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ENGLISH FOR EVERYONE

COURSE BOOK

LEVEL **2** BEGINNER



A COMPLETE SELF-STUDY PROGRAM

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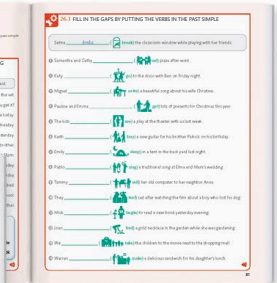
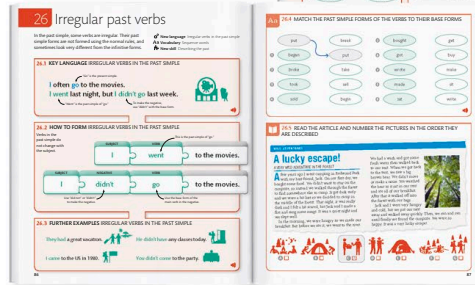
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How the course works

English for Everyone is designed for people who want to teach themselves the English language. Like all language courses, it covers the core skills: grammar, vocabulary, pronunciation, listening, speaking, reading, and writing. Unlike in other courses, the skills are taught and practiced as visually as possible, using images and graphics to help you understand and remember. The best way to learn is to work through the book in order, making full use of the audio available on the website and app. Turn to the practice book at the end of each unit to reinforce your learning with additional exercises.



PRACTICE BOOK

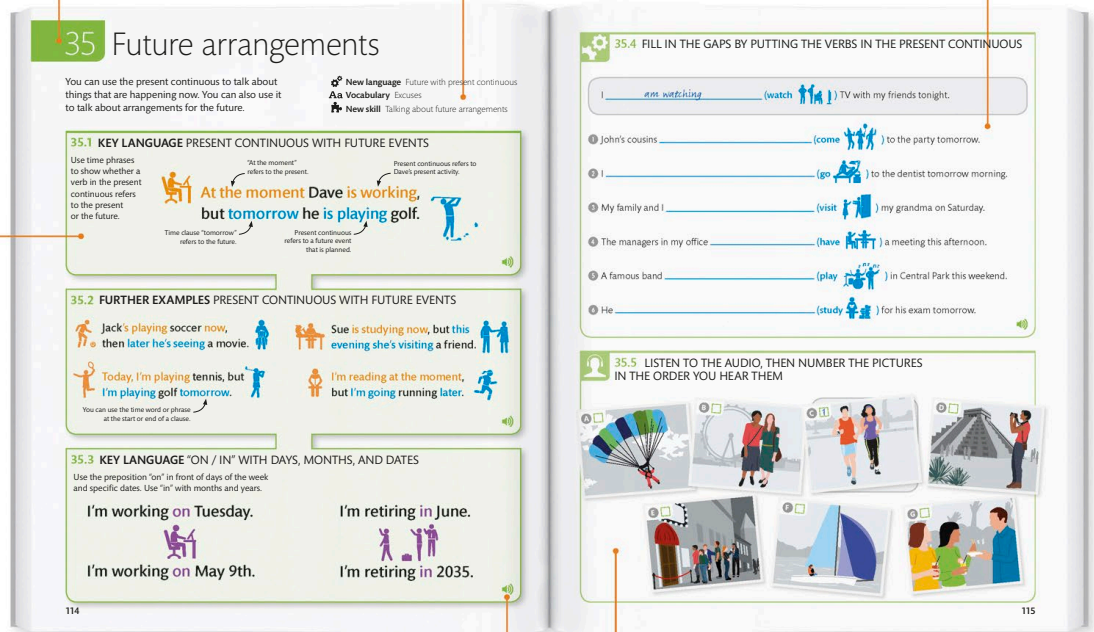
COURSE BOOK

Unit number The book is divided into units. The unit number helps you keep track of your progress.

Learning points Every unit begins with a summary of the key learning points.

Modules Each unit is broken down into modules, which should be done in order. You can take a break from learning after completing any module.

Language learning
Modules with colored backgrounds teach new vocabulary and grammar. Study these carefully before moving on to the exercises.



Audio support Most modules have supporting audio recordings of native English speakers to help you improve your speaking and listening skills.

