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 focus on cross-curricular and cross-cultural themes which develop students’ language through real contexts
- Gateway Interactive Classroom which includes a digital version of the student book for the interactive whiteboard, with integrated audio and extra interactive activities
- Gateway Online student and teacher websites, which include extra language and exam practice, video activities, interactive wordlist, culture worksheets and a free downloadable Macmillan Reader
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1 Family matters

Vocabulary

Ages and stages of life

1 Work with a partner. Match the photos with these words. What ages go with each stage of life?

- baby
- child
- middle-aged adult
- senior citizen
- teenager
- young adult

   - baby, 0-3 approximately

2 Put the stages of life in order. Begin with birth.

   adolescence birth childhood death middle age old age

3 Listen, check and repeat.

The family

4 Divide these words into three lists: Male/Female/Male or Female.

- aunt
- brother-in-law
- cousin
- daughter
- grandfather
- grandson
- husband
- nephew
- niece
- stepfather
- uncle
- wife

5 Match the words in 4 with these descriptions.

   1 the man that a woman is married to
   2 the brother of one of your parents
   3 your mother’s new husband in a second or later marriage
   4 a daughter of your brother or sister
   5 the son of one of your children
   6 the brother of your husband or wife

6 SPEAKING Work with a partner. Take it in turns to define the other words in 4. Can your partner say the family member?

   It's the son of your brother or sister.
   Nephew.

7 Complete the sentences with these words.

   - born
   - divorced
   - one-parent
   - only child
   - partner
   - single

   1 If you are ___________________, you aren’t married.
   2 An ___________________ doesn’t have brothers or sisters.
   3 You can use the word ___________________ to describe either a husband or wife or the person that someone lives with.
   4 If you are married and then end the marriage, you are ___________________.
   5 ___________________ families are families where only the father or mother lives at home and looks after the children.
   6 Approximately 670,000 babies are ___________________ every year in Britain.

8 LISTENING Listen to three people talking about themselves and their families. Choose the correct alternative for each person.

   1 Joshua is a child/teenager. He has a big/small family. He lives with his father/grandfather. He spends a lot of time with her aunt/cousin.
   2 Olivia is a child/teenager. She has got a big/small family. She lives with her father/grandfather. She spends a lot of time with her aunt/cousin.
   3 Jessica is a new citizen. She’s got four/twelve children. She is married/divorced.

9a SPEAKING Make notes about your family. Use the words from this page.

   I live with mum and dad, one sister, often visit grandparents

9b Tell other people about your family using your notes.

   I live with my mum, dad and sister. My mum’s name is ...
WHAT ARE YOUR PARENTS DOING NOW?

Maybe they’re watching you, listening to you or finding out where you are. How? It’s all thanks to new high-tech equipment from specialist companies in the USA.

A company called BladeRunner has a jacket with a GPS system inside. It costs $500, and for $20 a month your parents can always see where you are (or where your jacket is!). But that’s nothing. Do your parents want to know what you’re eating? No problem. MyNutriKids tells them what you’re having for lunch at school. Do your parents want to know your exam results? GradeSpeed is a service which gives them that information. Do they want to know what online conversations you’re having? IMsafe tells them. You usually arrive on time for extra-curricular sports classes. But if one day you don’t arrive on time, there’s a service which informs your parents. And there’s another service which sends them a message if you go outside a specific area.

So, are your parents protecting you or are they spying on you? Babies and small children need constant care and protection. But is it really important for parents to know where their teenage kids are every minute of the day? Adolescents need to take their own decisions and make their own mistakes. Mistakes are an important part of growing up, of passing from childhood to independence. We think it’s important for parents to give their children the opportunity to do this.

EXAM SUCCESS

Here is a multiple-choice reading activity. In this type of exercise you have three or four options. You choose the option that is best according to the information in the text. If you aren’t sure of the correct answer, what can you do?

EXAM SUCCESS » page 150

3 Read the text again and choose the best answers.

1 The BladeRunner jacket
   a costs $500.
   b only works if you pay regularly.
   c has a mobile phone inside.

2 GradeSpeed
   a helps students to work fast in exams.
   b helps students to have good results in exams.
   c gives parents information about exam results.

