

Student's Book Pack

Gateway

2nd Edition



David Spencer



A2

◆ Student's Resource Centre

Starter unit p6



Vocabulary

Classroom objects • Colours • Countries and nationalities
Days, months and ordinal numbers • The family • Basic descriptions



















Grammar





to be • Subject pronouns and possessive adjectives
have got • Possessive's • Demonstrative pronouns

		Vocabulary	Reading	Grammar	Life skills
Unit 1	It's my life p14	The school day Free-time activities Places to go in a town	▶ The BRIT School Teenage stress An informal email	Present simple affirmative and negative Prepositions of time Adverbs of frequency Present simple questions	Personal well-being: Dealing with stress
	Unit 2	Around the house p26	Rooms Household objects and furniture Jobs around the house	▶ Inside the White House To save the planet, begin at home! My dream house	There is/There are Prepositions of place Present continuous Present simple and present continuous
✓ Gateway to exams: Units 1-2 p38					
Unit 3	Fitness fanatics p40	Parts of the body Physical activities Sports	▶ Cliff-diving Fitness blog and article Club announcements	can/can't Adverbs of manner <i>have to/don't have to, must/mustn't</i>	Physical well-being: Designing a fitness programme
	Unit 4	Tourist information p52	Countries and nationalities Words connected with tourism Transport	▶ Tourist graffiti How to start a business A postcard	Past simple of to be Past simple of <i>can</i> Past simple affirmative (regular and irregular verbs)
✓ Gateway to exams: Units 3-4 p64					
Unit 5	Great works p66	Places of work Jobs and work Culture and work	▶ Becoming a best-selling author The power of reading A story	Past simple negative Past simple questions and short answers Past continuous	Art and culture: Getting the reading habit



Listening 	Speaking 	Writing 	 Exam success
<p>▶ Free-time activities Talking about stress Introducing yourself</p>	<p>▶ Introducing yourself Comparing schools Free-time activities</p>	<p>▶ An informal email A video message or informal email</p>	<p>Reading: True/False/Not Mentioned Listening: Matching</p>
<p>▶ Everyday dialogues Saving energy Speaking on the phone</p>	<p>▶ Speaking on the phone Famous homes Describing rooms</p>	<p>▶ A description of a house A leaflet</p>	<p>Use of English: Multiple-choice cloze Writing: Checking your work</p>
<p>▶ Sepak Takraw Exercise habits Asking for information</p>	<p>▶ Asking for information Dangerous sports You and sports</p>	<p>▶ An announcement A fitness programme</p>	<p>Reading: Multiple-choice Speaking: Information exchange</p>
<p>▶ Edinburgh A presentation of a new product Talking about a holiday</p>	<p>▶ Talking about a holiday Your opinion on graffiti Tourism</p>	<p>▶ A postcard A presentation</p>	<p>Listening: True/False/Not Mentioned Speaking: Talking about past events</p>
<p>▶ Charles Dickens Getting the reading habit Talking about a past event</p>	<p>▶ Talking about a past event Being a professional writer Culture and work</p>	<p>▶ A story A poster</p>	<p>Reading: Matching Listening: Completing notes</p>

	Vocabulary 	Reading 	Grammar 	Life skills 
Unit 6	Eat well, live well p78 Food and drink Containers	► What's in your food? The Eatwell plate Invitations	 Countable and uncountable nouns <i>some/any/a/an</i> <i>a lot of/much/many</i> <i>should/shouldn't</i>	Physical well-being: Planning a balanced diet
✓ Gateway to exams: Units 5-6 p90				
Unit 7	Wildlife watch p92 Wild animals and insects The natural world The weather	► Wild Bear prepares to attack again! A quick introduction to infographics Messages	 be going to <i>will/won't</i> Present continuous for future	Numeracy: Using infographics
Unit 8	The world around me p104 Feelings Personality Social problems	► Happy teenagers? Three charities A newspaper editorial and letter	 Comparative adjectives Superlative adjectives Articles	Social skills and citizenship: Helping a charity
✓ Gateway to exams: Units 7-8 p116				
Unit 9	Top shops p118 Clothes Accessories Shops	► T-shirts that tell a story Sweatshops	 Present perfect Present perfect with <i>ever</i> and <i>never</i> Present perfect with <i>just</i> , <i>already</i> and <i>yet</i>	Money and finance: Investigating ethical trade
Unit 10	Brilliant brains p130 Useful inventions Creating and inventing Nouns ending in <i>-ion</i>	► Women inventors Pyramids of glass discovered in the ocean A biography	 The passive The passive with <i>by</i> Zero conditional First conditional	ICT: Checking information on the Internet
✓ Gateway to exams: Units 9-10 p142				
 Unit-by-unit wordlist p144	 Exam success p152	 Communication activities p154		

 Listening	 Speaking	 Writing	 Exam success
<p>▶ Fizzy drinks</p> <p>Favourite snacks</p> <p>Ordering food</p>	<p>▶ Ordering food</p> <p>Your diet</p> <p>Your ideal menu</p>	<p>▶ An invitation</p> <p>A poster</p>	<p>Use of English: Missing sentences</p> <p>Writing: Formal and informal style</p>
<p>▶ Wildlife centres</p> <p>The Northern White Rhino</p> <p>Making suggestions and plans</p>	<p>▶ Making suggestions and plans</p> <p>Outdoor activities and survival</p> <p>The natural world where you live</p>	<p>▶ A short message</p> <p>A presentation</p>	<p>Speaking: Pair activities</p> <p>Writing: Handwriting and presentation</p>
<p>▶ News stories</p> <p>Helping a charity</p> <p>Describing a photo</p>	<p>▶ Describing a photo</p> <p>Comparing countries and social problems</p> <p>Describing feelings</p>	<p>▶ A formal letter of opinion</p> <p>A list/plan</p>	<p>Use of English: Open cloze</p> <p>Speaking: Describing a photo</p>
<p>▶ Sales</p> <p>Interviews outside a shopping centre</p> <p>Shopping</p>	<p>▶ Shopping</p> <p>A special T-shirt</p> <p>Your clothes</p>	<p>▶ A job application form</p>	<p>Listening: Multiple-choice</p> <p>Use of English: Dialogue activities</p>
<p>▶ A science TV programme</p> <p>A student's online investigation</p> <p>A presentation</p>	<p>▶ A presentation</p> <p>Inventions by women</p> <p>Discussing useful inventions</p>	<p>▶ A biography</p> <p>A video message</p>	<p>Speaking: Giving presentations</p> <p>Writing: Paragraphs</p>



