

SAMPLE PAGES

OXFORD

Aim High

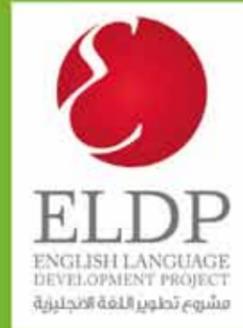
KSA Edition



Aim High

KSA Edition

the complete learning experience for
class, homework and exam success

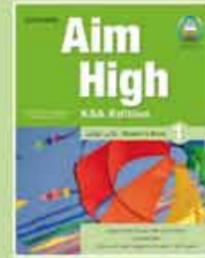


Activate your students' knowledge of English through rich and motivating texts, essential grammar and skills, and effective study strategies.

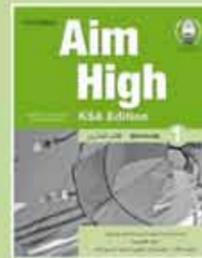
Extend your students' skills with vocabulary from the Oxford 3000™ word list, and through the Dictionary Corner sections.

Discover new approaches to writing skills with a range of different text types and additional Workbook activities.

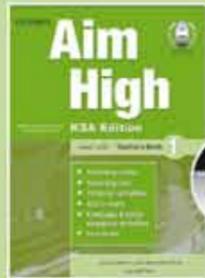
Achieve exam success for extensive review and self assessment and tests for every unit.



Student's Book



Workbook



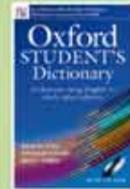
Teacher's Book



Class Audio CD



Extend your students' vocabulary and language skills further with Oxford dictionaries.



OXFORD
UNIVERSITY PRESS

www.oup.com/elt



كتاب الطالب Student's Book

1

المرحلة الثانوية (نظام المقررات/ النظام السنوي)

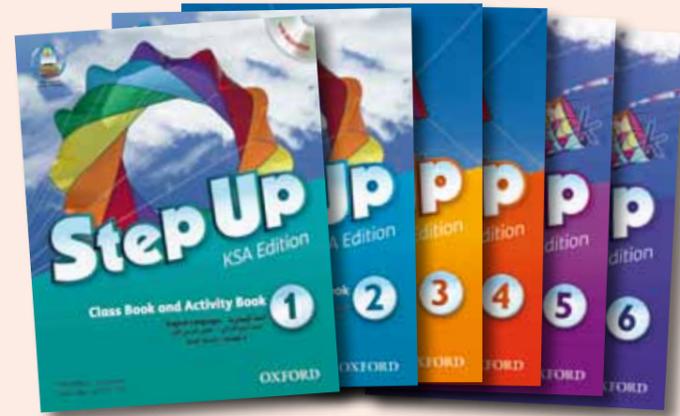
اللغة الإنجليزية

المستوى الأول = الصف الأول الثانوي/ الفصل الدراسي الأول

Oxford takes you higher!



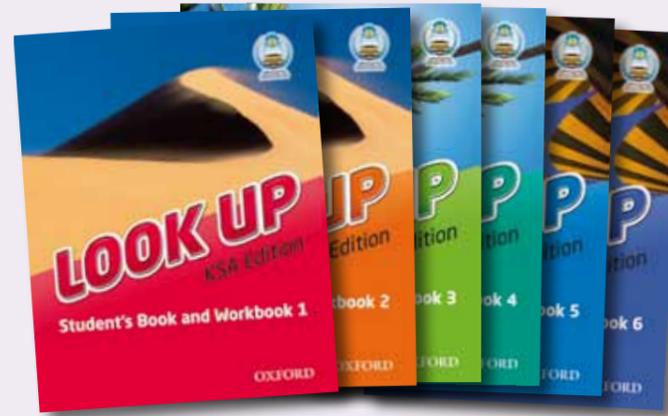
Primary Grades 4–6 (Level A1)



A story-based course set in Saudi Arabia, specially designed for children who are new to the Roman alphabet.

For training videos see our teachers' website www.oup.com/elt/teacher/stepupksa

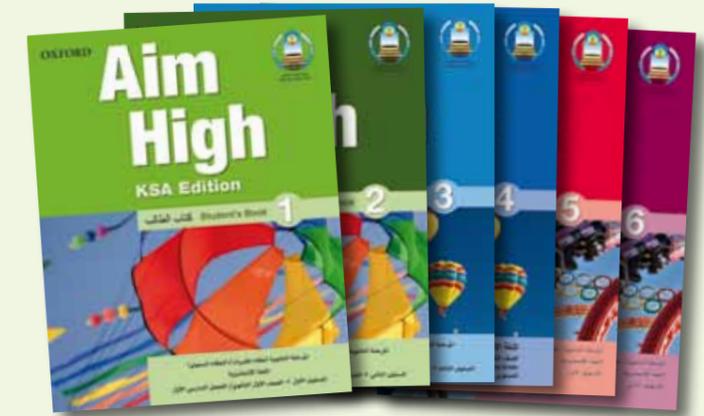
Intermediate Grades 7–9 (Level A1–A2)



A clear, step-by-step approach that gives students confidence and a sense of achievement.

For training videos see our teachers' website www.oup.com/elt/teacher/lookupksa

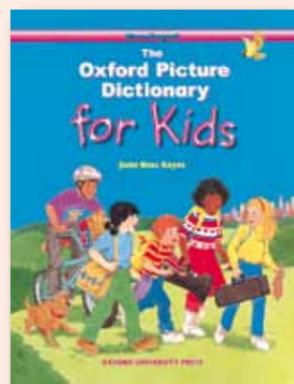
Secondary Grades 10–12 (Level B1–B2)



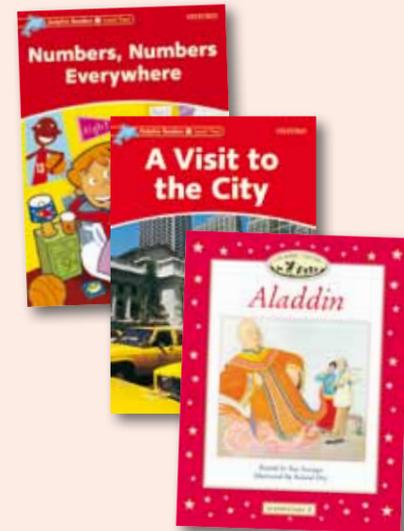
Promotes learner autonomy through study strategies and dictionary skills.

For training videos see our teachers' website www.oup.com/elt/teacher/aimhighksa

Supported by...

