Get Ready

Background

This spread introduces the characters and the setting of the story. In the photos we can see the characters in their home environments. All of them are artistic in different ways and interested in developing their talent at the school.

The Petergate School of Performing Arts in Norwich is not real but is based on many similar schools in Britain and the United States. Norwich is a medium-sized city in East Anglia. More information about both important music and performing arts schools and the city of Norwich is available on the Internet.

Extra

Read through the module objectives with the class. Check that students understand any new words and phrases, e.g. ‘school announcements’. Encourage them to say which of the activities they think they will find easier or more difficult. At the end of the module, help students to assess how well they have achieved the objectives. Follow this procedure in each module.

<table>
<thead>
<tr>
<th>Exercise 1</th>
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<tr>
<td><strong>Audioscript ➞ page 105</strong></td>
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<tr>
<td>• Ask students to look at the photos and guess what the people like doing and what they want to be. Play the recording, twice if necessary. Students write notes.</td>
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<tr>
<td>• Tell students not to worry if they can’t hear all the information as there is a lot to listen for.</td>
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<th>Exercise 2</th>
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<td>• Give students time to read through the sentences and see if they can remember who does what.</td>
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<td>• Play the recording for students to complete the sentences.</td>
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<th>Exercise 3</th>
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<td>• Play the recording for the students to listen and repeat the Key Words. Check word stress and students’ understanding.</td>
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<th>Exercise 4</th>
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<tr>
<td>• Read through the advert with the class. Explain or encourage students to guess the meaning of any new words.</td>
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<tr>
<td>• Students work in groups or as a whole class, saying what they would like to do.</td>
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Extra

Ask students to say which day of the week they don’t like and which place in the school they don’t like and to give their reasons.

Extra

Give students one minute to read through the lesson. Students then close their books. Write four or five phrases on the board, omitting the vowels, e.g.

1 R S D N T L C R S 2 X C L L N T F C L L T S 3 F L B R D 4 D N C S T D 5 L B R T R Y

Students work in pairs, completing the phrases with vowels. Check answers by asking individuals to complete the words on the board.

Answers:
1 residential course 2 excellent facilities 3 full board 4 dance studio 5 science laboratory

Key Words:
School Facilities
art room computer room dance studio football pitch gymnasium laboratories library music room recording studio science laboratory stage tennis courts theatre

4 Read the advert. Which things would you like to do? I’d like to do drama and I’d like to make a film.

5 Work in pairs. Ask and answer the questions and give reasons for your answers.
1 What is your favourite subject at school?
2 What is your favourite activity in your school?
3 What is your favourite day of the week?
4 What is your favourite place in the school?

Extra

Tell the class your opinions. They can see which ideas are most popular.

Exercise 5

1 What is your favourite subject at school?
2 What is your favourite activity in your school?
3 What is your favourite day of the week?
4 What is your favourite place in the school?

Extra

Tell the class your opinions. They can see which ideas are most popular.

Answers:

Isn’t R S D N T L C R S 2 X C L L N T F C L L T S 3 F L B R D 4 D N C S T D 5 L B R T R Y

Students work in pairs, completing the phrases with vowels. Check answers by asking individuals to complete the words on the board.

Answers:
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1 What is your favourite subject at school?
2 What is your favourite activity in your school?
3 What is your favourite day of the week?
4 What is your favourite place in the school?

Exercise 6

1 What is your favourite subject at school?
2 What is your favourite activity in your school?
3 What is your favourite day of the week?
4 What is your favourite place in the school?

Exercise 3

• Play the recording for the students to listen and repeat the Key Words. Check word stress and students’ understanding.

Exercise 4

• Read through the advert with the class. Explain or encourage students to guess the meaning of any new words.
• Students work in groups or as a whole class, saying what they would like to do.

Exercise 5

• Give students time to think of their answers and reasons before they work in pairs. Help with any new vocabulary students need.

Extra

Tell the class your opinions. They can see which ideas are most popular.
Warm-up

1. Home Schooling

What is home schooling? Home schooling is when parents teach their children at home. About 50,000 students learn at home.

Who can do it? Any parent can teach their children at home. You don’t have to be a teacher.

Why do you? You can match the day to your children’s interests, abilities and learning styles. Children learn at their own speed with people they know and love.

Exercise 1

1. Read and listen to the interview. Check your answers from Exercise 1.

John: I’m John, a student at the University of London. I’m studying English and Engineering. I’ve studied four subjects this year: English, Physics, Chemistry and Economics.

Teacher: How has your course been so far? John: It’s very challenging but I enjoy it. I’m working hard and I’m looking forward to the future.

