Gateway is a multi-level course for students working towards their school-leaving examinations. By developing language and study skills and promoting learner confidence and independence, Gateway prepares students for their exams and life beyond the classroom.

Key features of the course include:

- Authentic texts introducing language in context and engaging students’ interest
- Exams focus and task familiarisation throughout the course, using exam success tips, study skills tips and extended exam preparation after every two units
- Regular ‘can do’ self-check progress lists for students to actively monitor their progress and identify areas for improvement
- CLICK (Cross-curricular, Literature and International Cultural Knowledge) pages which focus on cross-curricular and cross-cultural themes to develop students’ language through real contexts
- Gateway Interactive Classroom which includes a digital version of the Student’s Book for the interactive whiteboard, with integrated audio and extra interactive activities
- Gateway Online student and teacher websites, with extra language and exam practice, video activities, interactive wordlist, culture worksheets and a free downloadable Macmillan Reader
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- Superfoods
- The Orange by Wendy Cope

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- Basic concepts
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**A2**
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- Words connected with tourism
- Transport

### Reading
- The Thomas Cook company
- Lonely Planet
- A holiday postcard

### Grammar
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- Pronunciation: -ed endings

---

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- Places of work
- Jobs and work
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- The natural world
- The weather

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- Canada fact file
- White Fang by Jack London
- Informal messages
- Phone conversation

### Reading
- Be going to
- Will/Won't
- Pronunciation: going to

### Grammar
- Present perfect
- Present perfect with just
- Present perfect with already and yet

---

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### Vocabulary
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- The department store lion
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### Reading
- Present perfect
- Present perfect with just
- Present perfect with already and yet

### Grammar
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<td>Future plans</td>
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<td>Future plans</td>
<td>A paragraph for a story</td>
<td>Asking about weekend plans</td>
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<td>Canada: Demographic map</td>
<td>Phone messages: Formal and informal</td>
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<td>Job application form</td>
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<td>Pronunciation: Polite intonation</td>
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**Vocabulary**

**Classroom objects**

1a Work with a partner. Match the objects in the pictures with these words.

- board
- board rubber
- CD player
- chair
- computer
- desk
- dictionary
- notebook
- pen
- pencil
- pencil sharpener
- rubber
- ruler
- textbook

1b Listen and repeat.

2a **SPEAKING** Work with a partner. Student A: Draw an object from the classroom. Student B: Say the name of the object.

2b Change roles and repeat.

**Colours**

3 **SPEAKING** Work with a partner. Look at the pictures and say the name of the classroom object that is:

1 black
2 white
3 red
4 blue
5 brown
6 green
7 yellow
8 grey
9 pink
10 purple
11 orange

---

**Speaking**

**The alphabet and spelling**

1a **PRONUNCIATION** Listen. Why are the letters in different lists?

- Grey: A H J K
- Green: B C D E G P T V
- Red: F L M N S X Z
- White: I Y
- Yellow: O
- Blue: Q U W
- Dark blue: R

1b Listen again and practice saying the lists.

2 **LISTENING** Listen and write the letters. What are the five words?

3 Write each word from 2 in numerals.

**Classroom expressions**

4 Look at these classroom expressions. Translate them into your language.

1 How do you spell that?
2 Can you repeat that, please?
3 What does pencil case mean?
4 I'm sorry, I don't understand.
5 How do you say that in English?

5 **SPEAKING** Ask your partner to spell other numbers. Use classroom expressions from 4 if necessary.

- **How do you spell 7?**
  - S-E-V-E-N. How do you spell 15?
- **Can you repeat that, please?**
Some English-speaking countries and nationalities

1a Complete the table with these words.

<table>
<thead>
<tr>
<th>Capital city</th>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>London</td>
<td>American</td>
<td>British or English</td>
</tr>
<tr>
<td>Dublin</td>
<td>Australian</td>
<td>Irish</td>
</tr>
<tr>
<td>Washington DC</td>
<td>United States of America</td>
<td>3</td>
</tr>
<tr>
<td>Ottawa</td>
<td>Canada</td>
<td>4</td>
</tr>
<tr>
<td>Canberra</td>
<td>Australia</td>
<td>5</td>
</tr>
</tbody>
</table>

1b Listen, check and repeat.

2 Work with a partner. Write a list of other English-speaking countries. How many can you think of?

Speaking Saying hello

3a Match the questions (1–4) with the answers (a–d).

1. What's your name?
2. How do you spell your name?
3. Are you English?
4. How old are you?

a. No, I'm Australian.
b. I'm 17.
c. E-M-I-L-Y.
d. I'm Emily.

3b Listen, check and repeat.

4 Listening Listen to the dialogues and choose the correct alternative.

1. Name: Amy/Amye
   Nationality: English/American/Australian
   Age: 16/17

2. Name: Kevin/Kieran
   Age: 16/16
   Nationality: English/American/Australian

5a Speaking Work with a partner. Change the names, ages and nationalities in the dialogue in 1. Make them true for you and your partner. Practise the dialogue.

5b Speaking Act out the dialogue for the class.

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

I'm Bianka. Nice to meet you.
GRAMMAR GUIDE

To be

1a Look at the sentences and complete the verb table below.
1 I'm Thomas.
2 Are you English?
3 Yes, I am.
4 No, I'm not.
5 She is my friend.
6 His name is Luke.