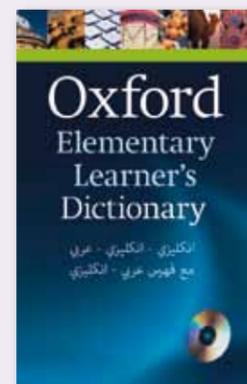


Oxford Picture Dictionary for Kids



A range of graded readers

Supported by...

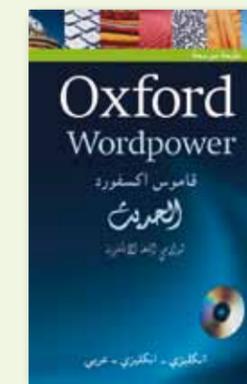


Oxford Elementary Learner's Dictionary

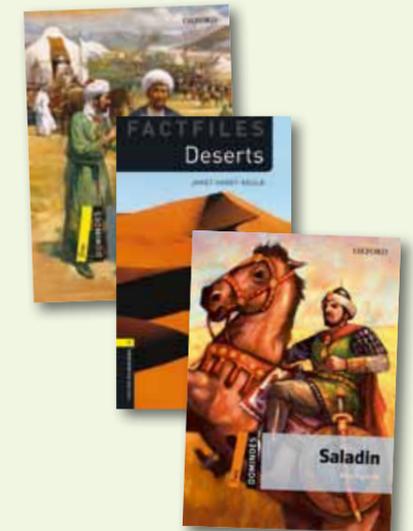


A range of graded readers

Supported by...



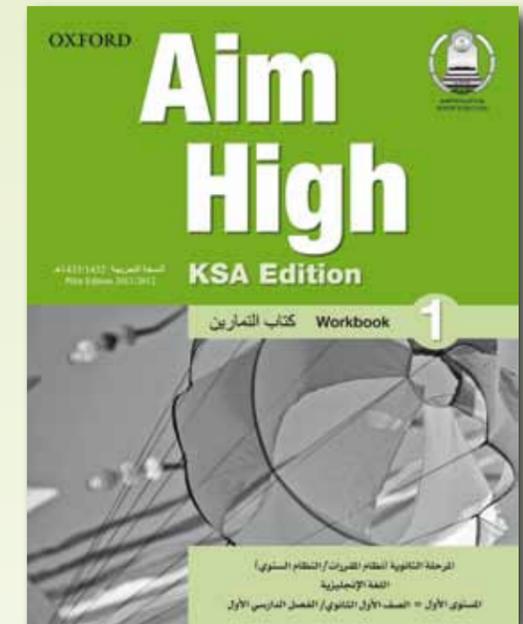
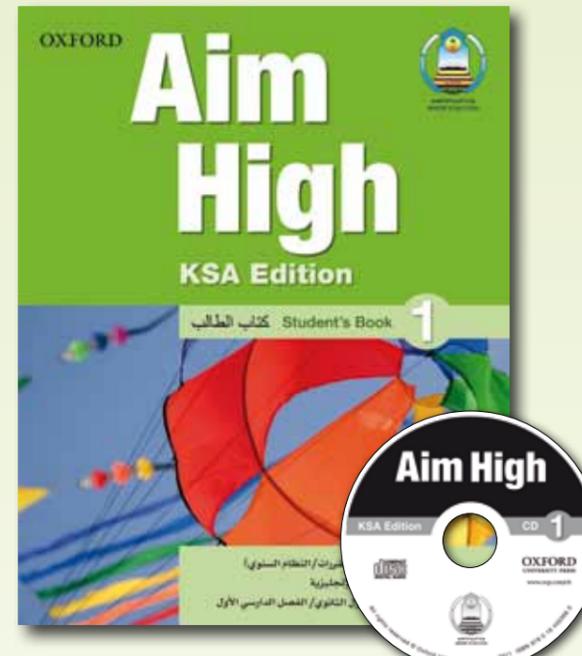
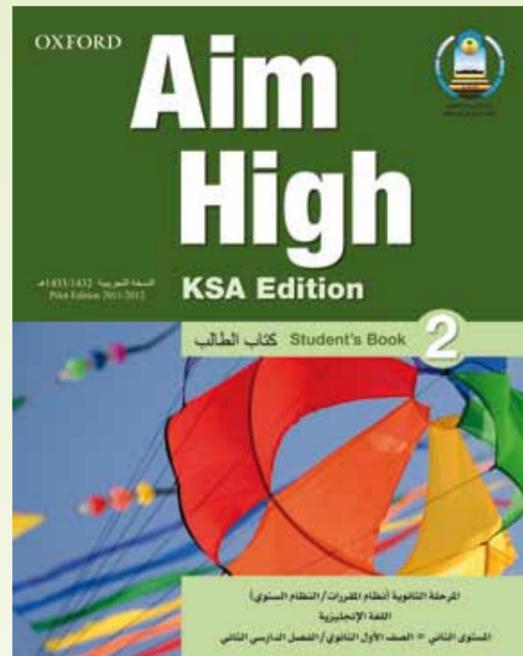
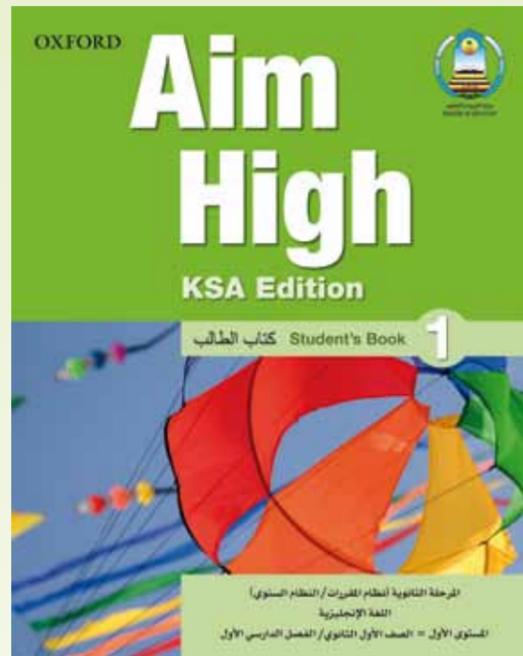
Oxford Wordpower Arabic Dictionary



A range of graded readers

The Aim High series features one coursebook for each semester, from Grades 10 to 12.