Irregular verbs p157

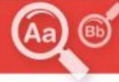


Writing bank p158

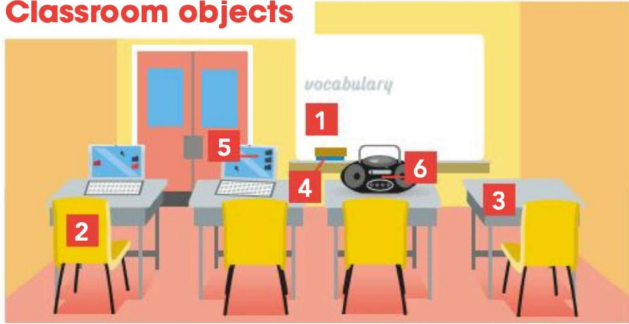
S Starter unit



Vocabulary



Classroom objects



1a Work with a partner. Match the words to the pictures.

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

1b 01 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 a 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 02 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 02 Listen again and practise saying the lists.

2 LISTENING 03 Listen and write the letters. What are the five words?

3 Write each word from 2 in numerals.

FOUR = 4

Classroom expressions

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

- How do you spell that?
- Can you repeat that, please?
- What does *pencil case* mean?
- I'm sorry, I don't understand.
- 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.

American • Australian • the United Kingdom (UK)
Canadian • Ireland

Capital city	Country	Nationality
London	1	British or English
Dublin	2	Irish
Washington DC	the United States (US)	3
Ottawa	Canada	4
Canberra	Australia	5



1b 04 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

1 LISTENING 05 Listen and complete the dialogue.



Boy 1: Hi, I'm Thomas. What's your name?
Boy 2: I'm (a) Nice to meet you.
Boy 1: Nice to meet you too. How do you spell your name?
Boy 2: (b)
Boy 1: Are you English?
Boy 2: No, I'm not. I'm American.
Boy 1: How old are you?
Boy 2: I'm 16. And you?
Boy 1: I'm 16 too. This is my friend. His name's Luke. He's (c)

2 SPEAKING Work with a partner. Practise the dialogue in 1.

3a Match the questions with the answers.

- | | |
|-------------------------------|-----------------------|
| 1 What's your name? | a No, I'm Australian. |
| 2 How do you spell your name? | b I'm 17. |
| 3 Are you English? | c E-M-I-L-Y. |
| 4 How old are you? | d I'm Emily. |

3b 06 Listen, check and repeat.

4 LISTENING 07 Listen to the dialogues and choose the correct alternative.



- 1 Name: Amy/Amie
Nationality: English/American/Australian
Age: 16/17
- 2 Name: Katrin/Catrin
Age: 15/16
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 Act out the dialogue for the class.

Hi, I'm Daniel. What's your name?
 I'm Alek. Nice to meet you.



to be

1 Read the sentences and complete the table.

- 1 I'm Thomas.
- 2 Are you English?
- 3 Yes, I am.
- 4 No, I'm not.
- 5 This is my friend.
- 6 His name is Luke.

Affirmative

I (a) English.
 You/We/They are English.
 He/She/It (b) English.

Negative

I (c) Australian.
 You/We/They aren't Australian.
 He/She/It isn't Australian.

Question

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

Short answers

Yes, I (e) / No, I (f)
 Yes, you/we/they are. / No, you/we/they aren't.
 Yes, he/she/it is. / No, he/she/it isn't.

GRAMMAR REFERENCE > PAGE 12

2 Complete the sentences with the correct form of the verb to be. Make true sentences in the affirmative or negative.

- 1 Emma Watson from the UK.
- 2 I a student.
- 3 We 16.
- 4 Brad Pitt and Angelina Jolie American.
- 5 My name John.
- 6 This book blue.
- 7 Spain and Mexico English-speaking countries.
- 8 I a teacher.

3 LISTENING 08 Look at the table. Then listen and read the dialogue. Who is the person?

The UK				The US			
LONDON		BRISTOL		NEW YORK		BOSTON	
15	16	14	17	13	18	15	17
Smith	Jones	Willis	Kent	Ali	Finn	Ross	Date
Marks	West	Dent	Cross	North	Mills	Storm	Last

- A: Are you from the UK? A: Are you 17?
- B: No, I'm not. B: Yes, I am.
- A: Are you from the US? 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?