3 One of the services
   a tells parents if their children do not arrive at a place on time.
   b stops children from entering a new zone.
   c tells children if they are going into a dangerous place.

4 A lot of the new technology
   a is dangerous for children.
   b gives parents information about their children.
   c is difficult to use.

5 In the article, it says that for young people it is
   a bad to make mistakes.
   b important to listen to parents.
   c important to have the chance to make mistakes.

4 Match the underlined words in the text with their definitions.
   1 something you do at school, but not part of your normal studies. extra-curricular
   2 things that you do wrong, that are incorrect. incorrect
   3 connected to the Internet. connected
   4 chance, possibility. possibility
   5 permanent attention and help. attention
   6 written or spoken information that you send to somebody. send
   7 tells. tells

5 SPEAKING What about you?

1 Do your parents usually know what you are doing?

2 Imagine, your parents give you a GPS jacket. Would you wear it? Why/Why not?

   I think my parents usually know where I am.

   Me too. My parents always call me when I'm not at home.
GRAMMAR GUIDE

Present simple and present continuous

1a Look at these sentences. Which sentences are in the present simple and which are in the present continuous?
1. You usually arrive on time for sports classes.
2. They’re watching you now.
3. We think it’s important.
4. Adolescents should take their own decisions.

1b Match the sentences in 1a with the explanation of their uses in a–d.

a. For actions that are happening now or temporary actions.
b. For regular or routine actions.
c. For things that are always or generally true.
d. With certain verbs like love, like, hate, think, believe, know, understand, want, need.

1c Complete the sentences with the correct form of study.

Present simple
Affirmative: He ______studies______ history.
Negative: He _______studies______ physics.
Question: _______he__________English?

Present continuous
Affirmative: She _______is studying English now.
Negative: She _______isn’t studying maths now.
Question: _______she__________French?

STUDY SKILLS

When you have a problem with grammar, where can you find help?

STUDY SKILLS page 146

2 Look at the picture. Describe what the people are doing. Use the present continuous form of these verbs.
call  chat  drink  laugh  listen  ride  run  sit  study  walk  wear

A boy is listening to music.
3 Complete the dialogue about the picture using the present simple or present continuous form of the verbs given.

Mum: Can you see Mike?
Dad: Yes, I can.
Mum: What (a) ____________ he ____________ (do) now?
Dad: Right now he's (b) ____________ (ride) a bike.
Mum: Impossible. He never (c) ____________ (take) his bike to school on Fridays. (d) ____________ he (wear) a helmet at the moment?
Dad: No, he (e) ____________.
Mum: He normally (f) ____________ (wear) a helmet when he (g) ____________ (ride) his bike.
Dad: Let me call him to find out what (h) ____________ (happen) … Mike? What (i) ____________ you (do)?
Mike: Oh, hi, Dad. Well, you know I usually (j) ____________ (play) football on Fridays. But because this Friday is Pete’s birthday we decided to come to the park. Pete (k) ____________ (have) his bike here.
Dad: Why (l) ____________ you (not wear) a helmet?
Mike: How (m) ____________ you (know) that? Dad! (n) ____________ you (say) on me again?

4 Find these words and phrases in the dialogue in 3. Which go with the present simple and which with the present continuous?
1 at the moment  4 now  7 it's Friday
2 never  5 on Fridays  8 usually
3 normally  6 right now

5 Complete the sentences with the present simple or present continuous form of these verbs.

lie  look after  need  not understand  shout  work

1 I can't come out at the moment because _________ my baby sister.
2 Why _________ you _________? My grandfather can hear you.
3 My cousin always _________ in a restaurant on Saturdays.
4 Can you say that again? I _________ understand.
5 Can I help you, Dad? ____________ you _________ anything?
6 My sister _________ down right now because she doesn't feel well.

6 Write questions for these answers.
1 What do you do on Fridays? I play basketball on Fridays.
2 _________? My mum is working at the moment.
3 _________? My uncle and aunt live in Liverpool.
4 _________? No, my cousin isn’t studying at university.
5 _________? My grandparents go for a walk in the mornings.
6 _________? My family and I usually go to the cinema at the weekend.

