE (physical education) • science

2 Everyday objects

calculator • earphones • folder • glasses • laptop • marker pens • pencil case • phone • snack • trainers • water bottle

3 Parts of the face

ear • eye • eyebrows • hair • lips • mouth • nose • teeth

4 Adjectives to describe faces

blonde • blue • brown • curly • dark • fair • green • grey • long • red • short • straight • thick • thin



Possessive 's; Possessive pronouns; Regular and irregular plural nouns; question words; *this, that, these, those*; Articles

1 Circle the correct alternative.

- Lisa's/Lisas eyes are dark, her/hers hair is blonde.
- Tom's and Leo's/Tom and Leo's school has a new headteacher. He's/His very friendly.
- The chocolate bar is not yours/your's – it's ours/our.
- Dad and I have each got a tablet – his/hers is very old, my/mine is new.
- My parent's/parents' names are Julia and Ian. How about your/yours?
- In my children's/childrens' school, they can't use smartphones in their/theirs classrooms.

2 Complete the sentences with the words in the box.

How many • How much • What • When • Where • Which • Who • Why

- 'My favourite school subject is science – is yours?' 'English.'
- '..... is that laptop?' '€350.'
- '..... is your personal coach?' 'Mr Ross.'
- '..... is your birthday?' 'In May.'
- '..... is a study planner?' 'It's like a schedule to organise your school work.'
- '..... subjects do you study at school?' 'Five or six.'
- '.....'s my reading lamp?' 'On the shelf.'
- '..... is it important to open the window?' 'Because fresh air is good.'

3 Circle the correct alternative.

- What's in this/that yellow folder here?
- That/Those artist is brilliant – what's his name?
- Who are this/these students?
- That/Those people at the gym are our friends.
- Is that/this young man there your headteacher?
- That/these child is Tom's little brother.

4 Complete the sentences with a, an, the or –.

- My dad is inventor.
- It's important to have study planner.
- Is it OK to use smartphones in your school?
- book I like at the moment is by J.K. Rowling.
- Her mum works in hospital in Madrid.
- What is 'time management'?
- Turn off TV when you study.
- I think that history is interesting subject.

5 Choose the best answer to complete this text.

(1) can you help children who can't go to school? A teacher called Inderjit Khurana wanted to help (2) children, so she started the Ruchika Social Services Organisation. (3) idea was to start (4) school at a train station because many children work near train stations in India. (5) project has started many 'train platform schools' in (6) city of Bhubaneswar. The schools are very different to (7) They don't have desks, laptops or even marker pens, and the (8) parents can't buy them books. The (9) plan is to help their students get good jobs, so the children learn reading, maths and other subjects.

- | | | |
|----------------|--------------|--------------|
| 1 A How | B What | C Which |
| 2 A those | B this | C these |
| 3 A Inderjit' | B Inderjits' | C Inderjit's |
| 4 A the | B a | C an |
| 5 A That | B These | C This |
| 6 A the | B an | C a |
| 7 A our | B ours | C us |
| 8 A children's | B child's | C childrens' |
| 9 A teacher's | B teachers | C teachers' |

Grammar reference

Present simple – affirmative

Affirmative	I/You/We/They start at 11 o'clock. He/She/It starts at 11 o'clock.
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Spelling rules for the third person singular form

- We usually add -s to the verb.
like – likes work – works
- We add -es to verbs that end in -s, -sh, -ch, -x.
watch – watches finish – finishes mix – mixes
- We add -es to the verbs go and do.
go – goes do – does
- With verbs that end in consonant + y, we omit the y and add -ies.
study – studies try – tries
- With verbs that end in vowel + y, we add -s.
play – plays buy – buys
- The third person singular form of have is irregular.
have – has

We use the present simple to talk about:

- regular habits and routines.
We do our homework every day.
- things that are always or usually true.
The school finishes at half past five.

Present simple – negative

Negative	I/You/We/They don't (do not) leave at two o'clock. He/She/It doesn't (does not) leave at two o'clock.
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- After *don't* or *doesn't* we use the base form of the verb (without -s), e.g. *go, walk, start*.

Present simple – yes/no questions with do and short answers

Yes/no questions	Do I/you/we/they leave at two o'clock? Does he/she/it leave at two o'clock?
Short answers	Yes, I/you/we/they do . No, I/you/we/they don't . Yes, he/she/it does . No, he/she/it doesn't .

- Do* and *Does* come before the subject (e.g. *the book, I, it*).
- In short answers we do not repeat the main verb (e.g. *work, go, play*).