Exercises Modules with white backgrounds contain exercises that help you practice your new skills to reinforce learning.

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Language modules

New language points are taught in carefully graded stages, starting with a simple explanation of when they are used, then offering further examples of common usage, and a detailed breakdown of how key constructions are formed.

Module number Every module is identified with a unique number, so you can track your progress and easily locate any related audio.

Module heading The teaching topic appears here, along with a brief introduction.

45.1 KEY LANGUAGE THE PRESENT PERFECT

Use the present perfect to describe something that has happened in the past and which has a result in the present moment.



TIP

Form regular past participles in the same way that you form the past simple, by adding "ed" to the base form of the verb.

Tom **has just cleaned** the windows.

"Just" means that the action has happened recently.
 "Have" or "has" go after the subject in the present perfect.
 The main verb goes in its past participle form.

Sample language New language points are introduced in context. Colored highlights make new constructions easy to spot, and annotations explain them.

45.2 FURTHER EXAMPLES THE PRESENT PERFECT

Look! I've **just cooked** dinner.



You **haven't cleared** the table. It's a mess!



John **has just washed** the dishes.



Have you **cleaned up** your bedroom?



Graphic guide Clear, simple visuals help to explain the meaning of new language forms and when to use them, and also act as an aid to learning and recall.

45.3 HOW TO FORM THE PRESENT PERFECT



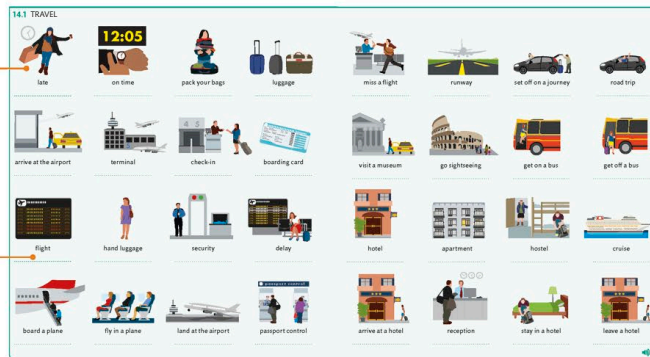
To make the present perfect, use "have" or "has" with the past participle of the verb.

Supporting audio This symbol indicates that the model sentences featured in the module are available as audio recordings.

Formation guide Visual guides break down English grammar into its simplest parts, showing you how to recreate even complex formations.

Vocabulary Throughout the book, vocabulary modules list the most common and useful English words and phrases, with visual cues to help you remember them.

Write-on lines You are encouraged to write your own translations of English words to create your own reference pages.



Practice modules

Each exercise is carefully graded to drill and test the language taught in the corresponding course book units. Working through the exercises alongside the course book will help you remember what you have learned and become more fluent. Every exercise is introduced with a symbol to indicate which skill is being practiced.



GRAMMAR
Apply new language rules in different contexts.



READING
Examine target language in real-life English contexts.



LISTENING
Test your understanding of spoken English.



VOCABULARY
Cement your understanding of key vocabulary.



SPEAKING
Compare your spoken English to model audio recordings.

Module number Every module is identified with a unique number, so you can easily locate answers and related audio.

Exercise instruction Every exercise is introduced with a brief instruction, telling you what you need to do.

Sample answer The first question of each exercise is answered for you, to help make the task easy to understand.

Space for writing You are encouraged to write your answers in the book for future reference.

Supporting graphics Visual cues are given to help you understand the exercises.

1.5 FILL IN THE GAPS WITH "AM," "IS," OR "ARE"

I am an actor.

1 You are British.

2 He is a farmer.

3 They are 13 years old.

4 We are French.

5 I am an engineer.

Supporting audio This symbol shows that the answers to the exercise are available as audio tracks. Listen to them after completing the exercise.

Speaking exercise This symbol indicates that you should say your answers out loud, then compare them to model recordings included in your audio files.

16.12 SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS USING SUPERLATIVES

Mount Everest is a very high mountain. It is the highest mountain in the world.