7 SPEAKING Use the questions in 6 to interview your partner. When you finish, think of similar questions to ask.

What do you do on Fridays?
I go out with my friends.
Strict parents

What’s the problem with British teenagers?

Many British newspapers and TV programmes are asking this question at the moment. A lot of people are saying that there are problems with teenagers at school, on the streets and in their homes. Why? What, or who, is responsible for these problems?

A recent BBC television series explores these questions. It’s called ‘The world’s strictest parents’. Is that because British parents are very strict? Just the opposite, it seems.

The director of the programme, Andrea Wiseman, explains why they are making it. She thinks that in the United Kingdom teenagers pay no attention to adults. They don’t want to do well at school. They think they can do whatever they like and they are only interested in new fashions and Hollywood celebrities.

Why are British teenagers like this? Wiseman says it’s because their parents give their children everything they can, but they give their children no limits, no rules, no discipline because they want their children to be free. They don’t tell their children to work hard because they don’t want their kids to have any stress.

The problem with this is that parents give their sons and daughters no cultural values. When a teenager does something bad and their parents say something, the teenagers immediately say ‘My parents are really strict’ or ‘My parents aren’t fair’.

So what happens in the TV programme? Some problematic British teenagers go and live with parents in different parts of the world. They live with families that believe in traditional discipline and cultural values. In Ghana, Jamaica, Botswana and the southern US state of Alabama, the teenagers have the experience of living with parents who want and expect good behaviour and hard work. The results are interesting. In the end, the British teenagers seem to prefer having strict parents!

What about you?

1. Would you like to watch this programme on TV? Why/Why not?

2. How strict do you think parents are in your country?

I’d like to watch it. Because I’d like to see the British teenagers living in these different countries.
Popular culture
‘Girls just want to have fun’ by Cyndi Lauper

5 Look at the picture. What is happening?

6 1.03 Listen to the song and match the picture to a verse.

7 Now read the words to the song and match a sentence to each verse. There are four sentences but only three verses.

1 The girl’s father is angry because people call his daughter a
unusual times.
2 The girl’s brother is angry because they have different opinions
about things.
3 The girl’s mother is angry because her daughter stays out late.
4 The girl doesn’t want a boyfriend to control her.

8 What about you?

1 What do you think of the song’s words and music?
2 How does the song make you feel?

I think the words are really good.

Me too. What about the music?

Inside information
- This song first appeared in 1984. It won the first ever MTV Best Female Video award.
- The song appears in many films, adverts and TV series, including an episode of The Simpson.
- The song is one of the last songs about girl power. Cyndi Lauper was an inspiration for artists like Madonna.

Verse 1
I come home in the morning light,
My mother says: ‘When you gonna live your life right?’
Oh, mama dear,
We’re not the fortunate ones,
And girls, they want to have fun
Oh, girls just want to have fun

Verse 2
The phone rings in the middle of the night,
My father yells: ‘What you gonna do with your life?’
Oh, dacy dear,
You know you’re still number one,
But girls, they want to have fun
Oh, girls just want to have fun

Chorus
That’s all they really want
Some fun
When the working day is done,
Oh, girls, they want to have fun,
Oh, girls just want to have fun

Verse 3
Some boys take a beautiful girl,
And hide her away from the rest of the world
I want to be the one to walk in the sun
Oh, girls, they want to have fun,
Oh, girls just want to have fun

Chorus
1a **SPEAKING** Work with a partner. Describe the photos. Who can you see? Where are they? What are they doing? How are the people feeling, and why? If you are not sure of something, use *I think* and/or *I imagine*.

1b Ask and answer these questions.
1. What time do you usually have dinner?
2. Where do you usually have dinner?
3. Who do you usually have dinner with?
4. What do you usually do when you have dinner—talk, watch TV, listen to music...?

2a **LISTENING** 1.04 Listen to a radio programme about family dinners. Match the people and their situations.