Affirmative
I: (a) _____________ English.
You/We/They: (b) _______________ English.

Negative
I: (c) ______________ , Australian.
You/We/They: (d) ______________ , Australian.
He/She/It: (e) ______________ , Australian.

Question
Am I Canadian?
(d) ______________ , you/we/they Canadian?
Is he/she/it Canadian?

Short answers
Yes, I (f) ______________ .
No, I (g) ______________ .
Yes, you/we/they (h) ______________ .
No, you/we/they (i) ______________ .
Yes, he/she/It (j) ______________ .
No, he/she/It (k) ______________ .

1b Match the long forms with their contractions.
Long forms: 1 are 2 are not 3 is 4 am 5 am not 6 is not
Contractions: a 'm b 're c 's d 'm not e 're not
f 's not

3 LISTENING 1.08 Look at the table. Then listen and read the dialogue. Who is the person?

<table>
<thead>
<tr>
<th>BRITAIN</th>
<th>USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>LONDON</td>
<td>15</td>
</tr>
<tr>
<td>BRISTOL</td>
<td>16</td>
</tr>
<tr>
<td>NEW YORK</td>
<td>14</td>
</tr>
<tr>
<td>BOSTON</td>
<td>17</td>
</tr>
<tr>
<td>Smith</td>
<td>Joes</td>
</tr>
<tr>
<td>Jones</td>
<td>Will</td>
</tr>
<tr>
<td>Brown</td>
<td>Jim</td>
</tr>
<tr>
<td>Green</td>
<td>Tom</td>
</tr>
<tr>
<td>Red</td>
<td>Dave</td>
</tr>
<tr>
<td>Black</td>
<td>Mark</td>
</tr>
<tr>
<td>White</td>
<td>Tim</td>
</tr>
<tr>
<td>Brown</td>
<td>Jon</td>
</tr>
</tbody>
</table>

A: Are you from Britain?  A: Are you 17?
B: No, I'm not.  B: Yes, I am.
A: Are you from the USA?  A: Is your surname last?
B: Yes, I am.  B: No, it isn't.
A: Are you from Boston?  A: Is it ______________ ?
B: Yes, I am.  B: Yes, it is!

4 SPEAKING Work with a partner. Choose a person from the table in 3. Can your partner discover who you are?

Are you from Britain?
Yes, I am.

GRAMMAR GUIDE

Subject pronouns and possessive adjectives

5 Look at the sentences. Match the subject pronouns (1–7) with the possessive adjectives (a–g).
1 I'm British.
2 You're American.
3 He's Australian.
4 She's German.
5 It's my cat.
6 We're students.
7 They're 16.

6 Choose the correct alternative.
Hit (a) I/my name is Katie and this is my classroom. is (b) your/your classroom similar? In the photo you can see three other students. (c) His/Their names are Ruby, Danny and Andrew. (d) They/Their are 15. (e) Our/Your teacher is Miss Smith. (f) His/Her first name is Helen. (g) His/Her name is Birmingham and (h) His/Her is in the middle of England.
**Speaking** Telling the time

1. Use the clock on the right to help you complete the times.

   1. It's seven ____________.
   2. It's ____________ past eight.
   3. It's ____________ to ten.
   4. It's twenty ____________ six.
   5. It's ____________ nine.
   6. It's ____________.

2. **Speaking** Write five times and ask your partner the time.
   
   7:20 / 9:30 / 2:15 / 12:50 / 11:05

   **What time is it?**

   It's twenty past seven.

3. **Speaking** Work with a partner. Ask and answer the questions.

   1. What time is it now?
   2. What time does this class start?
   3. What time does this class end?

---

**Vocabulary**

Days, months and ordinal numbers

1a. Complete the table with these words.

<table>
<thead>
<tr>
<th>Ordinal numbers</th>
<th>Days</th>
<th>Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st first</td>
<td>1</td>
<td>January</td>
</tr>
<tr>
<td>2nd second</td>
<td>2</td>
<td>February</td>
</tr>
<tr>
<td>3rd third</td>
<td>3</td>
<td>March</td>
</tr>
<tr>
<td>4th fourth</td>
<td>4</td>
<td>April</td>
</tr>
<tr>
<td>5th fifth</td>
<td>5</td>
<td>May</td>
</tr>
<tr>
<td>6th sixth</td>
<td>6</td>
<td>June</td>
</tr>
<tr>
<td>7th seventh</td>
<td>7</td>
<td>July</td>
</tr>
<tr>
<td>8th eighth</td>
<td>8</td>
<td>August</td>
</tr>
<tr>
<td>9th ninth</td>
<td>9</td>
<td>September</td>
</tr>
<tr>
<td>10th tenth</td>
<td>10</td>
<td>October</td>
</tr>
<tr>
<td>11th eleventh</td>
<td>11</td>
<td>November</td>
</tr>
<tr>
<td>12th twelfth</td>
<td>12</td>
<td>December</td>
</tr>
</tbody>
</table>

1b. 1.09 Listen, check and repeat.

2. **Speaking** Work with a partner. Say these ordinal numbers.