1 Istanbul is a very large city. It is _____ city in Europe.

2 The Missouri River is 2,540 miles long. It is _____ river in North America.

3 The cheetah is a very fast animal. It is _____ land animal on Earth.

4 The Kali Gandaki Gorge is 3.46 miles deep. It is _____ gorge in the world.

Listening exercise
This symbol indicates that you should listen to an audio track in order to answer the questions in the exercise.

29.4 LISTEN TO THE AUDIO, THEN NUMBER THE PICTURES IN THE ORDER THEY ARE DESCRIBED

Bea talks about her vacation in India.

A B C D E

Audio

English for Everyone features extensive supporting audio materials. You are encouraged to use them as much as you can, to improve your understanding of spoken English, and to make your own accent and pronunciation more natural. Each file can be played, paused, and repeated as often as you like, until you are confident you understand what has been said.



LISTENING EXERCISES

This symbol indicates that you should listen to an audio track in order to answer the questions in the exercise.



SUPPORTING AUDIO

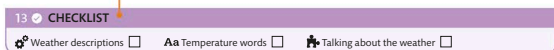
This symbol indicates that extra audio material is available for you to listen to after completing the module.

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Track your progress

The course is designed to make it easy to monitor your progress, with regular summary and review modules. Answers are provided for every exercise, so you can see how well you have understood each teaching point.

Checklists Every unit ends with a checklist, where you can check off the new skills you have learned.



Review modules At the end of a group of units, you will find a more detailed review module, summarizing the language you have learned.

REVIEW THE ENGLISH YOU HAVE LEARNED IN UNITS 11-13			
NEW LANGUAGE	SAMPLE SENTENCE	☑	UNIT
SAVING YOU'RE NOT FEELING WELL	Are you okay? No, I'm not feeling very well .	<input type="checkbox"/>	11.1
HEALTH PROBLEMS	I have a broken foot . My foot hurts . I have a pain in my head. I have a headache .	<input type="checkbox"/>	11.3, 11.4
TALKING ABOUT THE WEATHER	What's the weather like? Okay, but there are a lot of clouds . It's cloudy .	<input type="checkbox"/>	13.1, 13.2
GIVING THE TEMPERATURE	It's 27 degrees celsius . It's 10 degrees fahrenheit .	<input type="checkbox"/>	13.5
TEMPERATURE PHRASES	How hot is it? It's boiling . How cold is it. It's freezing .	<input type="checkbox"/>	13.5

Check boxes Use these boxes to mark the skills you feel comfortable with. Go back and review anything you feel you need to practice further.

01

1.4

- You **are** 40 years old.
- I **am** from New Zealand.
- He **is** my cousin.
- We **are** British.
- They **are** mechanics.
- She **is** my sister.
- We **are** scientists.
- She **is** 21 years old.

1.5

- You **are** British.
- He **is** a farmer.
- They **are** 13 years old.
- We **are** French.
- I **am** an engineer.

1.6

- True
- False
- False
- True
- True

1.7

- I am Jack.
- I am 40 years old.
- I am Canadian.
- I am an engineer.
- He is Jack.
- He is 40 years old.
- He is Canadian.
- He is an engineer.
- They are 40 years old.
- They are Canadian.



Answers Find the answers to every exercise printed at the back of the book.

Exercise numbers Match these numbers to the unique identifier at the top-left corner of each exercise.

Audio This symbol indicates that the answers can also be listened to.

01 Talking about yourself

When you want to tell someone about yourself, or about people and things that relate to you, use the present simple form of “to be.”

-  **New language** Using “to be”
- Aa Vocabulary** Names, jobs, and family
-  **New skill** Talking about yourself

1.1 KEY LANGUAGE “TO BE” STATEMENTS

Use the verb “to be” to talk about your name, age, nationality, and job.



Hi! **I am** Noah. **I’m** 25 years old. **I’m** Australian and **I’m** a doctor.

In conversational English, speakers often use contractions. These are shortened versions of pairs of words. “I am” can be shortened to “I’m.”



1.2 FURTHER EXAMPLES “TO BE” STATEMENTS

Mia is 72 years old.



Jack’s aunt is Canadian.



Aban is a police officer.



They are the Jackson family.



1.3 HOW TO FORM “TO BE” STATEMENTS

“You” in English is the same in the singular and plural.
These are pronouns. They are the subjects of these sentences.