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<td>Chris 2</td>
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</tr>
<tr>
<td>D never arrives home in time for dinner</td>
<td>Alice 4</td>
</tr>
<tr>
<td>E eats and talks with the family every day</td>
<td>Jennifer 5</td>
</tr>
<tr>
<td>F usually eats with the family but isn’t eating with them today</td>
<td>Daniel 6</td>
</tr>
<tr>
<td>G always eats alone because mum and dad work</td>
<td></td>
</tr>
<tr>
<td>H has to order pizza because nobody has time to cook</td>
<td></td>
</tr>
</tbody>
</table>

2a **PRONUNCIATION** 1.05 Listen to how we pronounce *the* in List A and in List B. What is the difference in pronunciation? Why is this?

<table>
<thead>
<tr>
<th>List A:</th>
<th>List B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>the problem</td>
<td>the end</td>
</tr>
<tr>
<td>the dinner</td>
<td>the important thing</td>
</tr>
<tr>
<td>the government</td>
<td>the evening</td>
</tr>
<tr>
<td>the weekend</td>
<td>the afternoon</td>
</tr>
</tbody>
</table>

2b Listen again and repeat.

3 Complete the sentences with *the* if necessary.
1. Today on ___________ programme we’re talking about ___________ family dinners.
2. I’m going to ___________ fridge to see if there’s anything to eat.
3. I think ___________ communication is essential.
4. In my house ___________ breakfast isn’t an important meal.
5. Adults don’t always arrive home on time because of ___________ work.
6. I don’t like ___________ food at school.
7. In ___________ films they often show ___________ families eating together.

**GRAMMAR GUIDE in context**

**Articles**

1. Look at these sentences and then complete rules 1–5 with *a/an*, *the* or *no article*.
   a. I think family dinners are a great thing.
   b. Family dinners are ______________ important time for us.
   c. ______________ dinner I’m eating today isn’t good.
   d. ______________ government talks a lot about family dinners.
   e. I’m a computer technician.

   1. We use ______________ no article ______________ when we talk about things in general.
   2. We use ______________ to talk about a specific person or thing or a person or thing mentioned before.
   3. We use ______________ to talk about a singular, countable person or thing for the first time, or to say that the person or thing is one of a number of things or people.
   4. We use ______________ to talk about someone or something that is unique.
   5. We use ______________ to say what somebody’s profession is.

**GRAMMAR REFERENCE** » page 16
4 Read the text and choose the correct alternative.

(a) **An/The** interesting study in the USA shows (b) **the** importance of family dinners. The results show that (c) **0/the** teenagers who eat with their families five or six times a week usually get (d) **0/the** top marks at school. There is probably (e) **a/the** simple explanation for this. Rakeish Bedesi is (f) **0/the** president of ApplyingtoSchool.com. This is (g) **a/the** service helping students who want to go to (h) **0/the** university. He says he sees (i) **0/the** big difference between families that discuss things and families that don't. When you eat together and talk about (j) **0/the** different opinions and options, students can plan for the future. Do you want to be (k) **0/a** great inventor one day? Talk about it over dinner!

5 Look at these questions. Add a, an, the or 0 if the question does not need an article.

1. Do you think __________ family dinners are important?
2. Are __________ family dinners __________ important part of life in your country?
3. Do you think __________ children and __________ parents talk a lot in your country?
4. Do you talk about __________ important things when you have __________ dinner?
5. Do you think __________ food you eat makes a difference to your school marks?
6. Do you like __________ food at your school?
7. Do you listen to __________ music at dinnertime?

6 **SPEAKING** Interview your partner using the correct questions in 5.

---

Do you think family dinners are important?  Yes, I do. I think they are an important part of family life.
1. Complete this personal information file with information about you and your brothers, sisters or best friend.

<table>
<thead>
<tr>
<th>Brothers/Sisters/Best friend:</th>
<th>What you usually do on Saturdays:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>What you usually do on Sundays:</td>
</tr>
<tr>
<td>What they do:</td>
<td>Your likes/dislikes:</td>
</tr>
<tr>
<td>How often you see them:</td>
<td></td>
</tr>
</tbody>
</table>

2. Look at these four people and their personal information files. Tell your partner which people are similar to you. Explain why.