   1. 16\textsuperscript{th}
   2. 19\textsuperscript{th}
   3. 21\textsuperscript{st}
   4. 22\textsuperscript{nd}
   5. 23\textsuperscript{rd}
   6. 25\textsuperscript{th}
   7. 30\textsuperscript{th}
   8. 31\textsuperscript{st}

3. **Speaking** Work with a partner. Ask and answer the questions.

   1. What date is New Year’s Day?
   2. What day is your favourite day of the week?
   3. What is your favourite month?
   4. What date is it today?
   5. What date is your birthday?
   6. What date is it tomorrow?

   **What date is New Year’s Day?**

   **What day is your favourite day of the week?**

   It's the first of January.
The family

1. Look at the Jones family tree and read the sentences. Check that you understand the words in **red**.

Mandy has got one **brother** but she hasn't got a **sister**. Mandy's **father** is Carl and her **mother** is Denise. Jake is Mandy's **uncle**. Jake's **wife** is Jenny. She is Mandy's **aunt**. Joe's **grandparents** are Frank and Martha. Frank is Joe's **grandfather** and Martha is his **grandmother**. Joe and Kate are Mandy's **cousins**. Mandy is Jake's **niece** and Kevin is Jake's **nephew**. Carl is Denise's **husband**. Frank has got four **grandchildren** - two **granddaughters** and two **grandsons**. Joe is Jake's **son** and Kate is Jake's **daughter**.

2. Look at the family tree and complete the sentences.

1. Kate is Joe's __________.
2. Joe is Carl's __________.
3. Denise and Carl are Joe's __________ and __________.
4. Frank is Kate's __________.
5. Kate is Martha's __________.

3. **SPEAKING** Work with a partner. Draw your family tree and describe it to your partner.

I've got two brothers. Their names are Aidan and Ben.

Basic descriptions

4. **Who do the words describe, Jake or Carl?**

**blue eyes — Jake**

beard
blue eyes
brown eyes
dark hair
fair hair
glasses
long hair
moustache
short
short hair
tall
thin

5. **LISTENING 1.10** Look again at the Jones family tree and listen to this description. Is it Mandy, Kevin, Joe or Kate Jones?

6. Write a description of one of the other Jones cousins. Read it to your partner. Do they know who it is?
GRAMMAR GUIDE

Possessive 's

5 Look at the sentences and decide if statements 1 and 2 are true (T) or false (F).
   a. Mandy's grandparents are Frank and Martha.
   b. Her grandparents’ names are Frank and Martha.
   c. Her brother's eyes are brown.
   d. Her parents' names are Denise and Carl.
   e. Jake is Jenny's husband.

   1. After singular names or nouns, we add an apostrophe (') to show possession or a family relationship.
   2. After plural nouns ending in -s, we just add an apostrophe (') to show possession.

GRAMMAR REFERENCE → page 12

6 Put the apostrophe in the correct place in the sentences about the Jonas Brothers.
   1. The brothers' names are Joe, Nick and Kevin.
   2. Nick's hair is usually long.
   3. Their parents' names are Denise and Kevin.
   4. Their uncle's name is Josh.
   5. Josh's wife is called Angela.
   6. Their grandfather's name is Albert.
   7. Nick and the other boys' aunt is a singer.

GRAMMAR GUIDE

Demonstrative pronouns

7a Look at the pictures and sentences.

1. This is my sister.
2. That's my cousin.
3. These are my parents.
4. Those are my grandparents.

7b Look at the pictures and complete the phrases with this, that, these or those.

1. ___________ boy
2. ___________ boys
3. ___________ boys
4. ___________ boy
Language reference and revision

Grammar reference

To be

Form
Affirmative
I (am) American.
You (are) American.
He/She/It is American.

Negative
I am not American.
You are not American.
He/She/It isn't American.

Question
Am I American?
Are you American?
Is he/she/it American?

Short answers
Yes, I am.
No, I am not.
Yes, you are.
No, you aren't.
Yes, he/she/it is.
No, he/she/it isn't.

Use
- We use the verb to be to describe a person's nationality, age, appearance, etc.
- We do not use contractions (I'm, it's, etc.) in short answers.

Have got

Form
Affirmative
If you have got (have got) brown eyes.
If he/she/it has got (has got) brown eyes.

Negative
If you haven't got (have got) brown eyes.
If he/she/it hasn't got (has got) brown eyes.

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

Possessive 's

Form
Jack's sister
My brother's hair
My parents' names
My brothers' names

Use
- We use 's to indicate possession or a family relationship.
- When a noun is plural and ends with an 's, we just add an apostrophe ('') to the end of the word.

Demonstrative pronouns

Form
Singular
This is my father.
That is my brother.

Plural
These are my parents.
Those are my cousins.