SUBJECT	“TO BE”	REST OF SENTENCE
I	am	Australian.
You	are	
He / She / It	is	
We / They	are	

The verb changes with the subject.



1.4 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

They **are** / ~~is~~ builders.

1 You **are** / **is** 40 years old.

2 I **am** / **is** from New Zealand.

3 He **is** / **are** my cousin.

4 We **am** / **are** British.

5 They **is** / **are** mechanics.

6 She **is** / **are** my sister.

7 We **is** / **are** scientists.

8 She **is** / **are** 21 years old.



1.5 FILL IN THE GAPS WITH "AM," "IS," OR "ARE"



I am an actor.

1 You _____ British.

2 He _____ a farmer.

3 They _____ 13 years old.

4 We _____ French.

5 I _____ an engineer.



1.6 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS

Charlie is an engineer.

True False

1 Altan is American.

True False

2 Latifa is an actor.

True False

3 Ollie is 36 years old.

True False

4 Kathleen is a chef.

True False

5 Sammi is 46 years old.

True False



1.7 USE THE CHART TO CREATE 10 CORRECT SENTENCES, THEN SAY THEM OUT LOUD

I am Jack.

I
He
They

Choose a subject.

am
is
are

Choose a verb form.

Jack.
40 years old.
Canadian.
an engineer.

Finish with a name, age, nationality, or job.



1.8 KEY LANGUAGE NEGATIVE "TO BE" STATEMENTS

To make a negative statement, add "not" after the verb.



I am not a nurse. I am a scientist.



1.9 FURTHER EXAMPLES NEGATIVE "TO BE" STATEMENTS

"Are not" is often contracted to "aren't."

They aren't Canadian.



I'm not happy today.



"Is not" is often contracted to "isn't."

He isn't at work this morning.



Lucy is not my friend.



1.10 FILL IN THE GAPS TO MAKE NEGATIVE SENTENCES

It is not 11 o'clock.

- 1 He _____ playing tennis.
- 2 She _____ a waitress.
- 3 He _____ 30 years old.
- 4 We _____ teachers.
- 5 I _____ at work.
- 6 Lyla _____ a cat.



1.11 WRITE EACH SENTENCE IN ITS NEGATIVE FORM

I **am** an engineer.

I am not an engineer.

- 1 Kaleh **is** their mother.

- 2 There **is** a bank on this street.

- 3 That **is** his laptop.



- 4 They **are** her grandparents.

- 5 Alyssa and Logan **are** your friends.



Talking about routines


You can use present simple statements to describe your daily routines, pastimes, and possessions. Use "do" to form negatives and ask questions.


-  **New language** The present simple
- Aa Vocabulary** Routines and pastimes
-  **New skill** Talking about routines

2.1 KEY LANGUAGE THE PRESENT SIMPLE

To make the present simple, use the base form of the verb (the infinitive without "to").

This is the base form of the verb "to eat."

I eat lunch at 12 o'clock every day. 

She eats lunch at 1:30pm every day. 

With "he," "she," and "it," add "s" to the base form.



2.2 FURTHER EXAMPLES THE PRESENT SIMPLE



They go to the gym at 8am.



I have a microwave.



Jamal goes to the gym at 9am.



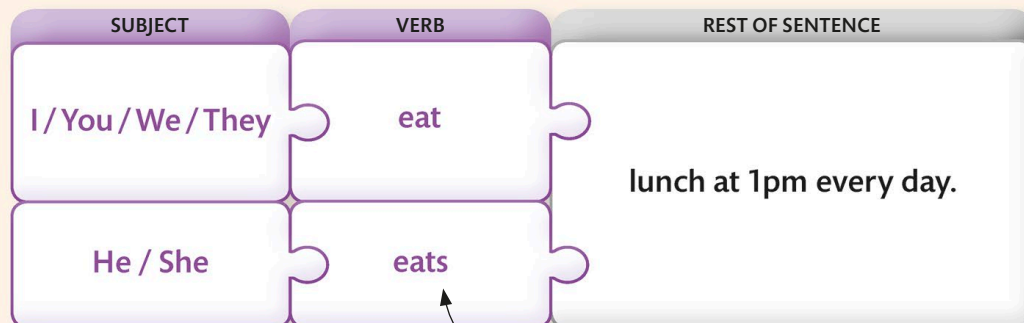
She has a dog and a cat.