- **Oliver** is similar to me because he's got one brother and he does sport on Sundays.

<table>
<thead>
<tr>
<th>Liam</th>
<th>Oliver</th>
<th>Emma</th>
<th>Philippa</th>
</tr>
</thead>
<tbody>
<tr>
<td>- one brother, one sister</td>
<td>- one brother</td>
<td>- one brother</td>
<td>- one sister</td>
</tr>
<tr>
<td>- brother at university, sister works</td>
<td>- brother at university</td>
<td>- brother studies at school</td>
<td>- sister lives in the USA</td>
</tr>
<tr>
<td>- goes out with friends on Saturdays</td>
<td>- goes out with friends on Saturdays</td>
<td>- watches films on Saturdays</td>
<td>- plays computer games on Sundays</td>
</tr>
<tr>
<td>- plays tennis on Sundays</td>
<td>- does sport on Sundays</td>
<td>- doesn’t like sport</td>
<td></td>
</tr>
</tbody>
</table>

3. LISTENING 1.66 Listen to two teenagers talking at a party. Look at the personal information files in 2. Which two people are talking?

4. Work with a partner. Complete the dialogue with the correct questions. Look at the Speaking Bank for help.

(a) ________________?
Yes, I’ve got one brother.

(b) ________________?
Me too.

(c) ________________?
He’s 22.

(d) ________________?
No, he doesn’t. He’s at university in Manchester.

(e) ________________?
About once a month, when he comes home for the weekend.

(f) ________________?
That’s good! I see my brother every day because he’s only fourteen.

I usually go out with my friends on Saturdays and we sometimes play football on Sundays.

But I never play football because I don’t like sport.

5a. PRONUNCIATION 1.87 Listen again and check your answers. Which questions in the dialogue go with Diagram A? Which go with Diagram B?

5b. Listen and repeat the questions.

5c. Complete the rules.

1. In *Wh*-questions (e.g. What’s your name?), the intonation usually goes *up/down at* the end of the question.

2. In *Yes/No* questions (e.g. Is your name Anna?), the intonation usually goes *up/down at* the end of the question.

6. SPEAKING Practise the completed dialogue in 4 with your partner. Pay special attention to the correct intonation in questions.

Practice makes perfect

7a. SPEAKING Work with a partner. Do this role-play using the dialogue in 4 and the Speaking Bank to help you.

You meet an English boy/girl at a party.
- Find out if he/she has brothers or sisters.
- Tell him/her about your family.
- Find out what he/she does at the weekend.
- Tell him/her what you do in your free time.

7b. Change partners and repeat.

Speaking Bank

Useful questions to ask for personal information
- Have you got any brothers or sisters?
- What do you do at the weekends/on the evenings/on Wednesdays?
- What about you?
- Do you like...?
- What do you think of...?
- How often do you...?

EXAM SUCCESS

In information role-plays, how can you keep the conversation going?
1 Look at this advert from a teenager called Alanna. What does Alanna want? Would you be interested in contacting her? Why/Why not?

Name Alanna
My country Ireland
My age 14-18

Category Language -- English
Main aim Find an international e-pal
I speak English and a little Spanish
My interests Music, books, travel
Message Hi I'm from Dublin. I've got two brothers, two sisters and a pet dog called Button! I love travelling and discovering new countries, new music and new books. If you want to practise your English and make new friends, write to me.

2 Read this reply to Alanna's advert. Do you think this person is a good e-pal for Alanna? Why/Why not?

From: Silvia <silviailani@me.com>
To: Alanna <teaciers@realmail.com>
Subject: Hi Alanna!