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

Vocabulary

1 Classroom objects
- board
- board rubber
- CD player
- chair
- computer
- desk
- dictionary
- notebook
- pen
- pencil
- pencil sharpener
- rubber
- ruler
- textbook

2 Colours
- black
- blue
- brown
- dark blue
- green
- grey
- orange
- pink
- purple
- red
- white
- yellow

3 Days
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

4 Months
- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

5 Ordinal numbers
- first
- second
- third
- fourth
- fifth
- sixth
- seventh
- eighth
- ninth
- tenth
- eleventh
- twelfth
- thirteenth
- fourteenth
- fifteenth
- sixteenth
- seventeenth
- eighteenth
- nineteenth
- twentieth
- thirty-first

6 The family
- aunt
- brother
- cousin
- daughter
- father
- grandfather
- grandmother
- grandchild
- grandfather
- grandmother
- grandson
- husband
- mother
- nephew
- niece
- parent
- sister
- son
- uncle
- wife

7 Basic descriptions
- blue/brown/green eyes
- short/long/dark/short
- black/red hair
- tall/short
- thin/long
- beard
- glasses
- moustache
Grammar revision

To be
1. Complete the dialogue with the correct form of to be.
   Harry: (a) __________________________ you American?  
   Megan: No, I (b) __________________________ British.  
   Harry: (c) __________________________ Alex English?  
   Megan: No, he (d) __________________________ He (e) __________________________ from Australia.

Have got
2. Complete the dialogue with the correct form of have got.
   Joe: (a) __________________________ you (b) __________________________ a sister?  
   Sam: Yes, I (c) __________________________ one sister.  
   Joe: (d) __________________________ she (e) __________________________ dark hair?  
   Sam: No, she (f) __________________________ Her hair is fair. And she (g) __________________________ brown eyes. Her eyes are blue.

Subject pronouns, possessive adjectives, possessive 's, demonstrative pronouns
3. Choose the correct alternative.
   1. I'm a student. My/Our name is Felipe.  
   2. She's my sister. His/Her name is Olivia.  
   3. I've got three books. It/They are on the table.  
   4. He/They are my parents.  
   5. The boy/Their name is Max.  
   6. Jamie is Becky's/Becky's brother.

Vocabulary revision

Classroom objects
1. Name the classroom objects.
   WORKBOOK ➤ page 2

Days, months, ordinal numbers
2. Complete the lists.
   1. first, second, _________________, fourth  
   2. Monday, _________________, Wednesday  
   3. April, May, _________________, July  
   4. sixth, seventh, _________________, ninth  
   5. Friday, _________________, Sunday  
   WORKBOOK ➤ page 5

Basic descriptions
4. Complete the description with some of these words.
   beard dark fair glasses long moustache short tall

The family
3. Write the correct words.
   1. Your father's brother is your _________________.
   2. Your father's mother is your _________________.
   3. Your aunt's son is your _________________.
   4. Your father's wife is your _________________.
   5. You are your grandfather's _________________.
   6. You are your aunt's _________________.
   WORKBOOK ➤ page 6

Total ➤ / 40 points
1a Work with a partner. Match the pictures with some of these words. Check that you understand the other words. Use your dictionary if necessary.

- art
- biology
- chemistry
- English
- French
- geography
- German
- history
- information and communication technology (ICT)
- maths
- music
- physical education (PE)
- physics
- Spanish

1b 1.11 Listen and repeat.

2 LISTENING 1.12 Listen to five school lessons. What is the school subject of each lesson?

1
2
3
4
5

3 SPEAKING Work with a partner. Give your opinion of different school subjects. Use these expressions.

- I love it! It's great.
- I like it! It's good.
- It's OK! It's not bad.
- I don't like it.
- I hate it! I can't stand it.

I love PE.

I think it's OK. I don't like history.

I hate it!

4 Match the pictures with some of these words.

- ask/answer a question
- do homework
- finish (school/classes)
- have a break
- have lunch
- sit
- stand
- start (school/classes)

5 Complete the sentences with information about you.

1 I start school at ________________________
2 I have a break at ________________________
3 I have lunch at ________________________
4 I finish school at ________________________
5 I do homework ________________________ days a week.

6a SPEAKING Look at this school timetable. Work in five groups. Write your school timetable. Each group writes a different day. Write the names of the lessons.

6b SPEAKING Present your timetable to the class.

On Monday our first lesson is at five to nine. It's PE.
1 Work with a partner. Look at the photo and answer the questions.
   1 Who is in the photo?
   2 Is the school similar to your school?

2 Read the text. What's your opinion of school life in Japan?
   a I think it's great.
   b I think it's good.
   c It's OK.
   d I don't like it.

Typical school life in Japan

Japanese secondary students study typical subjects – maths, English, history, biology, chemistry, PE. A student normally studies ten to fourteen subjects. Students start their first class at half past eight. There are about 30 students in each class.

The students are in the same classroom all day. The teacher goes from one classroom to another at the start and end of the class and not the students.

At the start and end of the class, the students stand for the teacher. When the teacher goes, the students talk with their friends for ten minutes and take their books out of their desks for the next class.

The students have lunch in their classroom. They have a cold lunch, made at home by their parents, or they have a hot lunch made at school. Lunch is 30 minutes and there is no other break except the ten minutes at the end of the class.

Japanese students finish classes at quarter to four. But when they finish, they clean the desks, the windows and the board. After they finish class, the students go to after-school clubs.