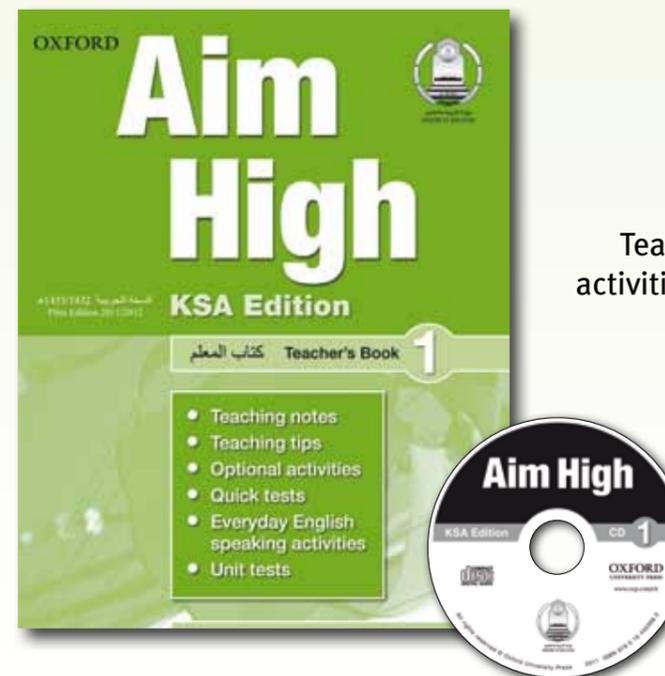
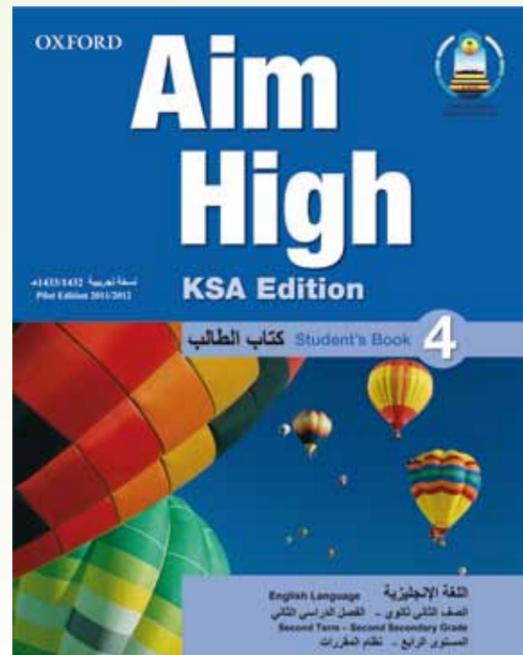
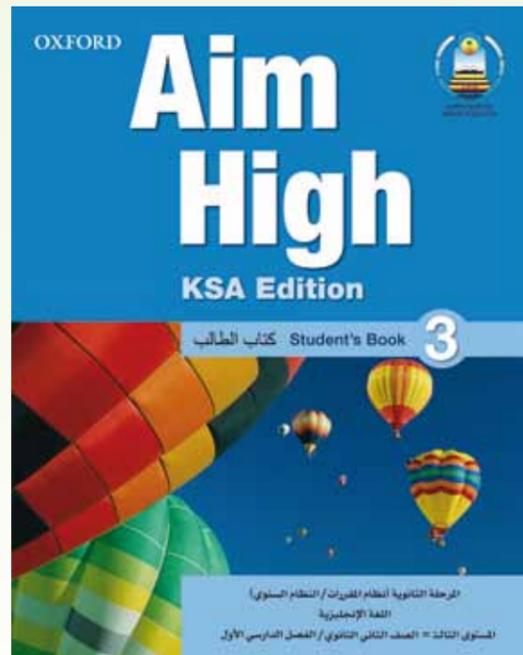
Components



7 units of classroom study

All the classroom audio, packaged with the Student Book

Extra practice for every unit with self-checks, a writing bank, and a vocabulary notebook for translating words into Arabic.



Teaching notes, tips, optional activities, quick tests and unit tests.

All the classroom audio, packaged with the Teacher's Book

Every unit starts with a reading text to present the target vocabulary and grammar.

Clear unit summaries help you clarify objectives with your students.

Students are encouraged to think beyond the text in this activity. This promotes critical thinking skills.

1 My network

Family life

BEFORE READING

Look at the photos. Discuss the questions.



- 1 In your country, are most families big or small?
- 2 Do you think people are happier in big families or small families? Why?
- 3 What are the advantages and disadvantages of having a big family?

READ

- 1 Read the text quickly. Are these sentences true or false?
 - 1 Sue Povey has got thirteen children.
 - 2 Sue's husband stays at home and looks after the children.
 - 3 Sue is happy with her big family.

THIS UNIT INCLUDES

Vocabulary • family • possessive 's • everyday activities • sports and hobbies • collocations with *make, have and do* • expressions with *look* • *cloth vs clothes* etc. • phrasal verbs
Grammar • present simple affirmative and negative
Skills • reading, listening and talking about family and friends, and daily activities
Writing • an informal letter

Reading tip

When you answer multiple choice questions, read the first part of the question only and then look for the information in the text. When you have found the correct place in the text, read the options carefully and compare them with the text.

- 2 1.02 Read the *Reading tip*. Read the text again. Then choose the best answers.
 - 1 Sue has a difficult job because
 - a she makes breakfast every morning.
 - b she has got a very big family.
 - c two of her children don't live at home.

- 2 After breakfast, Sue
 - a drives her husband to work.
 - b drives the children to school.
 - c looks after the children.
- 3 In the morning and afternoon, Sue
 - a plays with the children.
 - b goes shopping.
 - c looks after the children.
- 4 The children come home from school
 - a in the minibus.
 - b with Sue's husband.
 - c by bus.
- 5 Who helps Sue with the shopping?
 - a Two daughters.
 - b Two sons.
 - c Her husband.

UNDERSTANDING IDEAS

Answer the questions. Look at the text, and use your own words and ideas.

- 1 Two of Sue Povey's children don't live at home. Think of two or three reasons why they don't.
- 2 Do you think Mr Povey sometimes helps his wife? How?
- 3 Do you think it's expensive to have a big family? Make a list of some of the things the Poveys need to buy.

VOCABULARY

Supermum!

- 1 Match the highlighted words in the text with these definitions.
 - 1 You wear these.
 - 2 To do something useful for someone else.
 - 3 To take care of someone.
 - 4 A big meal in the evening.
 - 5 To pass time.
 - 6 Get out of bed.
 - 7 Full of energy.
 - 8 A meal in the middle of the day.
 - 9 To pick someone up.
 - 10 Very loud and annoying.
 - 11 The first meal of the day.
 - 12 The opposite of 'noisy'.
 - 13 Students have to do this after school.
 - 14 Not interesting or exciting.
 - 15 To control or operate a car.

