

Get Ready

Background

In this Unit, we are presented with the setting for the story feature of the book (London) and also the main characters who appear in the story episodes. The characters all go to the same school in London and form a group to enter the School Exchange competition outlined later on page 18. As part of this, the group will have to write information about themselves, their town and their country. They will also have to submit projects about their culture and to develop their practical skills. The prize is tickets to Shakespeare's Globe Theatre.

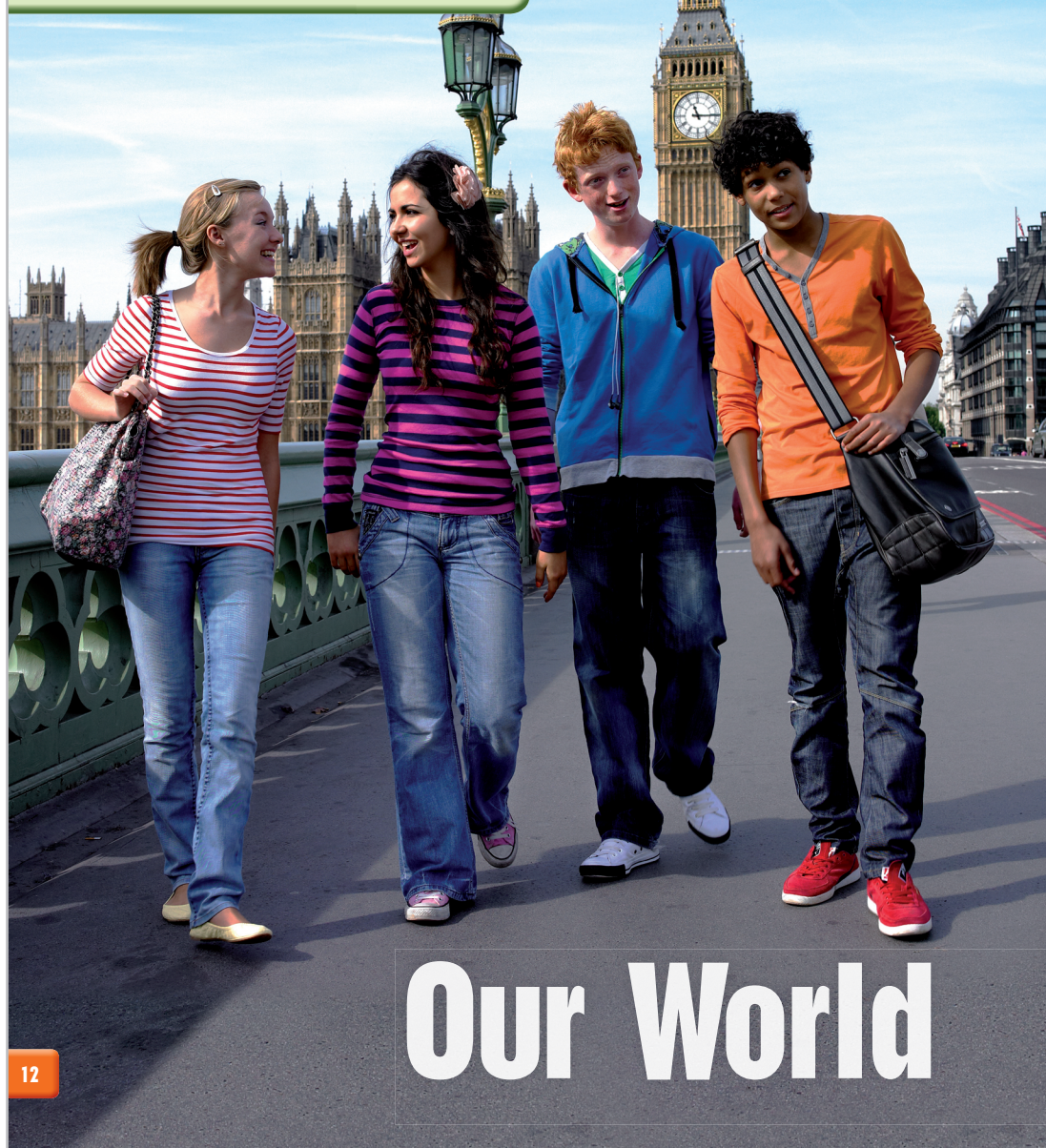
Quiz – extra information

- 1 Julius Caesar invaded England in 55 bc. The capital, Londinium, was established nearly a century later.
- 2 The River Thames was once very dirty. In 1853, MPs had to leave the Houses of Parliament because the smell was so bad. It is now much cleaner.
- 3 Big Ben is the nickname for the bell of the clock tower at the end of the Houses of Parliament. It celebrated its 150th anniversary in 2009.
- 4 The red double-decker bus has been a symbol of London for decades and although the design has been updated it remains fundamentally the same as when it was first introduced.
- 5 The London underground, or tube, carries about three million passengers a day. This is the same as the population of Wales.
- 6 The Prime Meridian which divides the Eastern and Western Hemispheres has cut through the Greenwich Royal Observatory since 1851. Today it is marked at night by a green laser beam.
- 7 Covent Garden was formerly a fruit and vegetable market but these days is most famous for its cafés, bars, pubs and street entertainers.