3 Read the text again. Are these sentences true (T) or false (F) or is the information not mentioned (NM) in the text?

   1 Japanese students have very unusual school subjects. [T/F/NM]
   2 In PE classes, they have 45 students with one teacher. [T/F/NM]
   3 The students stand for the teacher at the start of the lesson. [T/F/NM]
   4 The students answer ten questions in a class. [T/F/NM]
   5 The students have lunch in the school cafeteria. [T/F/NM]
   6 The students have a break in the afternoon. [T/F/NM]
   7 Japanese students clean their classroom. [T/F/NM]
   8 Japanese students do homework at six o'clock. [T/F/NM]

4 Match the underlined words in the text with these pictures and definitions.

   1 equal to something
   2 not hot
   3 normal, usual
   4 to half past eight, like in Japan
   5 We aren't in the same classroom all day.

5 SPEAKING What about you?

   1 What things in Japanese schools are similar to your school?
   2 What things are different?

   We start at half past eight, like in Japan. We aren't in the same classroom all day.

EXAM SUCCESS

In exercise 3, is it more important to give your opinion or to understand the information in the text?

EXAM SUCCESS ➤ page 158
GRAMMAR GUIDE

Present simple affirmative

1a Look at the sentences. When do verbs in the present simple finish in -s?
1 They study typical subjects.
2 We clean the classroom.
3 Teachers teach and students learn.
4 You go from one classroom to another.
5 I finish classes at quarter to four.
6 It starts at half past eight.
7 He studies history.
8 School finishes at quarter to four.
9 She does her homework.

1b Are these sentences true (T) or false (F)?
1 We use the present simple to talk about regular or routine actions.
2 We use the present simple to talk about things that are always or usually true.

GRAMMAR REFERENCE page 24

2a PRONUNCIATION 1.13 Look at the verbs and listen. Can you hear the difference in their endings?
1 /s/ starts likes asks
2 /z/ cleans goes does
3 /iz/ finishes watches relaxes

2b Listen again and practise saying the words.

3 Complete the sentences with the present simple form of these verbs.

answer ask do finish go
hate love start write

1 Our school ____________ at nine o'clock in the morning.
2 My friend ____________ emails every day.
3 She ____________ her homework at the weekend.
4 I ____________ English. It's my favourite subject.
5 My sister ____________ French. She can't understand a word!
6 When school ____________ at four o'clock, we ____________ home.
7 Usually the teacher ____________ questions and the students ____________ them.

4 Complete the text with the present simple form of the verbs given.

(a) ____________ (love) my school. My first class (b) ____________ (start) at 7 o'clock in the morning and it's nuclear physics. My friends and I (c) ____________ (ask) the teacher really difficult questions.

After two hours, the teacher (d) ____________ (leave) and our next class is all about the history of the universe. One of my friends, Oscar, (e) ____________ (know) lots about this subject because his mother (f) ____________ (write) encyclopaedias. Oscar (g) ____________ (read) 100 pages a day. It's terrible when school (h) ____________ (finish) but in the evening we (i) ____________ (do) homework for two or three hours. Yes, we all think that our School for Geniuses is great!
GRAMMAR GUIDE

Prepositions of time

5 Look at the sentences and complete the rules with on, at or in.
   a Students start their first class at half past eight.
   b They go to school on Saturday.
   c They go in the morning.
   d We start school in September.
   e School starts on 7th September.
   f We do homework at night.
   g They have classes at the weekend.
   h The next Olympic Games is in 2012.

   1 We use ______________ with days.
   2 We use ______________ with times.
   3 We use ______________ with months.
   4 We use ______________ with dates.
   5 We use ______________ with parts of the day (morning, afternoon, evening).
   6 We use ______________ with night and the weekend.
   7 We use ______________ with years.

GRAMMAR REFERENCE > page 24

6a Use the table to write true sentences. Remember to put the verb in the correct form.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>Preposition of time</th>
</tr>
</thead>
<tbody>
<tr>
<td>My mum</td>
<td>go</td>
<td>to school</td>
<td>(time)</td>
</tr>
<tr>
<td>My friends</td>
<td>study</td>
<td>to work</td>
<td>(time)</td>
</tr>
<tr>
<td>My family</td>
<td>clean</td>
<td>English</td>
<td>(day)</td>
</tr>
<tr>
<td>My family and I</td>
<td>learn</td>
<td>the house</td>
<td>(in)</td>
</tr>
<tr>
<td>My teacher</td>
<td>watch</td>
<td>homework</td>
<td>(at)</td>
</tr>
<tr>
<td>My good friend</td>
<td>start</td>
<td>French</td>
<td>(part of the day)</td>
</tr>
<tr>
<td>My good friend</td>
<td>speak</td>
<td>the TV</td>
<td>(part of the day)</td>
</tr>
<tr>
<td>My good friend</td>
<td>finish</td>
<td>DVDs</td>
<td>(part of the day)</td>
</tr>
<tr>
<td>My good friend</td>
<td>do</td>
<td>to school</td>
<td>(part of the day)</td>
</tr>
</tbody>
</table>

6b SPEAKING Compare sentences with other students. Which sentences are similar?

I go to school at quarter to nine.

So does my friend.

My mum watches DVDs in the evening.

Everyday activities

1a Work with a partner. Match the pictures with some of these phrases. Check that you understand the other phrases.

get (un) dressed  get up  go to bed
go to school by bike/bus/car/train  have a shower
have breakfast/lunch/dinner  make breakfast/lunch/dinner
play football/tennis/computer games  walk to school

1b 1.14 Listen and repeat.