Exercise 2

2. Read and listen to the dialogue. Complete the sentences with the verbs in brackets in the Present Simple or the Present Continuous.

Ruby: Hi, I’m Ruby. I’m a student at the University of London.

Ned: Hello, I’m Ned. I’m a student at the University of London, too.

Ruby: What do you study?

Ned: I study Business Studies.

Ruby: Which subjects do you like?

Ned: I like Business Studies, but I don’t like Mathematics.

Ruby: What do you enjoy doing in your free time?

Ned: I enjoy playing football and watching movies.

Exercise 3

3. Grammar: Present Simple and Present Continuous

Read the sentences (1-4) and match them with the names of the tenses. Present Simple and Present Continuous

1. I’m working at a company.
   a) Present Simple

2. She is reading a book.
   b) Present Continuous

3. He is doing some exercise.
   c) Present Simple

4. She is studying for an exam.
   d) Present Continuous

Exercise 4

4. Grammar: Present Simple and Present Continuous

Read the sentences (1-4) and check them.

1. They are working in the office.
   a) Present Simple

2. He is buying a new car.
   b) Present Continuous

3. She is playing a game.
   c) Present Simple

4. They are studying for an exam.
   d) Present Continuous

Exercise 5

5. Exercise 5

Read aloud the uses (a-d) and check students’ understanding.

6. Exercise 6

Check answers by asking individual students to read aloud the sentences.

Answers ➡️ student page

Exercise 7

7. Exercise 7

Check answers by asking pairs of students to read aloud the sentences and answers in the dialogue.

Answers ➡️ student page

Exercise 8

8. Exercise 8

Advise students to read through the interview quickly for general understanding before they start completing it.

Check answers by asking pairs of students to read aloud the questions and answers in the dialogue.

Answers ➡️ student page

Exercise 9

9. Exercise 9

Do you think it’s a good idea to learn a new language at home?

Yes, I do. It’s much cheaper than taking a class.

No, I don’t. I can’t afford the time.

Exercise 10

10. Exercise 10

Read the exercises with the class. Remind students of the position of time expressions (e.g. often, at the moment) in sentences.

Check students’ writing and point out any language errors for the pairs to correct before they read their description in Exercise 11.

Exercise 11

11. Exercise 11

Students read their descriptions and discuss as a class.
This Unit

Short time: set some of the exercises for homework (e.g. Exercises 7, 9 and 10).

More time: do the activity in the Time Out section.

Background

Eton and Roedean are two of the most prestigious schools in the UK. Some schools in the UK still have ‘house’ systems as mentioned in the text, though these are less common in schools today.

Warm-up

Exercise 1

• Give students time to read about Eton / Titan / and Roedean / Touadziki. Check that they understand the vocabulary, e.g. (school) houses. Students may like to convert the fees from British pounds into their own currency.

• Students say if they would like to go to a boarding school and give their reasons.

Exercise 2

• Ask students to talk about the people and the places in the photos.

• Read through the titles (a–e) with the class.

• Students read, matching the titles with the paragraphs. Tell students to read for general understanding. Explain that they will study the text in detail in Exercises 3–5.

Exercise 3

• Read aloud the advice and check that students understand the meaning of scanning. Encourage them to do this when they read texts in their L1.

Reading

Exercise 2

1. Read the test about two British boarding schools, Roedean and Eton. Are there boarding schools in your country? Would you like to go to one? Why / why not?

2. Read the test about UWC and match the titles (a–e) with the paragraphs (1–5).

   a) fees
   b) free-time
   c) general information
   d) houses
   e) first school

Exercise 4

• Students work individually, scanning the texts and completing the table.

   Write the headings of the table on the board. Check answers by asking students to complete the table on the board.

Exercise 5

• Students do the exercise individually.

   If students disagree about any of the answers, ask them to read aloud the section of the text that supports their answer.

Exercise 7

• Read through the instructions and list of words. Elicit two or three example sentences.

• Students write six to eight sentences, comparing their school with Atlantic College, Eton and Roedean. Tell students to use each pattern in the Sentence Builder in at least one sentence. Check students’ sentences.

Exercise 8

• Students find and read aloud the sentences in the text which contain the verbs. Check that students understand the meaning of the verbs.

Exercise 9

• Check answers by asking individuals to read aloud the sentences.

Exercise 10

• Give students formative feedback on their work.

Exercise 11

• After students have worked in pairs, open up a class discussion about some of the questions.

Exercise 12

• Give students time to think about what school rules are unfair.

• Then, each student tells the class to see how much general agreement there is.

Fact or Fiction?