- 2 Do you know these words?

argue average do the washing iron litre south unusual weekday

Workbook: page 2

The approach to vocabulary is structured and progressive. First students learn the meaning of new words from the context of the reading text.

You can assign more practice in the Workbook whenever you see this sign.

SUPERMUM!

Sue Povey **gets up** at six every morning and makes **breakfast** for fifteen people. Sue has a difficult job – she works hard every day. But she doesn't work in an office. She's a mother with fifteen children, and thirteen of them live at home. Sue's family is unusual – the average British family only has 1.8 children.

Sue Povey and her family live in Swindon, in the south of England. After breakfast her husband, Ian, goes to work. Sue **drives** the children to school. (She needs a minibus for this!) Nine children go to school and she drives home with the other four children. Every weekday she **looks after** the children and cleans the house. She does the washing eight times a day, and after **lunch** she irons **clothes** for three hours. Sue **spends** half her life in the kitchen.

Every afternoon at 3.30 she **collects** the children from school in the minibus. Then she **helps** them with their **homework**. After that she cooks dinner for fifteen. Her husband comes home at six. After **dinner**, she goes to the supermarket with two of her sons. They help her with the shopping. She buys 50 litres of milk a week!

Sue loves her big family. All the children help Sue and help each other. The house is always **lively** when it's full of children!



For Ian, Sue's husband, family life is never **boring**. But they're all friends – everyone is too busy to argue. And when the children are all playing together, it can be very **noisy**.

Is the house ever **quiet**? Possibly – when all the children are in bed!

In this section, you can activate vocabulary through controlled writing activities.

A text or a dialogue contextualizes the grammar. Then students explore the grammar rules.

VOCABULARY

Supermum!

ACTIVATE

1 Sue Povey is talking about her family's daily activities. Match her sentences to the time of day.

| morning | afternoon or evening |
|---------|----------------------|
| | |

- 'We get up.'
- 'I cook dinner.'
- 'I drive the children to school.'
- 'We have breakfast.'
- 'I collect the children from school.'
- 'The children do their homework.'

2 Complete these sentences with the words from the box.

quiet look after boring lunch spend lively clothes noisy help

- Every day I _____ about an hour on my computer.
- Peter lives near an airport. It's _____ in his garden!
- I like wearing colourful _____.
- I sometimes _____ my mum with the shopping.
- This film is too long. It's _____!
- When mum and dad go out, I _____ my little brother.
- All the children are in bed. It's _____ in the house.
- I usually have _____ at about twelve thirty.
- All my cousins visit our house at the weekend, so it's very _____.

EXTEND

Collocations with *make*, *have* and *do*

1 Match the verbs with the nouns to make phrases.

| | |
|------|----------------------|
| make | have a celebration |
| | _____ the washing |
| | _____ a phone call |
| have | _____ your homework |
| | _____ a break |
| | _____ a lot of noise |
| do | _____ a shower |
| | _____ the shopping |
| | _____ your bed |

Unit 1 • My network

Useful expressions: family and friends

2 What do you think the expressions in bold mean? Circle the correct option.

- My brother and I **get on well**.
a work hard b **are good friends**
- In the morning, my sister **spends ages** in the bathroom.
a has a shower b **takes a long time**
- After school I sometimes **hang around** with my friends.
a spend time b **go shopping**
- We're late for school. **Get a move on!**
a hurry up b **stop talking**
- My little brother talks all the time. He **drives me crazy!**
a makes me laugh b **annoys me**
- When my father cleans the car, I **give him a hand**.
a help him b **talk to him**

Expressions with *look*

3 Complete these sentences with the words from the box.

round for after like at out



- 'Look **after** your little brother!'
- 'Look **at**!'



- 'He looks **like** his father!'
- 'Let's look **out** the city.'



- 'Look **at** that picture!'
- 'Go and look **for** our suitcase!'

4 Can you find some more expressions using the verb *look*?

Workbook: page 3

GRAMMAR

Present simple: affirmative

EXPLORE

1 Read the text and find examples of the present simple affirmative.

Bart Simpson is the star of *The Simpsons*, a popular American TV programme. Eleven million Americans watch it every week. The Simpsons live in Springfield and Bart goes to Springfield Elementary School. He's very lazy and he isn't popular with the teachers, but his classmates like him. Bart has got two sisters, Lisa and Maggie. Lisa is very intelligent and she studies hard. Maggie is a baby. Bart's parents are Homer and Marge. Homer works at a power station from Monday to Friday and watches TV at weekends. Marge stays at home with Maggie.

2 Complete the table. How do we form the *third person singular* of the present simple?

Present simple: affirmative

| | |
|---------------------|-----------|
| I work | we work |
| you work | you work |
| he / she / it _____ | they work |

LEARN THIS!

- We use the present simple to talk about
- something that happens always or regularly.
 - a fact that is always true.

Grammar Reference: page 60

EXPLOIT

1 Complete the sentences with the present simple affirmative of the verbs in the box. Then write which member of the Simpson family says it.

go like live stay study work

- 'I **work** at a power station.' *Homer*
- 'My brother and I _____ to Springfield Elementary School.'
- 'My little sister _____ hard at school.'
- 'My wife _____ at home with our baby.'
- 'My classmates _____ me.'
- 'I _____ in Springfield with my husband and children.'

2 **1.03** Listen and repeat.

- /s/ likes works
- /z/ plays goes lives
- /vz/ watches finishes

3 **1.04** Listen and write the words in the correct group.

does moves drives hates listens looks loves
speaks stays teaches tells washes

| /s/ | /z/ | /vz/ |
|-----|------|------|
| | does | |

4 Complete the text. Use the present simple affirmative.

My best friend

My best friend is called James. He ¹ **lives** (live) next door to me. We ² _____ (go) to the same school but we are in different classes. I ³ _____ (walk) to school, but James ⁴ _____ (go) by bike, because he always ⁵ _____ (get up) late.

After school we ⁶ _____ (finish) our homework first and then we ⁷ _____ (watch) TV. I ⁸ _____ (like) news programmes, but James ⁹ _____ (hate) them. He ¹⁰ _____ (think) they're boring. He ¹¹ _____ (love) chat shows.



5 Write five sentences about you or your family. Use the verbs in the box.

go get up like live play watch work speak

My dad speaks French. I like reading.