2 SPEAKING Work in small groups. Take it in turns to talk about a typical day.

I get up at half past seven.

I have a shower first. Then I have breakfast.

I walk to school at eight o’clock.

3 LISTENING 1.15 Listen and match the speakers (1–5) with the activities (a–e).

1 Speaker 1 a play tennis
2 Speaker 2 b have lunch at home
3 Speaker 3 c make dinner
4 Speaker 4 d do homework in the evening
5 Speaker 5 e go to bed at 11 pm
International cultural knowledge
Secondary schools in England

1. Look at this table of the English education system. What things are similar or different in your country?

2. Read the text. Are secondary schools in your country similar to English schools?

FACT FILE: Secondary schools in England

- Everybody studies English, maths and science up to the age of 16. These subjects are compulsory. In the first years of secondary school, students have 12 different subjects.
- 90% of students go to comprehensive schools. Comprehensive schools are state schools which are open to all students.
- In England, private schools are called public schools, or independent schools. Independent schools are very expensive. Only 7% of students go to these schools.
- There is one subject in English schools that isn't very usual in other countries. It's called Design and Technology (D & T). When you study this subject, you study different things like food, textiles and materials and electronic products.
- In England, parents can teach their children at home. This is called home schooling. About 50,000 children study at home and not at school.
- At 16, English students take national exams called GCSEs. GCSE means General Certificate of Secondary Education.
- After GCSEs, it is possible to finish your studies. Students who stay at school study in the sixth form. You study the subjects you like and no subjects are compulsory. Students do just three or four subjects. They take national exams in these subjects. The exams are called A levels (Advanced levels).
- English secondary school students normally call their teachers Sir (for men) or Miss (for women).

3. Match the words with the correct information.

<table>
<thead>
<tr>
<th>Word</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>a D &amp; T</td>
<td>1. The last part of secondary school for students from 16 to 18.</td>
</tr>
<tr>
<td>b A level</td>
<td>2. You pay to go to this type of school.</td>
</tr>
<tr>
<td>c GCSE</td>
<td>3. You do these national exams when you finish Sixth Form.</td>
</tr>
<tr>
<td>d public school</td>
<td>4. This subject looks at things like clothes and food.</td>
</tr>
<tr>
<td>e comprehensive school</td>
<td>5. You do these national exams when you are 16.</td>
</tr>
<tr>
<td>f home schooling</td>
<td>6. These are state schools. They are for all students.</td>
</tr>
<tr>
<td>g Sixth form</td>
<td>7. This is where students have lessons at home, not at school.</td>
</tr>
</tbody>
</table>

4. SPEAKING What about you?

1. What is your opinion of secondary schools in England?

2. Choose three things that are interesting about secondary schools in England. Make notes about your ideas. Then talk to your partner.

You only do three or four subjects when you're 16 or 17. I think that's good.

I think D & T is an unusual subject.
5. Look at the photos of an English secondary school called Eton College. Is Eton similar to your school? Why/Why not?

6a. Read the quiz about Eton and guess the answers.

1. Eton College is approximately ...  
   a. 350 years old.  
   b. 450 years old.  
   c. 570 years old.

2. The age of students is between ...  
   a. 13 and 18.  
   b. 11 and 18.  
   c. 3 and 18.

3. The school is for ...  
   a. boys only.  
   b. boys, but girls study there when they are 16.  
   c. boys and girls.

4. Old Eton students include ...  
   a. eight prime ministers from African and Asian countries.  
   b. British prime ministers.  
   c. famous secret agents.

5. These people have special clothes to wear at Eton:  
   a. young students.  
   b. all students.  
   c. students and teachers.

6. All Eton students study ...  
   a. Latin for one year or more.  
   b. at Oxford or Cambridge.  
   c. in small classrooms.

7. Eton is important in the history of ...  
   a. rugby.  
   b. football.  
   c. the Olympic Games.

6b. LISTENING. Listen to some information about Eton. Check your answers to the quiz.

7. Listen again. Are the statements true (T) or false (F)?
   1. Students go home every day when school finishes.  
      T/F  
   2. It costs approximately £30,000 a year to study at Eton.  
      T/F  
   3. The students have a special name for teachers.  
      T/F  
   4. The Eton Wall Game is similar to football.  
      T/F  
   5. There is an old school in England called Rugby School.  
      T/F

6. SPEAKING. What about you?
   1. What schools are famous in your town or country?  
   2. In your opinion, is an all-boys school or an all-girls school a good thing? Why/Why not?
1. Work with a partner. Look at the pictures and talk about them. Where are the people?

2. Complete the sentences with don't or doesn't.

   1. I ____________________ get up at six am.
   2. Megan and Lucy ____________________ watch football on TV.
   3. Andy ____________________ play football.
   4. His father ____________________ go to work by car.
   5. You ____________________ walk to school.
   6. Ryan and I ____________________ do our homework on Sunday.
   7. That student ____________________ listen to the teacher.
   8. I ____________________ clean my bedroom.

3. Listen again. Answer the questions with A, B, C or D.

   Who...
   1. is part of a big class?
   2. has a parent for their teacher?
   3. doesn't go to school every day because they work too?
   4. lives a long way from their teacher?
   5. doesn't have time to go to school?
   6. says they aren't happy with their classes?