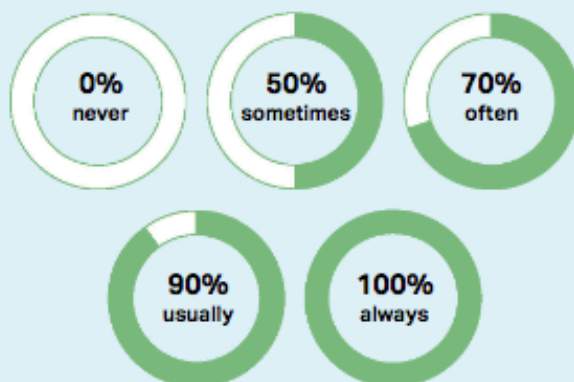
Present simple – Wh-questions

Wh- questions	When do I/you/we/they leave ? Why does he/she/it leave at two o'clock?
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- Wh-* questions contain question words like *who, what, which, where, when, why, how*.
- The question word comes at the start of the question.

Adverbs of frequency

- We use adverbs of frequency to say if something happens often or not.



- The usual position for adverbs of frequency is before the main verb.
I usually go to sleep at ten o'clock.
- Adverbs of frequency go after the verb to be.
I'm sometimes at home.
He's often at his friend's house.

Vocabulary

1 Everyday activities

brush teeth • do homework • finish school • get up •
go home • go to bed • go to school • go to sleep •
have a shower • have breakfast • have dinner •
have lunch • start school

2 Free-time activities

chat with friends • clean my room • do sport • draw a picture •
listen to music • make food • make videos •
meet up with friends • play an instrument • play online games •
read books • send messages • watch films/TV

3 Places in a town

café • cinema • library • medical centre • park •
restaurant • shopping centre • sports centre •
supermarket • swimming pool • train station



Present simple – affirmative and negative; Present simple – Yes/No questions and short answers; *wh*-questions; Adverbs of frequency

1 Complete this paragraph with the present simple form of the verbs given.

In my free time, I (1) (play) in a band with a group of friends, Leo and Sarah. We (2) (write) our own songs. I (3) (listen) to music a lot – rock, pop and, sometimes, the blues. I haven't got the time for other things, like sport or computer games. And I (4) (not watch) a lot of TV because my parents (5) (say) it's bad for me. Sarah (6) (do) a lot of art, and she (7) (draw) and (8) (paint) pictures of people. She's amazing! I (9) (not know) where she (10) (find) the time to do these things. Leo is like me. He (11) (not go) out a lot, and at the weekend, he just (12) (relax) at home.

2 Write questions and complete the answers.

- '..... books in English (you/read)?' 'No, we
- '..... a lot (your baby brother/cry)?' 'Yes, he
- '..... every day (Jessica/do her homework)?' 'Yes, she
- '..... in class (your friends/use their smartphones)?' 'No, they
- '..... flowers for your grandmother (you/buy)?' 'Yes, I

3 Put the words in the correct order to make questions.

- does/do/What/your mum/?
.....
- does/Why/a musician/need/the Internet/?
.....
- Where/she/does/write/her book reviews/?
.....
- online games/How often/play/do you/?
.....
- she/her hobby/does/When/do/?
.....
- How many/you/do/languages/speak/?
.....

4 Circle the correct alternative.

- I love reading novels, but I sometimes/never write myself – it's too difficult.
- We always/sometimes watch TV at lunchtime and dinnertime – it's like a member of the family.
- She doesn't often/sometimes send text messages – she prefers talking on the phone.
- My parents don't carry cash with them – they usually/never pay by credit card.
- TV is interesting and fun, but it always/sometimes has a negative influence on people.
- TV adverts never/often show a perfect world.

5 Circle the correct alternative.

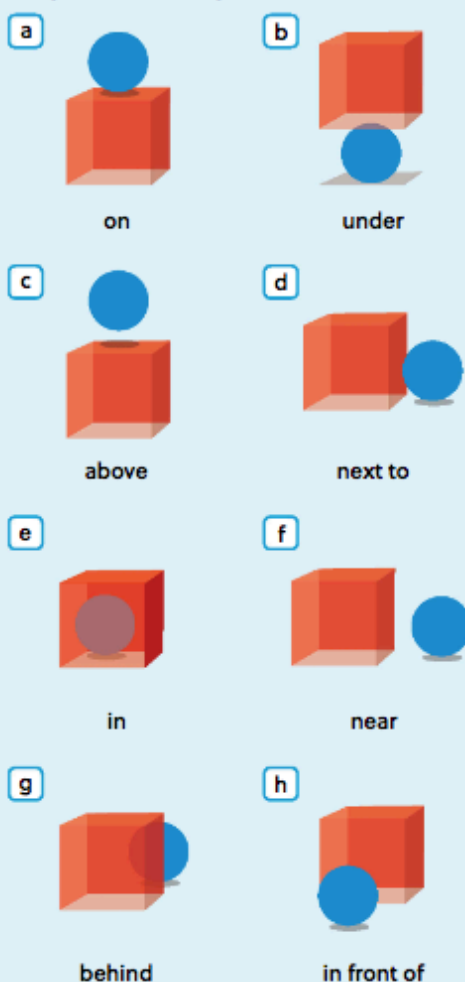
(1) Parents read/Do parents read stories to their children? New surveys show that the brains of children (2) works/work better when parents read to them. Watching stories on TV (3) always/never has the same effect. (4) What/Who is the difference between books and films? When there are no pictures, the child (5) imagines/doesn't imagine the action, the places and the people. When (6) do parents read/parents read to them, children learn new words. Experts also say that when children (7) hears/hear new words from a TV programme, they (8) forget often/often forget them. But if they hear them from their parents, they (9) usually/don't often remember them better because if children (10) don't understand/understand the new words, their parents can explain their meaning to them.