Subject pronouns and possessive adjectives

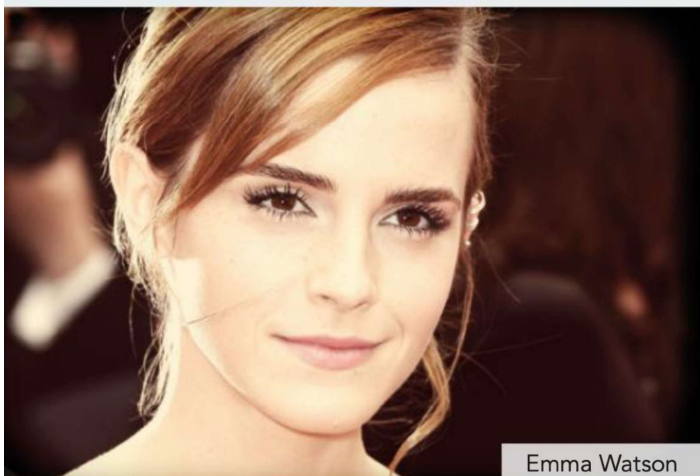
5 Read the sentences. Match the subject pronouns (1-7) with the possessive adjectives (a-g).

- 1 I'm British. a Her name is Eva.
- 2 You're Irish. b Your name is Tom.
- 3 He's Australian. c Their names are Jo and Jim.
- 4 She's German. d My name is Jack.
- 5 It's my cat. e His name is Taylor.
- 6 We're 15. f Our names are Al and Tim.
- 7 They're 16. g Its name is Tiger.

GRAMMAR REFERENCE > PAGE 12

6 Choose the correct alternative.

Hi! (a) I/My name is Amy and this is my science classroom. Is (b) you/your science classroom similar? In the photo you can see two other students. (c) His/Their names are Lily and Ella. (d) They/Their are 15. (e) Our/Your teacher is Miss Smith. (f) His/Her first name is Helen. (g) He/She is from a big city. (h) His/Its name is Birmingham. (i) It/Its is in the middle of England.



Emma Watson



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.



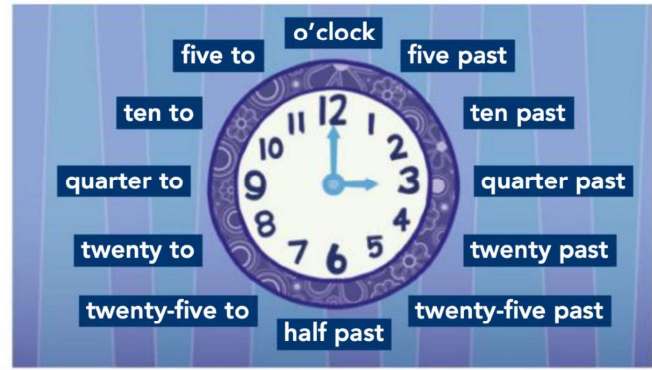
4 It's twenty six.



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.

eleventh • February • fifth • July • June • March • May
ninth • November • October • second • September
seventh • sixth • Sunday • tenth • third • Thursday
Tuesday • Wednesday

Days	Months	Ordinal numbers
1 Monday	1 January	1 st first
2	2	2 nd
3	3	3 rd
4	4 April	4 th fourth
5 Friday	5	5 th
6 Saturday	6	6 th
7	7	7 th
	8 August	8 th eighth
	9	9 th
	10	10 th
	11	11 th
	12 December	12 th twelfth
		13 th thirteenth

1b **09** Listen, check and repeat.

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

- | | |
|--------------------|--------------------|
| 1 16 th | 5 23 rd |
| 2 19 th | 6 25 th |
| 3 21 st | 7 30 th |
| 4 22 nd | 8 31 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?

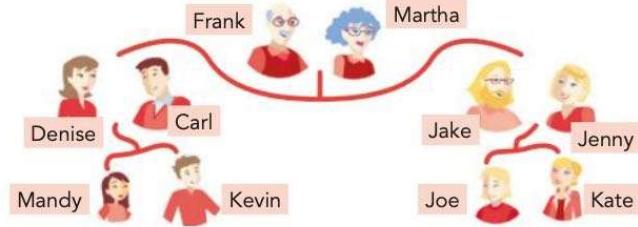
What date is New Year's Day?

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 in 1 and complete the sentences.

- Kate is Joe's
- Joe is Carl's
- Denise and Carl are Joe's and
- Frank is Kate's
- Kate is Martha's

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

Jake

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

Carl

5 **SPEAKING** Work with a partner. Describe yourself to your partner using words from 4.

have got

1 Read the sentences and complete the table.

- Mandy **has got** one brother
- She **hasn't got** a sister.
- Has** Mandy **got** cousins?
- Yes, she **has**.

Affirmative

I/You/We/They **have got** three cousins.
He/She/It (a) three cousins.

Negative

I/You/We/They **haven't got** three cousins.
He/She/It (b) three cousins.

Question

Have I/you/we/they **got** three cousins?
(c) he/she/it three cousins?

Short answers

Yes, I/you/we/they **have**. / No, I/you/we/they **haven't**.
Yes, he/she/it (d) / No, he/she/it **hasn't**.

GRAMMAR REFERENCE > PAGE 12

2 Complete the sentences with the correct form of **have got**. Make true sentences in the affirmative or negative.

- I a sister.
- We a cat.
- My mother blue eyes.
- I short hair.

3 Complete the questions with the correct form of **have got**.



- Anne brown hair?
- Cathy red hair?
- Anne and Helen short hair?
- Cathy short hair?

4 **SPEAKING** Work with a partner. Take it in turns to ask and answer the questions in 3.

Has Anne got brown hair?

Yes, she has.

Possessive 's

5 Read the sentences and choose the correct alternative to complete the rules in 1 and 2.

- 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.

To indicate possession or a family relationship

- 1 we add 's/just add an apostrophe (') after singular names or nouns.
- 2 we add 's/just add an apostrophe (') after plural nouns ending in -s.

GRAMMAR REFERENCE > PAGE 12

6 Put apostrophes in the correct places in the sentences.

- 1 Jaden and Willow are Will Smiths children.
- 2 Their mothers name is Jada.
- 3 Their parents eyes are brown.
- 4 Willows hair is always different!
- 5 Their grandparents names are Willard and Caroline.
- 6 The childrens uncle is an actor.
- 7 Jadas brothers name is Caleeb.