Verbs ending "sh," "ch," "o," "ss," "x," and "z" take "es" in the third person singular.

The verb "have" is irregular. Use "has" for "he," "she," and "it."



2.3 HOW TO FORM THE PRESENT SIMPLE



With "he," "she," and "it," add "s."



2.4 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

She ~~eat~~ / **eats** dinner in the evening.

- 1 He **wake up** / **wakes up** at 7 o'clock.
- 2 I **start** / **starts** work at 10am.
- 3 They **leave** / **leaves** home at 8:45am.
- 4 We **finish** / **finishes** work at 4pm.
- 5 My friend **has** / **have** dinner at 6:30pm.
- 6 I **cook** / **cooks** dinner every night.
- 7 My parents **eat** / **eats** lunch at 2pm.
- 8 Mia **get** / **gets up** at 5 o'clock.
- 9 My cousin **work** / **works** with animals.



2.5 FILL IN THE GAPS USING THE WORDS IN THE PANEL



Michael gets up at 7:30am.

- 1 We _____ work at 5:30pm.
- 2 Pam _____ lunch at 1:30pm.
- 3 We _____ in the park.
- 4 His son _____ work at 9am.
- 5 My brother _____ work at 4:45pm.
- 6 They _____ dinner at 8pm.

~~gets up~~ walk goes to
leaves eat eats leave



2.6 SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS

Sonia goes (go) to work early.



- 1 My son _____ (watch) TV all night.



- 2 He _____ (go) shopping on Fridays.



- 3 We _____ (eat) breakfast at 7am.



- 4 My cousin _____ (work) inside.



- 5 Georgia _____ (start) work at 9am.



- 6 They _____ (do) their chores.



2.7 KEY LANGUAGE THE PRESENT SIMPLE NEGATIVE

Use "do not" before the main verb to make the negative. If the subject is "he," "she," or "it," use "does not."

The main verb does not change.

I do not work outside.
I work inside.



He does not work inside.
He works outside.



2.8 FURTHER EXAMPLES THE PRESENT SIMPLE NEGATIVE



He does not live in France.



This house doesn't have a yard.

You can contract "do not" to "don't" and "does not" to "doesn't."



2.9 HOW TO FORM THE PRESENT SIMPLE NEGATIVE

SUBJECT	"DO / DOES" + NOT	VERB BASE FORM	REST OF SENTENCE
I / You / We / They	do not	work	outside.
He / She / It	does not		



2.10 FILL IN THE GAPS TO WRITE EACH SENTENCE THREE DIFFERENT WAYS

He gets up at 5am.

He does not get up at 5am.

He doesn't get up at 5am.

① _____ I don't go to work every day.

② _____ He does not watch TV in the evening. _____

③ They work in an office. _____

2.11 KEY LANGUAGE QUESTIONS WITH "DO" AND "DOES"

For most verbs other than "to be," add "do" or "does" to turn a statement into a question.

You work in an office.

Do you work in an office?

Use "do" in questions for "I," "you," "we," and "they."

She works in a school.

Does she work in a school?

Use "does" in questions for "he," "she," and "it."

The main verb is in its base form.



2.12 FURTHER EXAMPLES QUESTIONS WITH "DO" AND "DOES"



Do they live in London?



Does Tom get up at 7am?



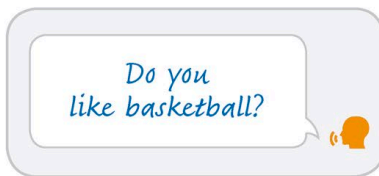
Do I need a new coat?



Does she go swimming?



2.13 USE THE CHARTS TO CREATE 12 CORRECT SENTENCES AND SAY THEM OUT LOUD



Do you
Does he

like

basketball?
running?
pizza?

I
My sister
They

don't
doesn't

work

on the weekend.
on Mondays.



02 CHECKLIST



The present simple

Aa Routines and pastimes

Talking about routines

03 Today I'm wearing...

You can use the present continuous to describe something that is happening now. It is often used to describe what people are wearing, using, or doing.