Hi Alanna!
1. I'm Silvia. I'm from Florence in Italy. Let me tell you about myself.
2. I'm from quite a big family. I've got two brothers and a sister. My sister and I are almost the same age and we go everywhere together. My father works in a bank and my mother is a teacher. My mum teaches at my school. That's often a good thing, but sometimes it can be really bad! :-)
3. I love listening to all types of music, but especially pop and rock. My favourite group is an Italian group called Negramaro. Do you know them? Right now I'm listening to their latest CD.
4. English is my favourite subject at school. This year I'm doing extra classes and I also read books in English. At the moment I'm reading a Sherlock Holmes book.
5. Anyway, that's all for now. Write back soon if you'd like to be my e-pal.
Best wishes
Silvia :-)

3 Look again at the email in 2 and complete the information in the Writing Bank.

Writing Bank
Useful words and expressions in informal emails
• To begin an informal email we usually use the word __Hi__.
• We use contractions like __I'm__ or __aren't__.
• We can use emotions like __:-)__, or __:-/__.
• We can use the word __anyway__ to change the subject.
• To finish an informal email letter we can use:
  That's __for now__.
  __Write__ soon.
  __Best__.

Practice makes perfect

4 Match the paragraphs in Silvia's email with their content.
Paragraph 1 __favourite subject at school__
Paragraph 2 __main hobby__
Paragraph 3 __basic personal information__
Paragraph 4 __asking for a reply__
Paragraph 5 __family__

5 Look at the task and write the email. Use Silvia's email and the Writing Bank to help you.

Write an email with information about yourself to a new e-pal. Tell your e-pal:
• basic personal information
• information about your family
• information about your main hobby
• information about your favourite subject at school.

STUDY SKILLS
When you finish writing, what do you need to check?
## Grammar reference

### Present simple

<table>
<thead>
<tr>
<th>Form</th>
<th>I/You/We/They work.</th>
<th>He/She/It works.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>/You/We/They don't (do not) work.</td>
<td>He/She/It doesn't (does not) work.</td>
</tr>
<tr>
<td>Negative</td>
<td>Do you/we/they work? Does he/she/it work?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Yes, I/you/we/they do. No, I/you/we/they don't. Yes, he/she/it does. No, he/she/it doesn't.</td>
<td></td>
</tr>
</tbody>
</table>

Time expressions we often use with the present simple:
always, usually, often, sometimes, rarely, never, once/twice/three times a day/week/month/year, on Mondays/Tuesdays

### Present continuous

<table>
<thead>
<tr>
<th>Form</th>
<th>subject + am/are/is + verb + ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>We're sitting.</td>
</tr>
<tr>
<td>Negative</td>
<td>subject + am not/aren't/isn't + verb + ing</td>
</tr>
<tr>
<td>Question</td>
<td>Am/I/are/is + subject + verb + ing?</td>
</tr>
<tr>
<td>Short answers</td>
<td>Yes, subject + am/are/is. No, subject + am not/aren't/isn't. Yes, I am. No, they aren't.</td>
</tr>
</tbody>
</table>

Time expressions we often use with the present continuous:
now, right now, at the moment, today, this week

### Articles

**A/An**
We use **a** before a singular, countable noun. We use it 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.
I've got a dog. It's a labrador.
We use **an** to say what somebody's profession is.
He's an engineer.

**The**
We use **the** with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.
I've got a dog. The dog is really big.

### Spelling

See page 149 for rules about spelling the third person singular.

### Use

We use the present simple to talk about:
1. regular habits and routines.
   *We have our English class on Thursdays.*
2. permanent situations.
   *They live in a big city.*
3. general and scientific facts.
   *Water boils at 100°C.*

See notes below about state and action verbs.

### Present perfect

<table>
<thead>
<tr>
<th>Form</th>
<th>subject + have/has + verb + ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>I/you/we/they have/has + verb + ed</td>
</tr>
<tr>
<td>Negative</td>
<td>subject + have/has + verb + not + ed</td>
</tr>
<tr>
<td>Question</td>
<td>subject + have/has + verb + ed?</td>
</tr>
<tr>
<td>Short answers</td>
<td>Yes, subject + have/has + verb + ed. No, subject + have/has + verb + not + ed.</td>
</tr>
</tbody>
</table>

Time expressions we often use with the present perfect:
now, right now, at the moment, today, this week, so far, by now

### Articles

**A/An**
We use **a** before a singular, countable noun. We use it 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.
I've got a dog. It's a labrador.
We use **an** to say what somebody's profession is.
He's an engineer.