Module

1

- Talk about your friends and things you like.
- Read about friends and Scotland.
- Listen to a dialogue in a shop.
- Write about your country.
- Learn about the Present Simple.



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Exercise 1

- Tell students not to worry if they can't answer all the questions in the quiz.



Exercise 2

Audioscript → end of notes

- Students listen to the recording of the quiz and check their answers.

Answers → student page



Exercise 3

Audioscript → end of notes

- Tell students to select the correct option to complete the sentences (the speakers will give more information). Repeat the recording if necessary.

Answers → student page



Exercise 4

- Students check the meaning of the Key Words in the Picture Dictionary.
- Read aloud the example sentences. Tell students to write four to six similar sentences about themselves. Help individual students if necessary.

Get Ready

1 Work in pairs. Do the quiz about London.

- 1 The Roman name for London was ...
a Anglium. b Capitalum. **c Londinium.**
- 2 The river in London is called the ...
a Thames. b Seine. c Danube.
- 3 In the photo, you can see ...
a Buckingham Palace. b Piccadilly Circus.
c Big Ben.
- 4 Buses in London are ...
a blue. **b red.** c white.
- 5 Londoners call the London underground railway ...
a the metro. b the snake. **c the tube.**
- 6 In London you can stand in the east and the west at the same time ...
a in The West End. b on Tower Bridge.
c at The Royal Observatory.
- 7 In Covent Garden there are lots of ...
a flowers. b fruit and vegetables.
c shops and cafés.

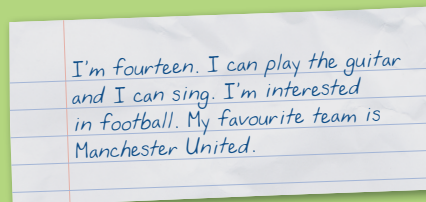
1.11

2 Listen and check your answers.

1.12

3 Look at the people in the photos. Listen and choose the correct words.

4 **Picture Dictionary** pages 105 and 106. Look at the Key Words and the pictures. Write about your interests on a piece of paper. Don't write your name.



1.13


Key Words: Hobbies and Interests

art chess computers dancing fashion
music photography reading science
skateboarding sport

5 **Game** Put the pieces of paper from Exercise 4 in a bag. Take a piece of paper and read it out. Guess the person.



Ethan
He's ¹ fourteen / fifteen. His ² parents / grandparents are from Jamaica. He's interested in ³ music / reading.



Lydia
She's ⁸ thirteen / fourteen. Her ⁹ mum / dad's a Londoner and her ¹⁰ mum / dad's Polish. Lydia and her brother ¹¹ can / can't speak Polish. She's interested in ¹² photography / skateboarding.



Grace
She's ⁴ fourteen / fifteen. Her dad isn't from London. He's ⁵ Irish / Turkish. She can speak ⁶ one / two languages. She's interested in ⁷ dancing / fashion.



Rory
He's ¹³ fourteen / fifteen. His parents are from Scotland but he's from ¹⁴ Scotland / England. He's into ¹⁵ technology / sport and ¹⁶ dancing / music.

Five

Londoners call the London underground railway ... C, the tube. C, the tube.

Six

In London you can stand in the east and the west at the same time ... C, at The Royal Observatory. The answer's C, The Royal Observatory.

Seven

In Covent Garden there are lots of ... C, shops and cafés. C, shops and cafés.

Exercise 3 – Audioscript

One

Ethan Hi! My name's Ethan and I'm fourteen. I'm from London like my mum and dad but my grandparents are from Jamaica. I'm into chess and music. I love hip hop and rap. I can write songs and they're not bad.

Two

Grace Hello! I'm Grace and I'm fifteen years old. I'm a Londoner but my parents aren't. My dad's Turkish and my mum's Irish. I can speak Turkish and English. My interests? I like dancing and I'm really interested in sport. Chelsea is my favourite team.