   A/BCD
   A/BCD
   A/BCD
   A/BCD
   A/BCD
   A/BCD
4 Look at the pictures. Write sentences with the affirmative or negative form of the present simple.

1. Lucas __________ a big breakfast. (have)

2. My dad __________ work at 3 o'clock. (start)

3. __________ at five o'clock. (get up)

4. At school we __________ computer games. (play)

5. He __________ to school by car. (go)

5a Write true sentences about you and your routines. Use the words in the table to help you. Make the sentences affirmative or negative.

I don't have a shower at night.
I have a shower in the morning.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>TV</td>
</tr>
<tr>
<td>have</td>
<td>computer games</td>
</tr>
<tr>
<td>get up</td>
<td>bed</td>
</tr>
<tr>
<td>watch</td>
<td>football</td>
</tr>
<tr>
<td>go to</td>
<td>shower</td>
</tr>
<tr>
<td>do</td>
<td>lunch</td>
</tr>
<tr>
<td></td>
<td>homework</td>
</tr>
</tbody>
</table>

5b SPEAKING Work with a partner. Read your sentences to your partner. Then tell the class about your partner.

Anne doesn't have a shower at night.
She has a shower in the morning.

GRAMMAR GUIDE

Object pronouns

6a Look at the sentences. Are the words in green and red subject or object pronouns?

a. She talks to me. I listen to her.

b. They like us. We like them.

c. He hates you. You don't like him.

6b Match the subject and object pronouns in the table.

<table>
<thead>
<tr>
<th>Subject pronoun</th>
<th>Object pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a</td>
</tr>
<tr>
<td>2</td>
<td>b</td>
</tr>
<tr>
<td>3</td>
<td>c</td>
</tr>
<tr>
<td>4</td>
<td>d</td>
</tr>
<tr>
<td>5</td>
<td>e</td>
</tr>
<tr>
<td>6</td>
<td>f</td>
</tr>
<tr>
<td>7</td>
<td>g</td>
</tr>
</tbody>
</table>

Grammar reference: page 24

7 Write the sentences again using an object pronoun.

1. I like Mary. I like __________.

2. She loves football. She loves __________.

3. We listen to our teachers. We listen to __________.

4. The teachers speak to me and the other students.
   The teachers speak to __________.

5. They hate Mr Smith. They hate __________.
LISTENING (1.18) Listen to a new student introducing himself to the class. Complete the notes with these words.

Name: Adam Miller
From: Ontario, Canada
Parents’ names: Jack and Alice
Brothers and sisters: Katie — (a) —— years old. Studies at (b) ——
Olivia — (c) —— years old. Studies at this (d) ——

Favourite subjects: (e) ——
(f) —— and music.
 Doesn’t really like: (g) ——
After school: Plays (h) ——

2a What does Adam say to the teacher? Complete the dialogue with the sentences (1–6) below. One answer does not appear in the dialogue.

TEACHER: You’re new in the class this year. Tell us something about yourself. What’s your name and where are you from?

ADAM: (a)

TEACHER: Tell us about your family.

ADAM: (b)

TEACHER: What about school? What are your favourite subjects?

ADAM: (c)

TEACHER: What about physics and chemistry?

ADAM: (d)

TEACHER: And after school?

ADAM: (e)

2b SPEAKING Work with a partner. One of you is the teacher and the other is the student. Practise the completed dialogue.

3 Look at the dialogue again and find an example sentence for each word in the Speaking Bank.

Useful words for linking ideas
- Addition and, I have a shower and get dressed.
- Contrast but.
- Reason because.
- Consequences so.

4 Complete the sentences with and, but, because or so.
1. I love history, but I hate geography.
2. I don’t like PE, I’m very bad at sport.
3. I get up, I have a shower, I get dressed.
4. My maths teacher is very good, I understand everything.
5. I walk to school, my house is just five minutes away.
6. I speak French, I don’t speak Spanish.
7. My friend is American, she speaks English.

5a SPEAKING Work in pairs. Student A: You are the teacher. Ask the questions in 2. Student B: You are the student. Use the information on page 167.

5b When you finish, change roles. Student A: Use the information on page 167.

Practice makes perfect

6a SPEAKING Make notes about your family, the school subjects you like/don’t like and what you do after school.

6b Work with a partner. One of you is the teacher and asks questions. The other person talks about themselves.

EXAM SUCCESS

What topics connected with personal information are typical in a speaking exam? For example, your name, your age...
Developing writing An informal email

1 Read the email from Mark. Find Mark in the photo.

From: Mark <Mark@mailbox.com>
To: info@markbak.com
Subject: About me

Hi!

a My name's Mark Johnson. I'm from England. I've got two brothers. We live in Birmingham.
b Here's a photo of me with my family. I've got blue eyes and fair hair. My hair is short. I'm thin but I'm not very tall.
c I go to a big comprehensive school called Newfield. My favourite subjects are ICT and Spanish. I don't like maths or physics. I have Spanish on Mondays and Wednesdays. And I have physics on Tuesdays and Fridays.
d I get up at half past seven on school days. I walk to school because it's only ten minutes away. After school I play football. I have dinner with my parents at about half past six.
Write back soon. Tell me about yourself.
Best wishes,
Mark

2 Look at the email. Which paragraph (a-d) ...

1 gives basic information about Mark and his family? a
2 talks about Mark and school? b
3 gives a physical description of Mark? c
4 gives information about Mark's daily routine? d

3e Look at the email again. When do we use capital letters in English? Choose the correct answers.