**The**
We use **the** with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.
I've got a dog. The dog is really big.

### Spelling

See page 149 for rules about spelling the -ing form.

### Use

We use the present continuous to talk about:
1. actions in progress at the moment of speaking.
   *I can't answer the phone. I'm having a shower.*
2. temporary actions and situations.
   *John's living in New York for a few months.*

**NOTE:** Some verbs are not usually used in the present continuous because they describe states not actions:

- have (= possess) need love hate want prefer believe know
- understand think (= have an opinion) mean

- hear

- see

### Noun suffixes

- **-ment**
  - improvement
  - retirement
  - discussion
  - information

- **-ion**
  - invention

- **-add**
  - address

- **-ese**
  - American

- **-ize**
  - institutionalize

### Other words and phrases

- **a**
- **an**
- **the**

**Vocabulary**

1. **Ages and stages of life**
   - adolescence, baby, birth, child, childhood, death, middle age, middle-aged adult, old age, senior citizen, teenager, young adult

2. **The family**
   - aunt, born, brother, cousin, daughter, divorced, grandfather, grandmother, husband, in-law, sister, stepfather, stepmother, uncle, wedding, wife

3. **Noun suffixes**
   - -ment
   - -ion
   - -ese
   - -ize

4. **Other words and phrases**

5. **Unit 1**
Grammar revision

Present simple and present continuous

1. Write the third person singular form and the -ing form of the verbs below.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Third person singular</th>
<th>-ing form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. lie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. try</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. get</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. miss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. cut</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Choose the correct word to complete the sentences.

1. He's _____________ a new pair of jeans today.
   a) wears  b) carries  c) wearing  d) carrying

2. When _____________ your sister have English lessons?
   a) do  b) does  c) does  d) has

3. I'm not sure if he _____________ French or German right now.
   a) studies  b) studies  c) studies  d) is studying

4. I'm sorry, I _____________ what you're telling me.
   a) am not understanding  b) not understanding  c) not understanding  d) don't understand

5. Where's your cousin? He normally _____________ on time.
   a) comes  b) is arriving  c) arrives  d) is coming

6. Ah! Now I _____________ what you mean.
   a) see  b) I'm seeing  c) I'm knowing  d) I'm not understanding

7. Stop talking to her because she _____________ to you.
   a) don't listen  b) isn't listening  c) is listening  d) never listens

8. Why _____________ she doing anything?
   a) hasn't  b) isn't  c) doesn't  d) don't

Articles

3. Choose the correct alternative.

1. It's _____________ beautiful day and _____________ sun is shining.

2. _____________ young girl walks into a restaurant. _____________ girl sits down and orders a pizza.

Vocabulary revision

Ages and stages of life – The family

1. Complete the text with the appropriate words.

   My name's Henry. I live with my mum. She's middle-
   _____________ , I think she's 50 this year. My dad doesn't
   live with us because my parents are _____________ .
   I'm an _____________ child. I haven't got brothers or
   sisters but I spend a lot of time with my _____________ .
   George. He's the son of my Uncle Jack. He's young, I remember
   when he was born. In fact, I was there at the hospital on the
   day of his _____________ . My Aunt Angela, Uncle Jack's
   _____________ , is really nice too. My mum says she
   wants to get married again, but I don't really want to have a
   _____________ father. I prefer my mum not to get married
   and to stay _____________ .

Noun suffixes -ment, -ion, -ence

2. Complete the sentences with the correct form of these words.

   adolescent  different  improve  independent
   inform  invent  move  protect

1. She usually gets 50% or 60% in her exams but in this exam she
   has 90%. That's a big _____________ .

2. Can you _____________ ? I can't see the blackboard if you
   sit there.

3. I love my MP3 player! What a great _____________ !

4. This program _____________ your computer from viruses.

5. There are two or three _____________ between the
   present simple and the present continuous.

6. She wants to be a secondary school teacher because she likes
   working with _____________ .

7. A dictionary gives you _____________ about new words.

8. He doesn't want to get married at the moment. He wants to
   be _____________ and free.