Three

Lydia My name's Lydia. I'm fourteen and I'm from London. My dad's a Londoner but my mum's Polish. My brother, Joe, and I can speak Polish but our dad can't. What am I into? My hobby is photography and I have got a lot of old cameras. I'm interested in art, too but I'm not very good at drawing.

Four

Rory I'm Rory and I'm fourteen. I'm a Londoner, too but my parents are from Scotland. I'm into science and technology – I like computers and I've got lots of computer games. I'm also into music and I can mix songs on my computer.

Exercise 5

- After playing the game, students can decide what the favourite hobbies and interests are in their class.

Extra

Write on the board:

S K A T E B O A R D I N G

Give students two minutes to work in pairs or groups of three, making words from the letters in 'skateboarding', e.g. *dog, nose, drink*. Tell students to make words of three or more letters. (Example answers: *eat, not, sit, ten, boat, does, kind, kite, near, road, drink, train(s), skating, drinking*.)

Exercise 2 – Audioscript

One

The Roman name for London was ... C, Londinium. That's C, Londinium.

Two

The river in London is called the ... Thames. Answer A, the Thames.

Three

In the photo, you can see ... C, Big Ben. C, Big Ben.

Four

Buses in London are ... B, red. That answer again, B, red.

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This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 7, 10 and 11)
More time: do the Extra activities

Warm-up



Exercise 1

- Encourage students to discuss their favourite ways of communication.

Answers
 texts, Skype, e-cards

Reading



Exercise 2

- Students read the letters and match the people with the kinds of communication.
- After checking answers, play the recording for students to read and listen.

Answers → student page

Grammar: Present Simple

Exercise 3

- Check answers by asking individuals to read aloud the correct sentences.

Answers → student page

Exercise 4

- Ask students to find more examples of each use of the Present Simple: things that are true in general (e.g. *I live in London.* / ... *my dad doesn't like it.*) and things that happen regularly (e.g. *I always text them.* / ... *my boyfriend phones me every day.*).

1 In Touch

Warm-up

- Look at the Key Words. What can you see on the page?



Key Words: Communication

send cards e-cards emails letters texts
 use a landline a mobile Skype
 a social networking site (e.g. Facebook, MySpace, Twitter)

Reading



- Read the letters. Match the people (1–3) with how they communicate (a–c).

- Sandra *b)* a) phone, social network, e-cards
- Marcin *c)* b) texts, social network, meetings
- Roberta *a)* c) social network

How do you keep in touch with friends and family?

Do you use the Internet?

How often do you use your mobile?

What does your mum say when you text at dinner?

Does your dad get angry about the money you spend on your mobile?

Here are your replies to this week's survey.

I don't phone my friends, I always text them – it's cheaper. But my boyfriend phones me every day! I never send emails. I chat with my friends on my laptop every night and I see them at weekends. We meet up and go dancing or to the cinema.
Sandra (15), Glasgow, Scotland

I live in London, but my parents are from Poland. They talk to my grandparents on Skype. I often talk to my cousins in Poland on Facebook. I do all my chatting on Facebook. We share music and photos – it's great fun! I never chat with people I don't know because it's dangerous.
Marcin (13), London, England

I'm from Manchester, but now I live in Leeds. I sometimes phone my old friends in Manchester on my parents' phone, but my dad doesn't like it, so I usually chat with them on MySpace. We send e-cards on birthdays – there are some brilliant websites. I hardly ever send real birthday cards – not even to my grandparents. They love getting e-cards!
Roberta (14), Leeds, England

Exercise 5

- After checking answers, ask students to translate the sentences into their own language. Check that students translate the adverbs of frequency correctly.

Answers → student page

Exercise 6

- Ask one of the students to write the sentence on the board with the tick in the correct place.

Answer → student page

Extra

Play the recording of Exercise 2 again for students to focus on the use of the Present Simple and adverbs of frequency in the letters.

Practice

Exercise 7

Answers

- 1 don't use 2 writes 3 doesn't go
 4 meet 5 texts 6 don't chat

Grammar: Present Simple

- 3 Read the letters again and choose the correct forms of the Present Simple below.

Affirmative

I/You/We/They ¹ live / lives in London.
He/She ² phone / phones me every night.

Negative

I/You/We/They ³ don't / doesn't phone my friends.
He/She ⁴ don't / doesn't like it.

Questions

Short Answers

⁵ Do / Does I/you/we/they use the Internet? Yes, I/you/we/they do.
No, I/you/we/they don't.

⁶ Do / Does he/she get angry? Yes, he/she does.
No, he/she doesn't.

How often ⁷ do / does you use your mobile?
What ⁸ do / does your mum say when you text at dinner?