Grammar Builder: page 61

Workbook: page 4

Unit 1 • My network

In this section, you can extend students' knowledge of grammar by introducing more vocabulary related to the topic.

In the Extend sections, students study lexical areas such as idioms, expressions, and phrasal verbs.

Students practise the grammar in the Exploit section.

The Grammar Reference and Grammar Builder pages at the back of the Student's Book provide more in-depth explanations and extra practice.

Students learn a second set of vocabulary on the skills page.

The following listening and speaking activities are based on the new vocabulary.

The second grammar page follows the same format as the first page, with exploration of the grammar rules followed by practice activities.

SKILLS

Talking about family and friends VOCABULARY

- 1 Put the words in the box into the two groups below, A and B. Which word goes in both groups?

Family aunt brother cousin daughter father granddaughter grandfather grandmother grandson husband mother nephew niece sister son uncle wife

A  aunt

B  brother

- 2  1.05 Listen, repeat and check your answers.
- 3  1.06 Listen to the pronunciation of the underlined vowels.
mother /'mʌðə/ cousin /'kaʊn/
- 4  1.07 Which other words in exercise 1 have the sound /ʌ/? Listen and check your answers.
- 5 Read the **Look out!** box. Then complete the puzzles.

LOOK OUT!

Possessive 's
1 We add 's after a name or a noun to show possession or a family relationship.
my dad's computer my uncle's wife
2 After a plural noun ending in -s, we just add 's.
my parents' car my cousins' grandfather

- 1 My mother's brother is my _____.
- 2 My father is my cousins' _____.
- 3 My uncle's daughter is my _____.
- 4 My sister is my cousin's _____.
- 5 My nephews' sister is my _____.
- 6 My uncle is my mother's or father's _____.

- 6 Work in pairs. Write more puzzles for each other.

Who is my dad's sister?

Your aunt.

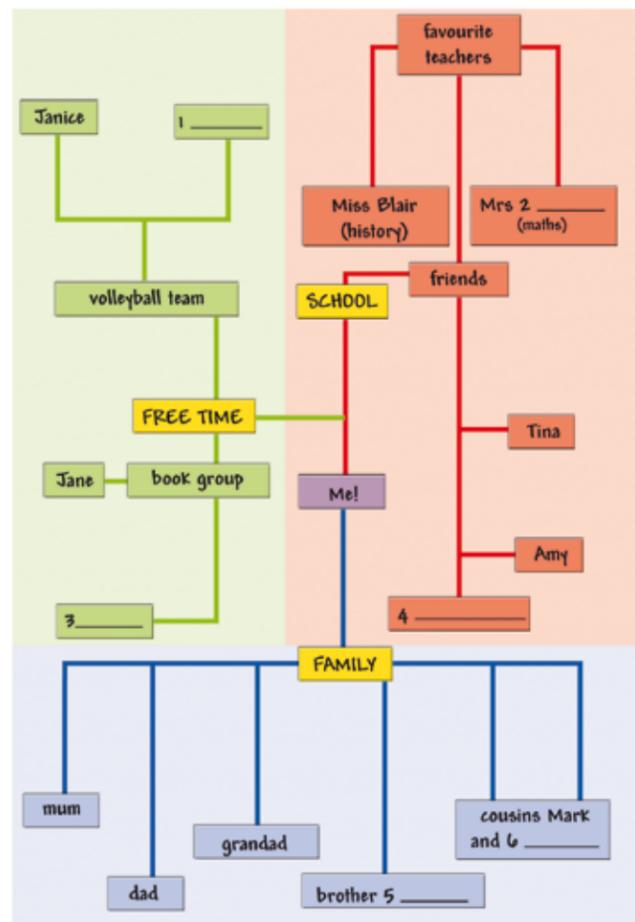
Workbook: page 5

Unit 1 • My network

LISTEN

- 1.08 Listen and complete Laura's network of people she meets regularly. Use the names in the box.

Baker Lisa Hannah Lucy Molly Sam



SPEAK

- 1 Draw a network of the people you meet regularly.
- 2 Work in pairs. Give your partner the names of six people from your network. Ask and answer about the people on your lists.

Who's ...

He's my cousin. He's 18 years old.

She's my friend. She's in my volleyball team.

GRAMMAR

Present simple: negative EXPLORE

- 1 Read the text about two brothers. Find five examples of the present simple negative.



Josh and Ben are brothers. Both boys are athletic, but they don't like the same things. Ben loves football. He plays for two teams – his school team and his city team – and he trains every weekend. Josh trains a lot too, but he doesn't play football. He loves ice skating. He goes ice skating at an ice rink in the city.

'I want to be a professional ice skater,' says Josh. 'But Ben wants to play for Manchester United. I don't like football, but I think Ben is fantastic.'

'I don't like ice skating at all, but I know Josh is great,' says Ben. 'We don't like the same things, but we like each other.'

- 2 Read the **Learn this!** box and complete the sentences in the table below.

LEARN THIS!

We form the present simple negative with *don't* or *doesn't* and the base form of the verb.

Present simple: negative

I ¹ _____ play football. We ³ _____ play football.
You ² don't play football. You ⁴ don't play football.
He/She/It ⁵ _____ play football. They ⁶ _____ play football.

Grammar Reference: page 60

EXPLOIT

- 1 Make the sentences negative.
- I live in England.
I don't live in England.
 - We come from London.
 - Karen studies science.
 - Mick plays ice hockey.
 - You like computer games.
 - Ben and I walk to school.
 - Mona gets up at five o'clock.

- 2  1.09 Listen to Mark and Sally. Is the information in the table true (✓) or false (X)?



| | Mark | Sally |
|--------------|--------------|------------|
| 1 comes from | Oxford X | Cardiff |
| 2 lives in | Liverpool ✓ | London |
| 3 studies | maths | medicine |
| 4 enjoys | shopping | shopping |
| 5 plays | basketball | volleyball |
| 6 works in | a restaurant | a shop |

- 3 Write sentences about Mark and Sally. Use the information in the table and the present simple, affirmative or negative.

*Mark doesn't come from Oxford.
He lives in Liverpool.*

- 4 Write true sentences about yourself with the present simple affirmative or negative. Use the phrases below and your own ideas.

- live in a flat
I live in a flat. / I don't live in a flat.
- study history
- watch TV every day
- speak Russian
- walk to school
- get up at seven o'clock on Saturdays
- read in bed
- play sport

Grammar Builder: page 61

Workbook: page 6

Unit 1 • My network

The writing lessons start by examining a model and then focusing on a particular language point.