Grammar reference

There is/There are

	Singular	Plural
Affirmative	There's a bed.	There are two beds.
Negative	There isn't a chair.	There aren't two chairs.
Questions	Is there a table?	Are there two tables?
Short answer	Yes, there is./No, there isn't.	Yes, there are./No, there aren't.

Prepositions of place



Countable and uncountable nouns

- These are **countable** nouns. We can count them and so there is a singular and plural form: apple-apples, strawberry-strawberries, biscuit-biscuits, onion-onions, tomato-tomatoes, burger-burgers, chip-chips.
- These are **uncountable** nouns. We cannot count them and so we do not usually use a plural form: butter, flour, jam, oil, sugar, water, yoghurt.

some, any, a/an

- We use **some** with uncountable nouns and plural countable nouns, in affirmative sentences.
We need some milk.
I've got some apples.
- We use **any** with uncountable nouns and with plural countable nouns, in negative sentences and questions.
There isn't any sugar.
I don't want any lemonade.
Has he got any coffee?
Are there any eggs?
- We use **a/an** with singular countable nouns in affirmative and negative sentences and in questions. **An** goes before a vowel sound.
I haven't got a tomato.
She wants an apple.

Vocabulary

1 Rooms

bathroom • bedroom • dining room • garage • garden • hall • kitchen • living room • study

2 Furniture

armchair • bath • bed • chair • cooker • cupboard • fridge • radiator • shelf • shower • sink • sofa • table • toilet • wardrobe

3 Food and drink

apple • banana • biscuit • bread • butter • cake • cheese • chicken • chips • coffee • egg • fish • flour • honey • ice cream • jam • lemonade • meat • milk • oil • onion • orange juice • pizza • salad • salt • smoothie • strawberry • sugar • sushi • tea • tomato • veggie burger • water • yoghurt



There is/There are; Prepositions of place; Countable and uncountable nouns; some, any, a/an

1 Circle the correct alternative.

- Is there/There is a window in your bathroom?
No, there is/there isn't, but there is/there are a shower and a sink.
- Is there/Are there any shelves in your bedroom?
Yes, there are/there're two bookshelves where I keep my books.
- Are there/Is there a kitchen to make snacks in your school?
No, there isn't/there is, but there is/there are a small canteen and a bar.

2 Circle the correct alternative.

I live in a flat and my bedroom is (1) near/next my parents' room. It's very small, but I love it! There's my bed and (2) above/next to it, there's a radiator. I've got a big poster (3) on/above the bed. (4) Under/In front of the bed is my desk and (5) behind/under it a window. I'm not very tidy and I've got books everywhere in my room – (6) in/on the wardrobe and sometimes (7) on/above the floor and (8) above/under the bed!

3 Mark these words as C (Countable) or U (Uncountable).

banana	chip	strawberry
biscuit	honey	sugar
rice	jam	yoghurt
chicken	orange	water

4 Complete the dialogue with a, an, some or any.

'I want to make (1) banana cake today.'
'OK. What do you need?'
'I need three bananas, (2) sugar, (3) eggs and (4) glass of milk.'
'Do you need (5) butter?'
'Oh yes, please. Have you got (6) food processor?'
'No, I haven't.'
'It's OK. I can use (7) spoon. It's very easy. You mix the ingredients, then you put the mixture in a cake tin. At the end, you put (8) jam on top.'
'I haven't got (9) jam ...'
'No problem, we can use (10) honey.'

5 Complete the text with the words in the box.

a (×2) • an • above • any (×2) • in • in front of • is there • some (×3) • there are • there's

(1) a study which says that it's important to eat seven servings of fruit and vegetables every day. That's a lot! (2) people who don't go (3) one or two servings. (4) people don't eat (5) vegetables at all. When their parents put a bowl of vegetable soup (6) them, some children just ask, (7) '..... any pizza in the fridge?' But how can we eat seven servings? It's not difficult. Here's an example: (8) glass of orange juice with breakfast, (9) strawberries for a snack, (10) plate of vegetables and some salad with lunch, (11) apple in the afternoon, tomato soup and a baked potato with dinner. And if you haven't got (12) time to cook, mix all the different fruit you have (13) the fridge in a food processor, add (14) milk or ice cream and make a milkshake.