-  **New language** The present continuous
- Aa Vocabulary** Clothes and activities
-  **New skill** Talking about what's happening now

3.1 KEY LANGUAGE THE PRESENT CONTINUOUS

Use the present continuous form to describe what is happening right now.

Julie doesn't usually wear dresses, but today she is wearing a bright red dress.

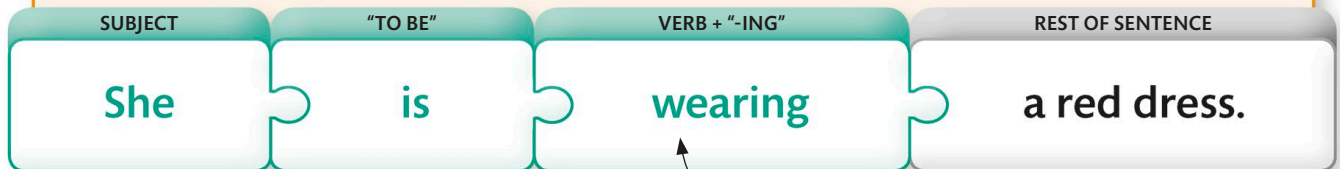
This is the present simple. It describes a regular action.

This is the present continuous. It describes what is happening right now.



3.2 HOW TO FORM THE PRESENT CONTINUOUS

Use "to be" plus the present participle (this is the "-ing" form of the verb) to form the present continuous.



This is the present participle. These follow the same spelling rules as gerunds.

3.3 FURTHER EXAMPLES THE PRESENT CONTINUOUS



She is walking the dog.



They're fighting with each other.



He is washing the dishes.



She is relaxing at the moment.



We are using our phones.



I am cutting some apples.

For verbs ending in "e" (such as "use"), take off the "e" and add "ing."

Remember, you can use contractions.

For single-syllable words ending consonant-vowel-consonant, double the final letter before adding "ing."





3.4 CROSS OUT THE INCORRECT WORDS IN THE SENTENCES

They ~~is~~ / **are** wearing hats.

- 1 Sharon **is** / **are** reading a book.
- 2 I **am** / **is** carrying my laptop.
- 3 My cat **is** / **are** climbing a tree.
- 4 We **is** / **are** working at the moment.
- 5 They **is** / **are** having their dinner.
- 6 He **is** / **are** talking to his dad.
- 7 I **am** / **are** driving to work right now.
- 8 They **am** / **are** watching the movie.



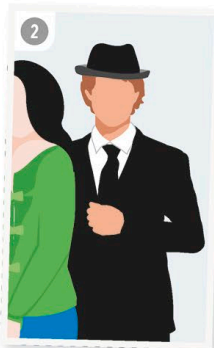
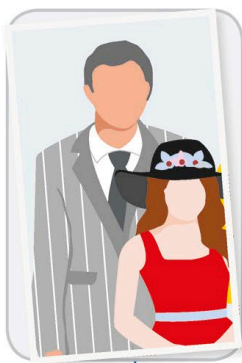
3.5 FILL IN THE GAPS TO COMPLETE THE SENTENCES

She is sleeping (sleep) in her bed.

- 1 They _____ (come) home now.
- 2 We _____ (play) a board game.
- 3 Jane _____ (cook) dinner.
- 4 He _____ (drink) some water.
- 5 We _____ (listen) to music.
- 6 I _____ (wash) my hair.
- 7 You _____ (win) the game.
- 8 We _____ (visit) New Zealand.



3.6 LISTEN TO THE AUDIO AND MATCH THE PORTRAITS TO THE NAMES



Emma

Emma's dad

Julie

Max

Emma's cousin

3.7 KEY LANGUAGE THE PRESENT CONTINUOUS NEGATIVE

Make the negative of the present continuous by adding "not" after "to be." Don't change the present participle.



He is wearing a tie, but he **is not** / **isn't** wearing a hat.

Add "not" after "to be" to make the negative. You can use contractions, too.

You still use the present participle when you make the negative.



3.8 HOW TO FORM THE PRESENT CONTINUOUS NEGATIVE



Use the present participle.