The Review section uses a dialogue to revise the language learnt in the unit.

The Dictionary Corner provides further vocabulary extension, familiarizing students with the use of an English-English dictionary. This helps to promote autonomous learning.

WRITING

An informal letter

READ

Read the letter. Answer the questions below.

Dear Sam,

A My name is Robbie and I'm your new penfriend. This is a photo of me. I'm 16 years old and I'm from Manchester.



B I live in a flat with my parents and my sister Karen. She's 11 and she's usually a bit annoying. We've also got a dog called Rover.

C I go to Newtown Comprehensive School. After school, I go for a walk, and then I do my homework. My parents don't get home until seven o'clock, so Karen and I cook dinner. After dinner, I watch TV or listen to the radio. Write soon. Best wishes, Robbie

- 1 How old is Robbie?
- 2 Where is he from?
- 3 What is his sister's name?
- 4 How old is his sister?
- 5 What does he do after school?
- 6 Who cooks dinner at Robbie's house?

PREPARE

1 Read the letter. In which paragraph (A–C) does Robbie:

- 1 say how old he is? ___
- 2 say what he does after school? ___
- 3 say what his name is? ___
- 4 talk about his family? ___
- 5 say where he's from? ___
- 6 say which school he goes to? ___

2 Read the *Writing tip* and find words and phrases for beginning and ending letters in Robbie's letter.

Writing tip: beginning and ending letters

- We start an informal letter with *Dear* and the person's first name.
- We finish the letter with *Best wishes* and our first name. (We can use *Love* if we know the person very well.)

Unit 1 • My network

3 Read the *Look out!* box. Find the linking words in Robbie's letter.

LOOK OUT!

Linking words

We use *and* to link two pieces of information.
We use *then* to show that one action happens after another.
We use *so* to explain the result or consequence of something.
We use *or* to show a choice of two or more things.

4 Circle the correct linking words in the sentences below.

- 1 In the evening we have dinner and *so* / *then* I do my homework.
- 2 My dad usually watches TV *and* / *or* listens to the radio.
- 3 At the weekend she helps her parents, *and* / *so* she can't meet her friends.
- 4 My cousin and I go to the same school *or* / *and* we are in the same class!
- 5 They never eat breakfast, *so* / *then* they are hungry before lunchtime.
- 6 For lunch we usually have sandwiches *or* / *so* pasta.

WRITE

Imagine you have a penfriend in Britain. Write a short letter to him or her. Use the writing plan to help you.

Dear _____

Paragraph 1

- Introduce yourself. Say how old you are and where you are from.

Paragraph 2

- Say something about your family. (How many brothers and sisters? Ages?)

Paragraph 3

- What do you do after school? What do you do after dinner?

Best wishes

Check your work

Have you

- followed the writing plan?
- written 70–100 words?
- checked your spelling and grammar?

●●●●● Workbook: page 7

REVIEW

My network

LANGUAGE SKILLS

1 1.10 Complete the dialogue with the words from the box. Then listen and check your answers.

doesn't don't friends go goes got how my see
sister sister's you

Tony Hi! I'm a new student. ¹ _____ name's Tony.

John Hello, Tony. Nice to meet ² _____. I'm John.

Tony Have you ³ _____ any brothers or sisters?

John Yes, I've got a sister.

Tony ⁴ _____ old is she?

John My ⁵ _____ is 19. Her name is Cathy. She ⁶ _____ go to this school. She ⁷ _____ to university in London.

Tony What's your favourite sport?

John I love football! I ⁸ _____ to the sports centre every weekend, and I play with my ⁹ _____.

Tony What about your sister?

John My ¹⁰ _____ favourite sport is tennis, but I ¹¹ _____ like it. It's boring!

Tony That's the bell. I've got maths now. Bye, John.

John ¹² _____ you.

2 Read the dialogue again. These sentences are incorrect. Write two correct sentences, one negative and one affirmative.

- 1 Tony and John are teachers.
- 2 John has got a brother.
- 3 Cathy is eighteen.
- 4 Cathy goes to school.
- 5 John goes to the sports centre every evening.
- 6 John likes tennis.
- 7 Tony has got a French class now.

3 Circle the correct words in these sentences.

- 1 I've got one brother and two sisters. My **brother's** / **brother's** name is Sam. My **sisters'** / **sister's** names are Ann and Emily. My brother is 4, so he **don't** / **doesn't** go to school. My **sisters is** / **are** 12 and 15. They **go** / **goes** to the same school as me.
- 2 Mr and Mrs Johnson **have** / **has** a big family. They've got seven **child** / **children**. Six of them **live** / **lives** at home. One of them is married. His name is Jack. He **visit** / **visits** his parents every weekend.
- 3 After school, I usually **meets** / **meet** my friends for half an hour. Then I **take** / **takes** the bus home. My brother and I **watch** / **watches** TV, or sometimes we play games on my **fathers** / **father's** computer. After dinner I do my homework, but my parents **help** / **helps** me if it's difficult. I **doesn't** / **don't** like homework!

DICTIONARY CORNER

What's the difference?

1 What's the difference between these words and phrases? Use your dictionary and write example sentences to show the difference.

- 1 cloth / clothes
This cloth is expensive. Please put your clothes away.
- 2 housework / homework

- 3 lunch / lunchtime

- 4 sometime / sometimes

- 5 teach / learn

- 6 washing / washing-up

- 7 wear / put sth on

Phrasal verbs

2 Look up the phrasal verbs in the box and complete the sentences.

fill-sth-in pick sth up put sth away take after sb
take off try sth on turn sth down

- 1 What's your name? What's your address? *Fill* this form *in*, please.
- 2 The lesson's over. _____ your books _____.
- 3 _____ the television _____! It's too loud.
- 4 What time does the plane _____?
- 5 _____ that cup _____, please. It's on the floor!
- 6 My mother is short and slim, and I am too. I _____ my mother.
- 7 _____ these shoes _____. Are they the right size?

I CAN ...

Read the statements. Think about your progress and tick (✓) one of the boxes.

I need more practice. I sometimes find this difficult. No problem!

| | * | ** | *** |
|---|---|----|-----|
| I can understand an article and talk about everyday activities. | | | |
| I can talk about my family and friends. | | | |
| I can talk about people I meet regularly. | | | |
| I can say what someone does and doesn't do. | | | |
| I can write an informal letter to a penfriend. | | | |

●●●●● Workbook: Self check pages 8–9

Unit 1 • My network

Students write an assignment, often with the aid of a writing plan.