Demonstrative pronouns

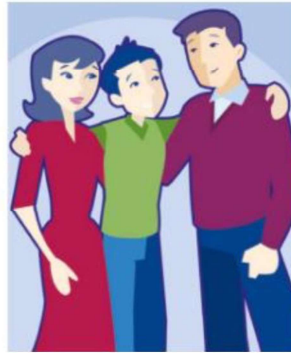
7a Look at the pictures and sentences.



1 **This** is my sister.



2 **That's** my cousin.



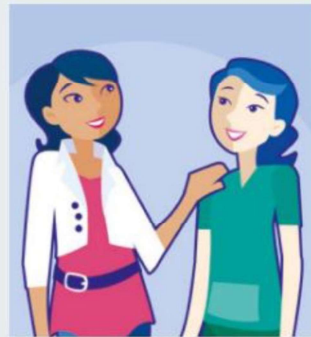
3 **These** are my parents.



4 **Those** are my grandparents.

GRAMMAR REFERENCE > PAGE 12

7b Look at the pictures and complete the sentences with **this, that, these, those**.



1 is my friend.



2 are my friends.



3 are my friends.



4 is my friend.

Grammar reference

to be		have got	
FORM		FORM	
Affirmative	I'm (am) American. You/We/They're (are) American. He/She/It's (is) American.	Affirmative	I/You/We/They've got (have got) brown eyes. He/She/It's got (has got) brown eyes.
Negative	I'm not (am not) American. You/We/They aren't (are not) American. He/She/It isn't (is not) American.	Negative	I/You/We/They haven't got (have not got) brown eyes. He/She/It hasn't got (has not got) brown eyes.
Question	Am I American? Are you/we/they American? Is he/she/it American?	Question	Have I/you/we/they got brown eyes? Has he/she/it got brown eyes?
Short answers	Yes, I am. No, I'm not. Yes, you/we/they are. No, you/we/they aren't. Yes, he/she/it is. No, he/she/it isn't.	Short answers	Yes, I/you/we/they have. No, I/you/we/they haven't. Yes, he/she/it has. No, he/she/it hasn't.
USE		USE	
<ul style="list-style-type: none"> We use the verb to be to describe a person's nationality, age, appearance, etc. We do not use contractions ('m, 're, 's, etc.) in short answers. 		<ul style="list-style-type: none"> 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			
<ul style="list-style-type: none"> 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			
Singular		Plural	
This is my father.	That is my brother.	These are my parents.	Those are my cousins.
<ul style="list-style-type: none"> 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

Classroom objects board • board rubber • CD player • chair • computer • desk • dictionary • notebook
pen • pencil • pencil sharpener • rubber • ruler • textbook **Colours** black • blue • brown • dark blue
green • grey • orange • pink • purple • red • white • yellow **Days** Monday • Tuesday • Wednesday
Thursday • Friday • Saturday • Sunday **Months** January • February • March • April • May • June • July
August • September • October • November • December **Ordinal numbers** first • second • third • fourth
fifth • sixth • seventh • eighth • ninth • tenth • eleventh • twelfth • thirteenth • fourteenth • fifteenth
sixteenth • seventeenth • eighteenth • nineteenth • twentieth • twenty-first • thirty-first **The family** aunt
brother • cousin • daughter • father • grandchildren • granddaughter • grandfather • grandmother
grandparents • grandson • husband • mother • nephew • niece • parent • sister • son • uncle • wife

Basic descriptions blue/brown/green eyes • short/long/dark/fair/black/red hair • tall • short • thin • beard
glasses • moustache

Other words and phrases ➤ page 145

Grammar revision

to be

/ 6 points

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

Harry: (a) you American?

Megan: No, I (b)
I (c) British.

Harry: (d) Alex English?

Megan: No, he (e)
He (f) from Australia.

have got

/ 6 points

2 Complete the dialogue with the correct form of have got.

Joe: (a) you a sister?

Sam: Yes, I (b) I (c) one sister.

Joe: (d) she dark hair?

Sam: No, she (e) Her hair is fair. And she (f) brown eyes. Her eyes are blue.

Subject pronouns, possessive adjectives, possessive 's, demonstrative pronouns

/ 6 points

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 This/These are my parents.

5 The boy's/boys' name is Max.

6 Jamie is Becky's/Beckys' brother.

Vocabulary revision

CLASSROOM OBJECTS

/ 6 points

1 Name the classroom objects.



DAYS, MONTHS, ORDINAL NUMBERS

/ 5 points

2 Complete the lists.

1 first, second,, fourth

2 Monday,, Wednesday

3 April, May,, July

4 sixth, seventh,, ninth

5 Friday,, Sunday

THE FAMILY

/ 6 points

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

BASIC DESCRIPTIONS

/ 5 points

4 Complete the description of the man on the left below with some of these words.

beard • blue • fair • glasses • long
moustache • short • tall



This man is

(a)

He's got (b) hair.

His eyes are

(c)

He's got a

(d)

and he's got

(e)

Total: / 40 points

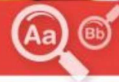
Starter unit

13

1 It's my life



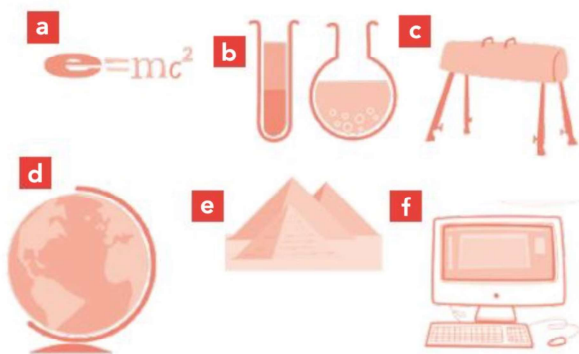
Vocabulary



The school day

1a Work with a partner. Match some of these words to the pictures. Use your dictionary if necessary.

art • biology • chemistry • English
 French • geography • German • history
 ICT (Information and Communication Technology)
 maths • music
 PE (Physical Education) • physics • Spanish



1b 10 Listen and repeat.