1 with names and surnames
2 with cities
3 with countries
4 with nationalities and languages
5 for members of the family
6 with days and months
7 with the first person singular pronoun
8 at the start of a sentence

3b Which rules for capital letters are different in your language?

4 Write the sentences again using capital letters where necessary.

1 the capital of scotland is edinburgh.
2 my name is susan johnson and i'm from australia.
3 his brother studies english in manchester.
4 is robert british or american?
5 on tuesday i study french.

5 Look at Mark's email again and complete the information in the Writing Bank.

Writing Bank
Useful words and expressions in informal emails
• Begin with ____________.
• Use contractions ____________, not I have got.
• To finish, write Write back ____________ and Best ____________.

Practice makes perfect

6 Look at the task and write the email. Include all the information. Use Mark's email as a model and use capital letters and words and expressions from the Writing Bank.

You receive an email from a boy in England. Reply to the email. Include information about:
• your family
• your hair, eyes, etc.
• your likes and dislikes at school
• your routine
Language reference and revision

Grammar reference

Present simple affirmative

Form

Affirmative

If you / you / they start at 9 o'clock.
He / she / it starts at 9 o'clock.

Spelling

- We usually add s to the verbs.
  like – likes  walk – walks
- We add es to verbs that end in -s, -sh, -ch, -x
  watch – watches  wash – washes
  kiss – kisses
- 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  cry – cries

Use

We use the present simple to talk about:
1. regular habits and routines.
   We study maths on Mondays.
   He watches DVDs every weekend
2. permanent situations.
   Teachers teach and students learn.
   Babies cry if they are hungry.
   I go to bed when I am ill.

Prepositions of time

We use:

in  with parts of the day
  in the morning, in the afternoon, in the evening
  with months
  in September, in December
  with years
  in 1999, in 2011

on  with days
  on Monday, on Sunday
with dates
  on 20th January, 6th November
at  with times
  at 6 o'clock, at ten to eleven
  with night and the weekend
  at night, at the weekend

Present simple negative

Form

Negative

If you / you / they don't (do not) start at 9 o'clock.
He / she / it doesn't (does not) start at 9 o'clock.

Use

- We use doesn't with the third person singular (he / she / it).
- After don't or doesn't we use the base form of the verb (without -s), e.g. go, clean, start.

Object pronouns

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>us</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>him / her / it</td>
<td>them</td>
</tr>
</tbody>
</table>

Vocabulary

1. School subjects

  art, biology, chemistry, English,
  French, geography, German, history,
  Information and communication technology (ICT),
  maths, music, physical education (PE),
  physics, Spanish

2. School activities

  ask / answer a question
  do homework
  finish (school / classes)
  have a break
  have lunch
  sit / stand
  start (school / classes)

3. Everyday activities

  get / undressed
  get up
  go to bed
  go to school by bike / bus / car / train
  have a shower
  have breakfast / lunch / dinner
  make breakfast / lunch / dinner
  play football / tennis / computer games
  walk to school

4. Other words and phrases » page 146
Grammar revision

Present simple affirmative
1 Look at the pictures and write about what Ethan does on Sunday. Use the correct form of these verb phrases.
   do homework → get up → go to bed → have a shower → play football → watch TV

2 Ethan and his friends
   on Sunday morning.

3 Ethan and his brother
   at half past nine on Sunday.

4 Ethan
   after football.

5 Ethan
   on Sunday afternoon.

6 Ethan and his brother
   at 7 pm on Sunday evening.

Prepositions of time
2 Complete the sentences with in, on or at.
   1 I get up ______ ten o‘clock.
   2 ______ Saturday I go to bed late.
   3 I read ______ night.
   4 It’s my birthday ______ 7th February.
   5 I have English lessons ______ the evening.

Present simple negative
3 Write sentences using the negative form of the present simple.
   1 I can‘t play tennis.
   2 I don‘t get up in the afternoon.
   3 My parents don‘t do homework.
   4 We don‘t go to school on Sunday.
   5 You don‘t finish school at 10 pm.
   6 My grandfather doesn‘t watch TV all day.

Object pronouns
4 Look at the subject pronouns and write the correct object pronouns.
   1 I ______ 3 we ______ 5 she ______
   2 he ______ 4 you ______ 6 they ______

Vocabulary revision

School subjects
1 Write the school subjects that match the pictures.
   1 2 3 4 5 6

School activities
2 Write verbs in the correct form to complete the activities.
   1 Many people ______ school at 9 o‘clock in the morning.
   2 When school ______, the students go home.
   3 A lot of students ______ lunch at school.
   4 I ______ my homework in the evening.
   5 After three classes, we ______ a break.

Everyday activities
3 Complete the everyday activities with vowels.
   1 h______ a sh______ r
   2 g____ t____ b____
   3 h______ br______ kf____ st

   4 m____ k____ d____ n____ f
   5 g____ t____ ndr____ ss____ d
   6 g____ t____ sch____ by b____

Total: 40 points