3.9 FURTHER EXAMPLES THE PRESENT CONTINUOUS NEGATIVE



She **isn't** walking the dog.



We **aren't** taking the bus today.



They **aren't** singing well today.



You **aren't** doing your job!



3.10 CROSS OUT THE INCORRECT WORDS IN THE SENTENCES

They ~~isn't~~ / **aren't** wearing coats.

- 1 We **isn't** / **aren't** playing with them.
- 2 The baby **isn't** / **aren't** sleeping.
- 3 He **isn't** / **aren't** watching the game.

- 4 You **isn't** / **aren't** wearing boots.
- 5 She **isn't** / **aren't** cooking lunch.
- 6 We **isn't** / **aren't** meeting right now.
- 7 I **am not** / **aren't** eating with them.





3.11 FILL IN THE GAPS WITH THE PRESENT CONTINUOUS NEGATIVE

Sheila isn't walking (walk) the dog.

- 1 They _____ (go) to the park.
- 2 I _____ (eat) this meal.
- 3 You _____ (wear) this coat again.
- 4 Frank's dog _____ (sit) by the fire.
- 5 My dad _____ (carry) the heavy box.



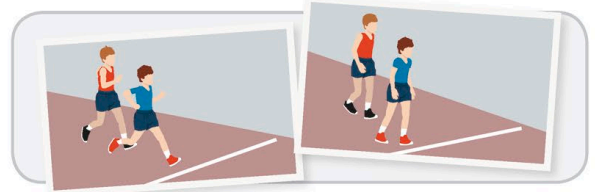
3.12 LISTEN TO THE AUDIO AND MARK THE CORRECT ACTIVITIES

Ed's watching TV.
Ed's reading.

- 1 Dan is sleeping.
Dan's watching a movie.
- 2 Manu is dancing.
Manu's exercising.
- 3 George's playing his guitar.
George is singing.
- 4 Jamal is walking the dog.
Jamal is playing a computer game.



3.13 SAY POSITIVE AND NEGATIVE SENTENCES BASED ON THE IMAGES



They are running.
They aren't running.



1



2



3



03 CHECKLIST



The present continuous

Aa Clothes and activities



Talking about what's happening now

04 What's happening?

You can use the present continuous to ask about things that are happening now, at the time of speaking.

 **New language** Present continuous questions

Aa Vocabulary Activities and gadgets

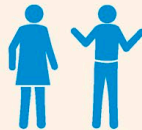
 **New skill** Asking about the present

4.1 KEY LANGUAGE PRESENT CONTINUOUS QUESTIONS

Use present continuous questions to ask about what is happening now.

What **is he** doing?

"He" is the subject.



He **is playing** tennis.

This action is taking place now.



4.2 HOW TO FORM PRESENT CONTINUOUS QUESTIONS

To make a question in the present continuous, swap the subject and "to be." You can also add question words.

QUESTION WORD

What

"TO BE"

is

SUBJECT

he

VERB + "-ING"

doing?

4.3 FURTHER EXAMPLES PRESENT CONTINUOUS QUESTIONS

Where **are they** going?



Who **is he** working with?



What **are you** eating?



Why **is she** running?



4.4 VOCABULARY COMMON PRESENT CONTINUOUS VERBS



hold



carry



clean



use



4.5 LISTEN TO THE AUDIO AND WRITE WHO'S DOING EACH ACTIVITY



Martha



Jack



Fleur



Rachel



Jacob

Aa

4.6 MATCH THE QUESTIONS TO THE ANSWERS

What is Jim doing?

They are eating chocolate.

1 What are John and Mike watching?

She is singing "Happy Birthday."

2 What is Sida singing?

They are cooking dinner.

3 Where are you going?

He is reading a book.

4 What are Anna and Sue eating?

They are watching a movie.

5 What are Ali and Sam doing?

We are going to the store.



4.7 VOCABULARY DIGITAL GADGETS



tablet



computer



smartphone



games console



headphones



e-reader



4.8 FILL IN THE GAPS USING THE PRESENT CONTINUOUS



Jack is holding his tablet.

1



Sam is _____ red pants.

2



Jack is _____ on an e-reader.

3



You are _____ to headphones.

4



Sam is _____ her bike.