2 SPEAKING Work with a partner. Which of the school subjects in 1 are in your school timetable today? Which are your favourite subjects?

3 Put the activities in order. Use your dictionary if necessary.

go to school (by bike/bus/car/train/on foot) • have lunch • have a break
 get up • do homework • go to bed
 start school • get dressed • have dinner
 finish school • have breakfast • go home

- 1 *get up*
- 2 *get dressed*

4 SPEAKING Work with a partner. Say when you do the activities on a typical school day.

I get up at half past seven.

Free-time activities

5a Work with a partner. Match some of these words to the photos.

chat online • dance • do sport • draw • go shopping
 go out with friends • listen to music • play the guitar/piano
 read • surf the Internet • take photos • watch films



5b 11 Listen and repeat.

6 LISTENING 12 Listen to four dialogues. What free-time activity is the subject of each dialogue? Choose from a–g.

- | | |
|------------------|------------------------|
| Dialogue 1 | a chatting online |
| Dialogue 2 | b dancing |
| Dialogue 3 | c drawing |
| Dialogue 4 | d going shopping |
| | e surfing the Internet |
| | f taking photos |
| | g watching films |

7 Complete these sentences with true information about you and your free-time activities.

- 1 I love (two smiley faces)
- 2 I like (one smiley face)
- 3 I think is OK. (two smiley faces)
- 4 I don't like (two sad face icons)
- 5 I hate (two sad face icons)

8 SPEAKING Work with a partner. Compare your answers from 7. How similar are you?

I love surfing the Internet.

I like surfing the Internet but I love watching films.



The BRIT School

IT'S 4 TEENS • FORUM

Hey! Somebody tells me there's a great school for people who love music and dance. It's called the BRIT School. Does anybody know it?

Posted by **Lee** on 21st September at 2.36 pm

Yeah. It's for students between 14 and 19. They study the usual subjects like maths, history, ICT, PE, etc. But they also have special classes in art, music, dance, film, photography ...

Posted by **Mia** on 21st September at 5.44 pm

A friend of mine goes to the BRIT School. She plays the guitar and sings. She says the school is brilliant! Sometimes at lunchtime there are concerts where students sing, play music, dance ... Imagine! Sometimes she wants classes at the weekend, she loves it *that much!*

Posted by **Ella93** on 21st September at 8.12 pm

In my school we usually call our teachers Sir or Miss but at the BRIT School I think the students call their teachers by their first names. And they don't wear school uniform!

Posted by **Jonno** on 21st September at 9.06 pm

The idea is for the students to learn all about the creative industries – music, art, theatre, TV ... And they learn to use new technology to do it.

Posted by **Ella93** on 22nd September at 4.32 pm

I know the school has some very famous old students. Adele, for example! And famous people visit the school. They play concerts there, or just talk to the students and help them.

Posted by **KidLondon** on 22nd September at 7.45 pm

Awesome! I really want to study there! Thanks for the help, guys.

Posted by **Lee** on 22nd September at 8.10 pm



1 Work with a partner. Look at the photo of students at school and answer the questions.

- 1 What can you see in the photo?
- 2 Does this school look similar to your school? Why/Why not?

2 Read the comments in this forum. What's your opinion of the BRIT School?

- | | |
|-----------------------|--------------------|
| a I think it's great. | c It's OK. |
| b I think it's good. | d I don't like it. |

3 Read the comments again. Are the sentences True (T), False (F) or is the information Not Mentioned (NM) in the text?

- 1 Students at the BRIT School only have unusual school subjects. **T/F/NM**
- 2 At the BRIT School they have long breaks. **T/F/NM**
- 3 Ella93's friend lives in the school. **T/F/NM**
- 4 In Jonno's school it's unusual for students to call their teachers 'John' or 'Anne', for example. **T/F/NM**
- 5 BRIT students don't have a school uniform. **T/F/NM**
- 6 Computers are not important at the BRIT School. **T/F/NM**
- 7 Famous people visit the students at the BRIT School. **T/F/NM**

✓ EXAM SUCCESS

In 3, what is the difference between *False* and *Not Mentioned*?

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4 CRITICAL THINKING

Think! Then compare ideas with your class.

Lee consults a forum on the Internet for information about the BRIT School.

- What are the advantages of consulting a forum? What are the disadvantages?

5 Match the underlined words in the forum with these definitions.

- | | |
|---------------------|-------------------------|
| 1 one of my friends | 3 people (informal) |
| 2 great, fantastic | 4 companies, businesses |

6 SPEAKING What about you?

- 1 What things in the BRIT School are similar to your school? What things are different?
- 2 What do you like about your school? Why?

We have subjects like maths, PE and ICT.

We don't have subjects like photography or dance.



Present simple affirmative and negative

1a Read the sentences. Which are affirmative and which are negative?

- 1 They **study** the usual subjects.
- 2 My friend **goes** to that school.
- 3 We **don't play** music.
- 4 She **finishes** school at 4 pm.
- 5 She **doesn't go** home at 3 pm.
- 6 They **don't wear** school uniform.
- 7 She **sings** and **dances**.
- 8 We **learn** about music and art.

1b Choose the correct alternative. If both alternatives are correct, mark them both.