There are 'I can' statements at the end of each unit, encouraging students to reflect on their own learning.

There are in-depth grammar explanations and extra practice activities at the back of the Student's Book which you can assign in class.

GRAMMAR REFERENCE 1

be

| Affirmative | Negative |
|------------------|----------------------|
| I am | I am not |
| you are | you are not |
| he / she / it is | he / she / it is not |
| we are | we are not |
| you are | you are not |
| they are | they are not |

| Interrogative | Short answers |
|-------------------|------------------------------------|
| Am I? | Yes, I am. / No, I am not. |
| Are you? | Yes, you are. / No, you are not. |
| Is he / she / it? | Yes, he is. / No, it is not. |
| Are we? | Yes, we are. / No, we are not. |
| Are you? | Yes, you are. / No, you are not. |
| Are they? | Yes, they are. / No, they are not. |

Contracted forms

I am → I'm you are → you're we are → we're they are → they're
I am not → I'm not is not → isn't are not → aren't

We don't use contracted forms in affirmative short answers.
Yes, I am. ~~Yes, I'm.~~ X

have got

| Affirmative | Negative |
|-----------------------|--------------------------|
| I have got | I haven't got |
| you have got | you haven't got |
| he / she / it has got | he / she / it hasn't got |
| we have got | we haven't got |
| you have got | you haven't got |
| they have got | they haven't got |

| Interrogative | Short answers |
|----------------------------|-------------------------------------|
| Have I got ...? | Yes, I have. / No, I haven't. |
| Have you got ...? | Yes, you have. / No, you haven't. |
| Has he / she / it got ...? | Yes, she has. / No, he hasn't. |
| Have we got ...? | Yes, we have. / No, we haven't. |
| Have you got ...? | Yes, you have. / No, you haven't. |
| Have they got ...? | Yes, they have. / No, they haven't. |

We use *have got* to talk about possession, and for describing people.

Have you got a brother? We haven't got any homework.
Kate has got brown eyes and black hair.

Demonstrative pronouns

| Singular | this | that | Plural | these | those |
|----------|------|------|--------|-------|-------|
|----------|------|------|--------|-------|-------|

We use *this* and *these* with objects that are near to us.

This is a bag. These are my books.

We use *that* and *those* with objects that are further away from us.

That's my PC. Those are tall trees.

We use *this* to introduce people.

This is Sarah.

We use *that* to talk about something that somebody has just said.

'Are you happy?' 'That's right.'

Present simple: affirmative

| Affirmative | |
|----------------------|------------|
| I work. | We work. |
| You work. | You work. |
| He / She / It works. | They work. |

Spelling rules for 3rd person singular (*he / she / it*)

Most verbs; add -s.

play + -s → plays

Verbs ending in -ch / -ss / -sh / -o; add -es

watch + -es → watches go + -es → goes

Verbs ending in consonant + -y; -y → -ies

study → -ies → studies

We use the present simple:

- for something that happens always or regularly.

I watch TV every day. I get up at 7.30. My brother plays basketball.

- for a fact, or something that is always true.

Russell comes from New Zealand.

I live in Oxford.

Present simple: negative

| Negative | |
|---------------------------------|-----------------------------|
| I / You / We / They don't play. | He / She / It doesn't play. |

Full forms

I don't play. = I do not play.

He doesn't play. = He does not play.

We form the negative with *don't* or *doesn't* + the base form.

(The base form of the verb is the infinitive without to, e.g. go, have, work.)

GRAMMAR BUILDER 1

Present simple: affirmative

1 Write the third person singular forms.

- study he *studies* 5 do she _____
- watch she _____ 6 like it _____
- go it _____ 7 finish he _____
- fly he _____ 8 play she _____

2 Complete the sentences with the verbs in exercise 1.

- She _____ TV every evening.
- Tom _____ his homework on the bus.
- School _____ at four o'clock.
- Madeleine _____ to school by bus.
- Eva _____ maths at university.
- Pete _____ football every Saturday.
- My mum _____ travelling.
- John _____ to New York once a month.

3 Order the words to make sentences.

- uncle / in a shop / works / my
My uncle works in a shop.
- pizza / brother / loves / my
to school / go / we / by bike
- me / my / like / classmates
- grandmother / french / his / speaks
- my cousins / I / football / play / and
- lives / New York / in / my friend's aunt

4 Complete the sentences with the verbs in the box.

cook drive get up live read speak teach work

- My dad _____ the newspaper every morning.
- I _____ French and English.
- We _____ in a small house.
- Paul and Kate _____ in London.
- You _____ to work.
- My mum is a teacher. She _____ English at my school.
- My sister sometimes _____ dinner.
- I _____ at six o'clock every morning.

Present simple: negative

5 Complete the sentences with *don't* or *doesn't*.

- School _____ finish at three o'clock. It finishes at half past three.
- We _____ speak German.
- My mum _____ drive.
- I _____ go to school by bus. I walk.
- Fiona and Sally _____ like coffee. They like tea.
- Mark _____ read books. He reads newspapers.
- Tom and I _____ come from Manchester. We're from London.
- I'm sorry. I _____ understand this word.
- My sister _____ watch TV in the evening. She reads.
- I _____ play basketball but I play tennis.

6 Complete the sentences. Use the present or negative.

- 'Where's Kate?' 'I'm sorry. I _____ school.'
- Dave and Sue haven't got bikes - I _____ school.
- Jason _____ (like) maths. He thi _____ school.
- I _____ (stay) at home on Saturday.
- Tina likes English, but she _____.
- We _____ (love) computer game _____.
- My aunt is a teacher. She _____.
- John hasn't got a brother. He _____ his cousin.

7 Look at the pictures and write two sentences and one negative.



- he / play tennis
he / play football
He plays tennis.
He doesn't play football.