- 4 Read the rule and the examples of the Present Simple. Find more examples of the Present Simple in the text.

We use the Present Simple to talk about things that:

- are true in general (*She loves getting cards.*)
- happen regularly (*I see them at weekends.*)

- 5 Complete the table with these sentences.

- a) I **usually** chat with them on *MySpace*.
b) I **hardly ever** send real birthday cards.
c) I **sometimes** phone my old friends.

Adverbs of frequency

100%	I always text them.
80%	¹ <u>a)</u>
60%	I often talk to my cousins.
40%	² <u>c)</u>
20%	³ <u>b)</u>
0%	I never chat with people I don't know.

- 6 Where do we put an adverb of frequency with the Present Simple tense? Tick (✓) the correct place.

I ☒ talk ☐ to my cousins ☐ in Poland.

Practice

- 7 Put the verbs in the correct form of the Present Simple.

- I _____ (not use) my mobile in class.
- My sister hardly ever _____ (write) emails.
- My grandma _____ (not go) on the Internet.
- They usually _____ (meet) at weekends.
- My best friend always _____ (text) me after school.
- We _____ (not chat) on the Internet very often.

- 8 Use the cues to write questions.

- when / you / chat on the Internet?
- your parents / top up your mobile?
- your best friend / send you real birthday cards?
- your teachers / send you emails?
- where / you / meet your friends?
- your grandparents / use computers?

- 9 Work in pairs. Ask and answer the questions in Exercise 8.

Your Turn

- 10 Prepare a questionnaire for your friends. Write three questions. Use these ideas:

chat on the Internet go out with friends
read a newspaper send birthday cards
send music/photos to friends
stay in at weekends text friends
use a pay phone watch the news
write emails/letters

- 11 Prepare a table to record the results of three friends (A, B, C), like this:

	A	B	C
Do you read a newspaper?	<i>hardly ever</i>		

- 12 Interview your friends and complete the table with their answers.

A *Do you use a mobile?* B *Yes, I often use one.*

- 13 Tell the class something about your friends.

Mike often chats on the Internet, but he never watches the news.

Fact or Fiction?

The first mobile phone weighed two kilos!

Answer on page 112.

TIMEOUT! ➤ Page 95, Exercise 1

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Exercise 11

- Students prepare a table to record the results of their questionnaire.
- Point out that adverbs of frequency are not used in the questions but can be used in the answers.

Exercise 12

- Ask two students to read aloud the example question and answer.
- Students work in groups of four, interviewing each other and completing their tables. Monitor but do not interrupt students' fluency. Make a note of any general language problems to go over with the class afterwards.

Exercise 13

- Read aloud the example sentence.
- Give students time to plan two or three sentences reporting their questionnaire results.
- Students report their results to the class.

Extra

Ask students: *What were the most popular/interesting questions in the questionnaires? Which results were surprising?*

Fact or Fiction?

- **Background**
The history of mobile communication devices goes back a long way, and includes early radio telephones in the first part of the twentieth century. However the mobile phones we know today have their origins in the 1970s.

TIMEOUT! ➤ Page 95, Exercise 1

Photocopiable activity 2, Teacher's Resources MultiROM

Exercise 8

- Check answers by asking individuals to say the questions aloud.

Answers

- When do you chat on the Internet?
- Do your parents top up your mobile?
- Does your best friend send you real birthday cards?
- Do your teachers send you emails?
- Where do you meet your friends?
- Do your grandparents use computers?

Exercise 9

- Students work in pairs, taking turns to ask and answer the questions.
- If time, students can change partners and repeat the activity.

Your Turn

Exercise 10

- Read through the expressions in the box with the class. Elicit three or four example questions from the class before students work individually, writing their own questions.
- Monitor and point out any language errors for students to correct in their questions.

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 10 and 12)

More time: do the Extra activities

Background

We learn more about the main characters in the story. Ethan and Rory are best friends, as are Lydia and Grace.

Warm-up

Exercise 1

- Help students with any new vocabulary they need to talk about their interests.

Exercise 2

- Ask students if they share the same interests as their friends.

Reading

Exercise 3

- Encourage students to use the Unit title and the pictures to guess what the text is about.

Exercise 4

- Find out how many of the class chose each answer (a–d). Ask them to give their reasons.



Exercise 5

- Play the recording once for students to read and listen to the texts and check their predictions.

Answers → student page

Exercise 6

- Students read the texts again, marking the sentences true or false and correcting the false sentences. Point out that there is more than one way to correct the false sentences.

Answers → student page

2 Friends

Warm-up

- Work in pairs. Ask your partner about his/her interests.

- A What are you interested in?
B I'm into music and painting. And you?