- 1 In the present simple, verbs finish in -s/-es when the subject is I, you, we, they/he, she, it.
- 2 After *don't* or *doesn't* we use the verb with -s/without -s.
- 3 We use the present simple to talk about regular or routine actions/things that are always or usually true.

GRAMMAR REFERENCE ► PAGE 24

2a PRONUNCIATION 13 Listen and match each group of verbs (1–3) with the correct sound (a–c).

- | | |
|----------------------------|--------|
| 1 starts likes asks | a /ɪz/ |
| 2 studies plays goes | b /s/ |
| 3 finishes watches relaxes | c /z/ |

2b 13 Listen again and practise saying the verbs.

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

get • go • listen • take • finish • have
watch

- 1 I to music when I do my homework.
- 2 My friend to school by bus.
- 3 We lunch at school.
- 4 His sister up at 7.30 am.
- 5 Our last class at 5 pm.
- 6 They films in their Spanish lessons.
- 7 Dylan photos in his free time.

3b Now make the sentences in 3a negative.

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



Sophia (a) (study) at the BRIT School. She (b) (not study) music or dance. Her special subject is art. For homework, sometimes Sophia and the students in her class (c) (take) photos or they (d) (draw). But Sophia (e) (say) that they all (f) (work) hard at the school. Sometimes, to finish her work, she (g) (get) up really early. But she (h) (not think) that's a problem because she (i) (love) art ... and her school!

5a Write a minimum of six true sentences about what you normally do at the weekend. Use the words in the table to help you.

*I do sport at the weekend.
I don't watch TV.*

Verb	Noun
do • watch • play study • chat • surf read • go to	sport • homework • school the Internet • maths • tennis films • online • TV • football computer games • books

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

*Alex does sport at the weekend.
He doesn't watch TV.*

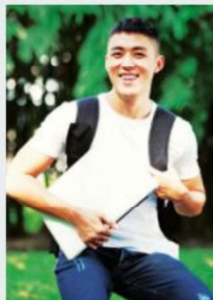
Prepositions of time

- 6** Read the sentences and complete the rules with **on**, **at** or **in**.
- We start school **at** half past eight.
 - I don't go to school **on** Saturday.
 - Classes finish **in** the afternoon.
 - They start school **in** September.
 - School starts **on** 7th September.
 - We do homework **at** night.
 - She wants to go to school **at** the weekend.
 - The school celebrates its anniversary **in** 2021.
- We use with days.
 - We use with times.
 - We use with months.
 - We use with dates.
 - We use with parts of the day (*the morning, the afternoon*).
 - We use with years.
 - We use with *night* and *the weekend*.

GRAMMAR REFERENCE > PAGE 24

7a Complete the text with **on**, **at** or **in**.

Wang Yong is a student at a secondary school in Guangzhou, China. He starts school (a) 7.30 am. He goes to school six days a week, because he has some lessons (b) Saturday, but only (c) the morning. But he has extra exam classes (d) the evening and (e) the weekend. (f) night he's very tired! Of course, he has a break in the summer. This year his holidays start (g) July, (h) the 14th July to be exact.

**7b** SPEAKING Work with a partner. Talk about similarities and differences between you and Wang Yong.

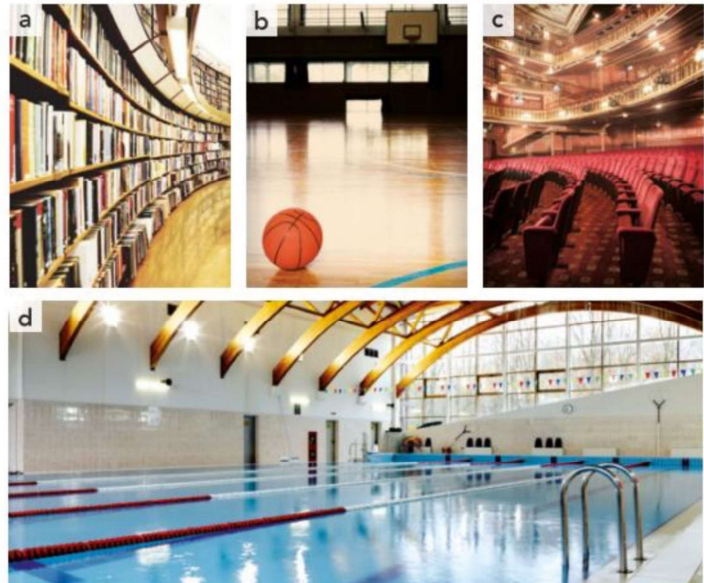
We don't start school at 7.30 am.

That's right. We start at 9 am.

Places to go in a town

1a Work with a partner. Match some of these words to the photos. Use your dictionary if necessary.

cinema • fast-food restaurant • library • museum • park
shopping centre • sports centre • stadium • swimming pool
theatre

**1b** 14 Listen and repeat.**2a** Read the descriptions. Which places are described?

- You swim there. *swimming pool*
- You buy things there.
- You watch films there.
- You eat pizzas or burgers there.
- You read books there or take them home for two or three weeks.
- You play basketball or football there.
- You can see a play or listen to concerts there.
- You watch football matches, sports events or concerts there.
- You see paintings and old objects and learn about history there.
- You walk, play sport, meet friends and see trees and flowers there.

2b 15 Listen and check.**3** SPEAKING Look at the words in 1. Tell your partner three places that you like going to and three places that you don't like going to.

I like going to the cinema, but I don't like going to the theatre.

I like playing football, so I love going to the park.