5



I am _____ my smartphone.

reading

cleaning

using

listening

~~holding~~

wearing



4.9 LISTEN TO THE AUDIO, ANSWER THE QUESTIONS

What is Jim holding?

an e-reader a smartphone

1

What is Lucas cleaning?

his shirt his shoes

2

What is Orla using?

a computer a games console

3

What is Livia wearing?

a skirt a dress

4

What is David doing right now?

writing reading

5

What is Dewain listening to?

some music the radio

6

What is Rochelle carrying?

her tablet her laptop

7

What is Julio using?

his tablet his e-reader



4.10 REWRITE THE QUESTIONS, CORRECTING THE ERRORS

Where Lill is going?

Where is Lill going?

1 What cleaning is Kimi?

2 What is doing Jill?

3 Using what is Jack?

4 Max what is holding?

5 Is what carrying Marge?



4.11 LOOK AT THE PICTURES AND ANSWER THE QUESTIONS, SPEAKING OUT LOUD

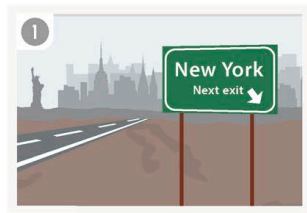


What is Alvita wearing?

Alvita is wearing a green sweater.



What are they holding?



Where is Emir going?



What is she carrying?



04 CHECKLIST



Present continuous questions

Aa Activities and gadgets




Asking about the present

05 Types of verbs

You can use most verbs in the continuous form to describe ongoing actions. Some verbs cannot be used in this way. These are called “state” verbs.

 **New language** Action and state verbs

Aa Vocabulary Activities

 **New skill** Using state verbs

5.1 KEY LANGUAGE ACTION AND STATE VERBS

Action verbs usually describe what people or things do. State verbs usually say how things are or how someone feels.

ACTION VERB

I **read** a book.
I **am reading** a book.



Action verbs can be used in simple forms and continuous forms.

STATE VERB

I **love** books.



State verbs are not usually used in the continuous form.



5.2 FURTHER EXAMPLES ACTION AND STATE VERBS

Dominic **is eating** ice cream.



I **want** to go on vacation.



Gayle **is lying** on the couch.



She **has** two cats and a dog.



Aa 5.3 FIND EIGHT VERBS IN THE GRID AND WRITE THEM UNDER THE CORRECT HEADING

L O V E B I R A C S A H
T P Q A Y H E N V T Q A
R E M E M B E R D H M T
W A N T L E R E A D T E
L T B C O W D K S V X C
E E D E V T W E E E A I
L E A R N L A O E R G O

ACTION VERBS:

STATE VERBS:

1 _____ 1 want

2 _____ 2 _____

3 _____ 3 _____

4 _____ 4 _____

5.4 ⚠ COMMON MISTAKES STATE VERBS



It is incorrect to use state verbs in the continuous form.

I **want** a new laptop. ✓

You can usually only use state verbs in the simple form.

I **am wanting** a new laptop. ✗

You can't usually use state verbs in the continuous form.



5.5 REWRITE THE SENTENCES, CORRECTING THE ERRORS

He **is liking** the book.

He likes the book.

3 Thomas **is knowing** your dad.

1 I **am having** a big house by the ocean.

4 Finn **is wanting** a new bike.

2 My sister **is hating** this new TV show.

5 I **am seeing** the cat and dog.



5.6 CROSS OUT THE INCORRECT WORDS IN THE SENTENCES



I **want** / ~~am wanting~~ some chocolate.

4  He **reads** / **is reading** a book at the moment.

1  She **goes** / **is going** to the store now.

5  Jo **remembers** / **'s remembering** my birthday.

2  Fred **doesn't like** / **isn't liking** pizza.


6  Li **plays** / **is playing** tennis at the moment.

3  I always **sing** / **am singing** in the bath.

7  We **don't want** / **are not wanting** to leave.



05 ✓ CHECKLIST

 Action and state verbs

Aa Activities

 Using state verbs

06 Vocabulary

6.1 FEELINGS AND MOODS



calm



relaxed



happy



confident



proud



excited



surprised



pleased



cheerful



amused



irritated



angry



annoyed



furious



sad



unhappy