- he / read books / in his bedroom
he / watch TV / in his bedroom



- he / teach maths
he / teach English

WORDLIST

UNIT 1

Nouns

airport w=0 /'eɪpɔːrt/
aunt w=0 /aʊnt/
breakfast w=0 /'breɪkfəst/
brother w=0 /'brʌðə(r)/
chat show /tʃæt ʃoʊ/
children w=0 /tʃɪldrən/
classmate /klɑːsmet/
cloth w=0 /klɒθ/
clothes w=0 /kloʊðz/
cousin w=0 /'kʌzən/
daughter w=0 /'dɔːtə(r)/
dinner w=0 /'dɪnə(r)/
family w=0 /'fæməli/
father w=0 /'fɑːðə(r)/
flat w=0 /flæt/
football w=0 /'fʊtbɔːl/
granddaughter w=0 /'grændɔːtə(r)/
grandfather w=0 /'græmfɑːðə(r)/
grandmother w=0 /'græmɪdɔːtə(r)/
grandson w=0 /'grænsən/
homework w=0 /'həʊmwɜːk/
housework /'haʊswɜːk/
husband w=0 /'hʌzbənd/
ice hockey /'aɪs ˈhɒki/
ice skater /'aɪs skɑːtə(r)/
job w=0 /dʒɒb/
litre w=0 /'lɪtə(r)/
lunch w=0 /lʌntʃ/
minibus /'mɪnɪbʌs/
mother w=0 /'mʌðə(r)/
nephew w=0 /'neɪfjuː/
news programme w=0 /'njuːz ˈprɒɡræm/
niece w=0 /niːs/
office w=0 /'ɒfɪs/
parents w=0 /'peərənts/
penfriend /'penfrɛnd/
power station w=0 /'paʊə ˈsteɪʃən/
sister w=0 /'sɪstə(r)/
son w=0 /sʌn/
south w=0 /saʊθ/
supermarket w=0 /'sʊpəməkt/
teacher w=0 /'ti:tʃə(r)/
team w=0 /tiːm/
uncle w=0 /'ʌŋkl/
volleyball /'vɒlibɔːl/
washing w=0 /'wɒʃɪŋ/
washing-up /'wɒʃɪŋ ʌp/
weekday w=0 /'wiːkdeɪ/
weekend /'wiːkend/
wife w=0 /waɪf/
work w=0 /wɜːk/

Verbs

argue w=0 /ɑːɡjuː/
collect w=0 /kə'lekt/
drive w=0 /draɪv/
enjoy w=0 /ɪn'dʒɔɪ/
finish w=0 /'fɪnɪʃ/
hate w=0 /heɪt/
help w=0 /help/
iron w=0 /aɪən/
learn w=0 /lɜːn/
listen w=0 /'lɪsn/
love w=0 /lʌv/
need w=0 /niːd/
play w=0 /pleɪ/
speak w=0 /spiːk/
spend w=0 /spend/
stay w=0 /steɪ/
study w=0 /'stʌdi/
teach w=0 /tiːtʃ/
tell w=0 /tel/
think w=0 /θɪŋk/
walk w=0 /wɔːk/
want w=0 /wɒnt/
wash w=0 /wɒʃ/
watch w=0 /wɒtʃ/
wear w=0 /weə(r)/
work w=0 /wɜːk/

Adjectives

annoying w=0 /ə'noɪɪŋ/
athletic /əθ'letɪk/
average w=0 /'ævərɪdʒ/
boring w=0 /'bɔːrɪŋ/
colourful /'kʌləfʊl/
everyday /'evrɪdeɪ/
fantastic /fæn'tæstɪk/
intelligent /ɪn'telɪdʒənt/
lazy w=0 /leɪzi/
lively w=0 /'laɪvli/
noisy w=0 /'noɪzi/
popular w=0 /'pɒpjələ(r)/
professional w=0 /prə'feʃənəl/
quiet w=0 /kwaɪət/
unusual w=0 /ʌn'juːʒl/

Adverbs

hard w=0 /hɑːd/
late w=0 /leɪt/
regularly w=0 /'regjələbli/
sometime /sʌm'taɪm/
sometimes w=0 /sʌmtaɪmz/

Phrasal verbs

fill in w=0 /fɪl ɪn/
get on well w=0 /get ɒn 'wel/
get up w=0 /get ʌp/
hang around w=0 /hæŋ ə'raʊnd/
look after w=0 /lʊk ˈɑːftə(r)/
look at w=0 /lʊk ət/
look for w=0 /lʊk fɔː(r), fɔː(r)/
look like w=0 /lʊk laɪk/
learn w=0 /lɜːn/
listen w=0 /'lɪsn/
love w=0 /lʌv/
need w=0 /niːd/
play w=0 /pleɪ/
speak w=0 /spiːk/
spend w=0 /spend/
stay w=0 /steɪ/
study w=0 /'stʌdi/
teach w=0 /tiːtʃ/
tell w=0 /tel/
think w=0 /θɪŋk/
walk w=0 /wɔːk/
want w=0 /wɒnt/
wash w=0 /wɒʃ/
watch w=0 /wɒtʃ/
wear w=0 /weə(r)/
work w=0 /wɜːk/

Expressions

clean the house w=0 /kliːn ðə 'haʊs/
come home w=0 /kʌm 'həʊm/
cook dinner w=0 /kʊk 'dɪnə(r)/
do the shopping w=0 /dʌɪ ðə 'ʃɒpɪŋ/
do the washing w=0 /dʌɪ ðə 'wɒʃɪŋ/
do your homework w=0 /dʌɪ jɜː 'həʊmwɜːk/
go shopping w=0 /gəʊ 'ʃɒpɪŋ/
go to work w=0 /gəʊ tə 'wɜːk/
have a break w=0 /hæv ə 'breɪk/
have a celebration w=0 /hæv ə 'selɪbr'eɪʃən/
have a shower w=0 /hæv ə 'ʃaʊə(r)/
iron clothes w=0 /aɪən 'kloʊðz/
make a lot of noise w=0 /meɪk ə 'lɒt əv 'noɪz/
make a phone call w=0 /meɪk ə 'fəʊn kɔːl/
make breakfast w=0 /meɪk 'breɪkfəst/
make your bed w=0 /meɪk jɜː 'bed/
spend ages w=0 /spend 'eɪdʒz/

Idioms

drive someone crazy w=0 /draɪv ˌsʌmwʌn ˈkreɪzi/
get a move on w=0 /get ə 'muːv ɒn/
give someone a hand w=0 /gɪv ˌsʌmwʌn ə 'hænd/

w=0 a keyword of the Oxford 3000 list, denoting words which should receive priority in vocabulary study because of their importance and usefulness.

| | | | | | | |
|-------|------|------|-------|-----|-------|---------|
| happy | flag | her | look | mum | noisy | here |
| it | art | not | you | day | how | wear |
| he | egg | four | sugar | why | go | tourist |

Wordlist

The wordlists at the back of the Student's Book include both the active and passive vocabulary introduced in the unit. Key symbols denote that the word is in the Oxford 3000™ list. These are words that should receive priority because of their importance or usefulness.