Dealing with STRESS

LIFE SKILLS OBJECTIVES

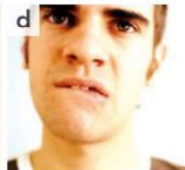
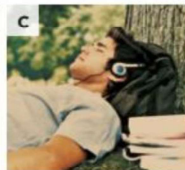
- To understand stress
- To identify what makes you stressed
- To choose appropriate relaxation techniques

KEY CONCEPTS

stressful [adj]: It's stressful when you have a lot of things to do. **stressed (out) [adj]:** I am/feel stressed (out) because I have a lot of things to do. **relax [v]:** I relax at home by listening to music.

1a Look at the photos and find somebody who is:

- | | |
|-----------|-----------|
| 1 happy | 4 angry |
| 2 sad | 5 worried |
| 3 relaxed | |



1b Match the halves to make logical sentences.

- | | |
|--------------------------------|----------------------------------|
| 1 I feel worried when I ... | a listen to slow, calm music. |
| 2 I feel relaxed when I ... | b have a very difficult exam. |
| 3 I feel happy when I ... | c don't listen to me. |
| 4 I feel sad when I ... | d see a grey sky. |
| 5 I feel angry when people ... | e am at a party with my friends. |

1c Are the sentences in 1b true for you? Complete 1–5 with information about you.

I feel worried when I don't know the answer to a question in an exam.

2 READING Read the website text. Match the questions with the paragraphs.

- | | |
|---|--|
| 1 What are common causes of teenage stress? | 3 How can you deal with stress? |
| 2 What is stress? | 4 How do you know when you are stressed? |

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TEENAGE STRESS – FREQUENTLY ASKED QUESTIONS

A Stress is something that everybody feels at times – adults, teenagers and kids. There is good stress, stress that helps you to react in a difficult situation. More often stress is a negative feeling, a feeling that stops you being happy or relaxed. But it's always important to remember that stress is just a normal part of life.

B People react to stress in different ways. Some people are sad and others feel angry. Some people have difficulties with sleeping. Others change their attitude to food because of stress. Stress can also make it difficult for some people to concentrate.

C There are many different things that can stress teenagers. Sometimes it can be just the ordinary things that happen every day. For example, homework or exams can cause stress. Or maybe you have a pet and your pet is sick. Problems with friends or parents or other family members are another possible cause. Perhaps they want you to do something but you don't want to do it, for example.

D The good news is that stress is completely normal and it's not permanent. And there are lots of things you can do to deal with stress.

Sticky Note:

- ✓ Sport and exercise combat stress and also help you to sleep.
- ✓ Talk to people about how you feel.
- ✓ Listen to music.
- ✓ Eat healthy, natural food, especially at breakfast-time because that's when you need the energy!
- ✓ When the problem is homework or exams, it's a good idea to make a plan or timetable. This helps you to find time to do everything, including time to do things that you love – surfing the Internet, chatting to friends, reading ...
- ✓ And be positive!

3 Read the text in 2 again and complete the sentences with the words in the box.

pet • sleep • food • plan (n)
breakfast • exams • time

- 1 It can be difficult to when you are stressed.
- 2 Eating can help with stress because it gives you energy for the day.
- 3 It's important to find to do your favourite activities.
A can help you to do this.
- 4 Stress can change your attitude to in general.
- 5 If you have a that is not well, it can make you stressed.
- 6 Studying for can cause stress at school.

4



LISTENING 16 Three teenagers talk about stress in their lives. Watch the video or listen and complete the notes in the table.

	What makes me stressed	How I deal with stress
Kieran (Speaker 1)	Doing on time and the life at school.	Taking , playing the and the
Amelia (Speaker 2)	Working in at weekends. No time for or friends. in the park or to school or
George (Speaker 3)	Parents want me to go and look after and	Doing , going for a or swimming. Playing

5a Work with a partner. Look at the list of ways of dealing with stress. Add ideas from the text on page 18 and your ideas.

<input type="checkbox"/> 1 watch a film	5 eat healthy food
<input type="checkbox"/> 2 go for a walk	6 do yoga
<input type="checkbox"/> 3 listen to music	7
<input type="checkbox"/> 4 sleep for eight hours	8

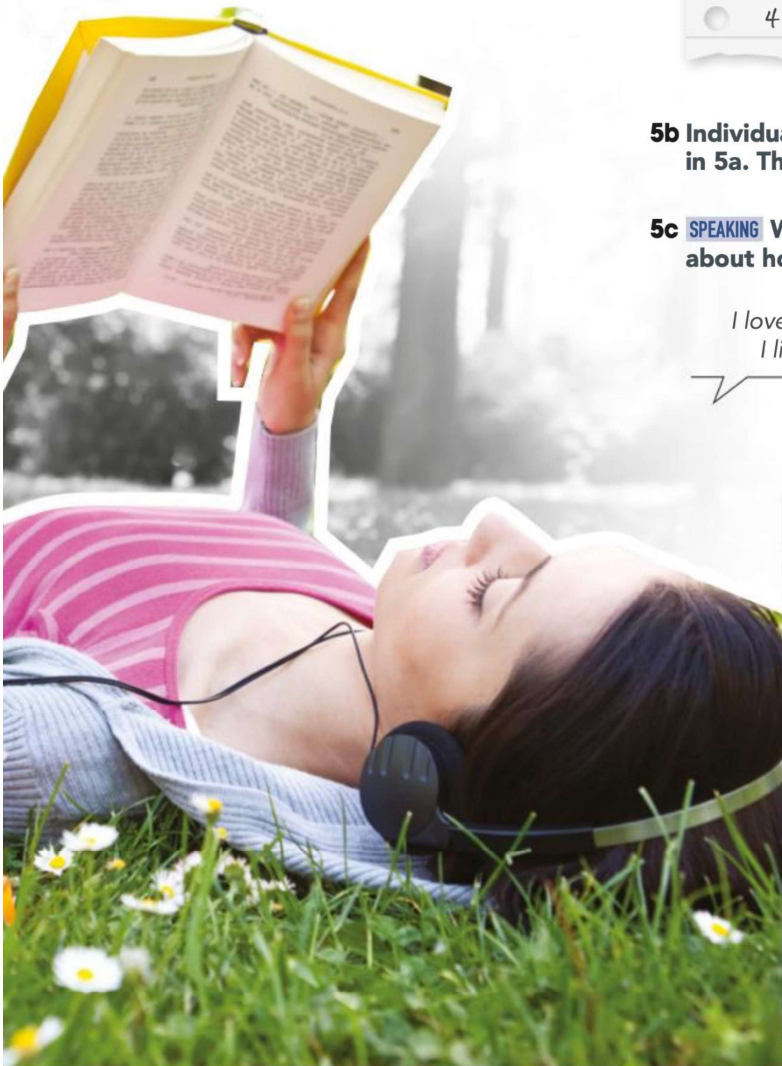
5b Individually, choose your three favourite ideas from the list in 5a. Think about why.