After checking the answer, ask students if this information surprises them. What different types of school do they have in their country?
### Warm-up

1. Look at the photo. What can you remember about the students?

### Reading and Listening

#### Exercise 2

1. Play the recording twice for students to listen and complete the task.

#### Exercise 3

1. Students do the exercise, working individually.

### Extra

- Ask students if they or any of their friends or family are allergic to anything. If so, what problems do they have?

### Speaking

#### Exercise 4

- Advise students to read through the sentences before they start completing them.
- Check answers by asking individuals to read aloud the sentences. Check that students understand that the ‘if’ in You’d and I’d stands for would.

### Exercise 5

- Ask three students to read out the example dialogue. Elicit two or more sentences from the class, using some of the Key Expressions.
- Students work in groups of three to five, discussing what they like and dislike about school.

### Exercise 6

- Alter each group has reported back to the class, students can see if there is any general agreement about what they all like or dislike.
- If you noticed any problems in the use of the Key Expressions or verb forms in Exercises 5 and 6, go over these with the class.

### Exercise 7

- Read the sentences with the students. Remind students of sentences 3 and 4 in Exercise 4.

### Extra

Put students into groups of six to act out the dialogue.

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Put students into groups of six to act out the dialogue.

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### Exercise 8

- Remind students to say true sentences.

### Exercise 9

- Ask two students to read aloud the example dialogue. Elicit expressions for continuing and finishing the dialogue from the class.
- Students work in pairs, taking turns to start the dialogue.
- Some of the pairs can say one of their dialogues for the class to hear.
Across Cultures 1

Background
Depending on your students’ educational background, they may find the information in the text more or less surprising. Many countries have state education systems which are offered to all students, although private education in various shapes and forms is also very common. Examination systems vary substantially from country to country and students may be relatively unfamiliar with the concept of public exams. After Exercise 5 you might like to try to answer any questions which the students wrote in the Warm-up and which remain unanswered by the main text.

Warm-up
Exercise 1
Students work individually, writing their questions before comparing their ideas.
• Elicit some example questions from the class.

Exercise 2
Students read the questions (1–6) at the beginning of the text.
• See if there are any questions which no one in the class thought of.

Exercise 3
• Remind students of the advice about scanning a text for information (page 13).
• Students work individually, scanning the replies (a–e) and matching them with the questions (1–6).
Answers 2b 3e 4c 5d 6d

Exercise 4
• When checking students’ answers, ask them to correct the false sentences or explain why they are false.

Exercise 5
• Students work in pairs, reading their questions again and trying to answer them.
• Each pair says their two questions and answers them if possible.

Exercise 6
• Students work individually or in pairs, finding the words in the text.
• Check answers by asking individuals to read aloud the sentences containing the words.

Exercise 7
• Ask students to find and read aloud the phrases in the text containing the Word Builder expressions.
• Students discuss whether in their language they also use prepositions after these verbs.

Exercise 8
• Make sure students understand that they should use words and phrases from both Exercises 6 and 7 to complete the questions.

Exercise 9
Speaking
• Work through the first two questions and elicite possible answers from the class.
• Students work in pairs, taking turns to ask and answer the questions.
• Some of the students can say their questions and answers for the class to hear.

Exercise 10
• Give students time to read the text again. Tell them to try and remember as much as possible.
• Students work in pairs, testing each other on the text. Suggest that each student asks three or four questions, then they change roles. If you have a mixed class, may wish to do as you wish to work in groups of three or four and allow them to cooperate in answering questions.

Reading
Exercise 1
Students work individually, writing their questions before comparing their ideas.
• Elicit some example questions from the class.

Exercise 2
Students read the questions (1–6) at the beginning of the text.

Exercise 3
• Remind students of the advice about scanning a text for information (page 13).
• Students work individually, scanning the replies (a–e) and matching them with the questions (1–6).
Answers 2b 3e 4c 5d 6d

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• Students discuss whether in their language they also use prepositions after these verbs.

Exercise 8
• Make sure students understand that they should use words and phrases from both Exercises 6 and 7 to complete the questions.

Exercise 9
Speaking
• Work through the first two questions and elicite possible answers from the class.
• Students work in pairs, taking turns to ask and answer the questions.
• Some of the students can say their questions and answers for the class to hear.
Students need to refer to their coursebook for the quiz. They look for information about the geography questions and there’s a good atlas here.

Choose the correct word.
A Would you love to go to the school dance this weekend?
B Thanks, but I'd rather go to the cinema. I love going out with my friends but I prefer watch / watching films to dance / dancing. I can’t stand be / being in noisy places.

A I don’t / can’t mind that – I love going to clubs and disco!

After checking answers, students discuss which of these problems and solutions they think are most important for them at this stage in their learning.

Answers → student page

Module 1 test, Teacher’s Resources MultiROM