5c **SPEAKING** Work with a partner. Use the ideas in 5b to talk about how you deal with stress.

I love music. When I'm stressed, I listen to my favourite songs.

What songs are they?

Anything by Katy Perry.



LIFE TASK



Imagine that you have a friend who is stressed at the moment because they have a lot of things to do at school – practising for a music concert, revision for exams, and playing in a school sports team. In groups, prepare a video message or write an email to help them.

Follow this plan:

- 1 Say hello.
- 2 Give three ideas to deal with stress during the week (We think it's a good idea to ..., When this happens to me, I ...).
- 3 Give two ideas to help at the weekend.
- 4 Tell your friend to contact you in two weeks to say how they are.



1 SPEAKING Work with a partner. Think of a typical Saturday morning. Talk about what you do and where you go.

EXAM SUCCESS

In this listening exercise, you match people with the correct information. Why is it important to read the names and information *before* you listen?

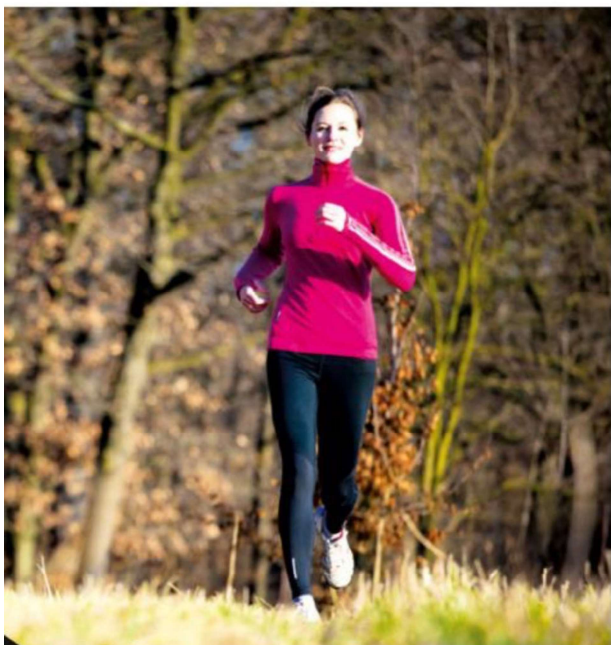
➤ EXAM SUCCESS page 152

2 LISTENING **17** Listen to two people talking about where their friends go on Saturday morning. Match each person with a place.

- | | |
|-----------|-------------------|
| 1 Sam | a art gallery |
| 2 Matthew | b library |
| 3 Ben | c museum |
| 4 Isabel | d park |
| 5 Sophia | e school |
| | f shopping centre |
| | g sports centre |
| | h swimming pool |

3 **17** Look at this information. Which person in 2 is it? Listen again if necessary.

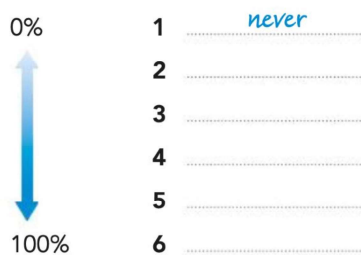
- a This person always plays basketball on Saturday morning.
- b This person never swims on Saturday morning.
- c This person often does his homework on a Saturday morning.
- d This person hardly ever goes to the sports centre.
- e This person sometimes goes to the park.



Adverbs of frequency

1a Read the sentences. The words in blue say how often we do something. We call them adverbs of frequency. Put them in order from 0% (never) to 100% (always).

- a I **always** go to the library.
- b I **never** go to the library.
- c I **often** go to the library.
- d I **usually** go to the library.
- e I **hardly ever** go to the library.
- f I **sometimes** go to the library.



1b Read the sentences and choose the correct alternative to complete the rules in 1 and 2.

- a I'm **always** here.
 - b They **never** go to the cinema.
- 1 Adverbs of frequency come before/after to be.
 2 Adverbs of frequency come before/after main verbs (e.g. go, swim, play).

GRAMMAR REFERENCE ➤ PAGE 24

2 Write the sentences again with an adverb of frequency in the correct place. Make the sentences true for you.

- 1 I dance. *I hardly ever dance.*
- 2 I go to the theatre.
- 3 I am late for class.
- 4 I do my homework.
- 5 I go out with my friends on Friday.
- 6 I am relaxed.
- 7 I watch football on TV.

3a Individually, guess your partner's answers in 2. Write them down.

I think Maria often dances.

3b **SPEAKING** Work with your partner. Were your guesses in 3a correct?

I think you often dance.

No, I never dance!

3c Tell the class about you and your partner.

Maria never dances but I often dance.