- Now tell the class.

*My interests are cycling and motor racing.
Jacek is into different things. He likes swimming and skiing.*

Reading

- Look at the Reading Help.

Reading Help: Predicting

- Before you begin to read, look at the pictures and the title.
- Guess what the text is about.

- What do you think the texts in Exercise 5 are about?

- a) girlfriends and boyfriends
b) good friends
c) new friends
d) pen friends



- Read and check your predictions.



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Answers

- 4 Ethan doesn't think Rory is moody.
5 Rory isn't very good at singing.



Exercise 7

- Ask students to look at the Key Words and find the opposite of *hard-working* (lazy) and *outgoing* (shy).

Answers

Ethan: outgoing
Rory: shy, friendly, helpful
Lydia: lazy, untidy, funny
Grace: hard-working, organised, patient, kind, honest

Our Friends

Lydia is my best friend and she's good fun. I usually go out with her at the weekend. She takes lots of photographs and she's interested in art. Her marks aren't very good because she's a bit lazy. She is untidy and she can never find anything! She's very funny and we always have a good laugh together.

My best friend is Grace. She's hard-working and very organised. Her homework is never late and she always gets up early and makes her bed! She gets good marks at school - I don't because I'm bad at studying! Sometimes she's angry when I'm late but she's usually patient and waits for me. Grace is kind and honest and I talk to her when I have a problem.



Ethan is my best friend. We often listen to music and we sometimes write songs together. I write the music and he's good at writing song lyrics. He's very funny and outgoing, he's never moody or shy. He's a great friend and I like him a lot.

My best friend is Rory. He's shy and some people think he is moody but I get on with him really well. When you get to know him, he's really friendly. He's helpful and he looks after my dog in the holidays. He's into music but he's not very good at singing. His bedroom is full of old computers - he's like a mad scientist.

Extra

Play the recording of Exercise 5 again for students to focus on pronunciation. Students read the texts aloud. Correct any serious pronunciation errors.

Exercise 8

- Students write about their best friend, using some of the Key Words.
- Students read aloud their sentences to the class.

6 Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 ☒ Lydia isn't hard-working.
- 2 ☒ Grace helps Lydia with her problems.
- 3 ☒ Ethan is into music.
- 4 ☒ Ethan thinks Rory is moody.
- 5 ☒ Rory is a good singer.

7 Look at the Key Words and read the texts again. Complete the table.



Key Words: Personality Adjectives

friendly funny hard-working helpful
honest kind lazy moody organised
outgoing patient shy untidy

Ethan	Rory	Lydia	Grace
funny			

8 Describe your best friend. Use the adjectives from Exercise 7.

My best friend is very funny but she's sometimes moody.

9 Complete the Word Builder with these words from the texts.

after for on with out with to know up

Word Builder

- 1 get up
- 2 get on with a person
- 3 get to know a person
- 4 go out with a person
- 5 look after a child/an animal
- 6 wait for a person/a bus

10 Now use the Word Builder to correct the verbs in the sentences.

- 1 I sometimes ~~get to know~~ my friend's cat.
look after
- 2 She always ~~gets on with~~ me when I'm late.
- 3 What time do you usually ~~go out with~~ on Sundays?
- 4 We don't ~~wait for~~ our neighbours – they aren't very nice.
- 5 I never ~~get up~~ my friends on Friday night – I've got my piano class.
- 6 He's very outgoing. You can ~~look after~~ him at the weekend.

11 Look at the Sentence Builder.

Sentence Builder

I'm	not very good good bad	at	singing. writing. studying. art.
	interested	in	

12 Now use the cues below and write six sentences about you and your family.

I'm not very interested in tennis.

My sister, Susan, is good at it.

- sport • cooking • English • computer games
- maths • singing • science • dancing

Speaking

13 Work in pairs. Ask and answer questions from the questionnaire.

What are you like?

Are you good at ... ?	Are you interested in ... ?
swimming <input type="checkbox"/>	science <input type="checkbox"/>
chess <input type="checkbox"/>	history <input type="checkbox"/>
drawing <input type="checkbox"/>	languages <input type="checkbox"/>
maths <input type="checkbox"/>	sport <input type="checkbox"/>
dancing <input type="checkbox"/>	computers <input type="checkbox"/>
tennis <input type="checkbox"/>	reading <input type="checkbox"/>
playing an instrument <input type="checkbox"/>	music <input type="checkbox"/>
singing <input type="checkbox"/>	fashion <input type="checkbox"/>

14 What things are you both interested in/good at?

We're both interested in computers and music.

TIMEOUT! ➤ Page 95, Exercise 2

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Speaking

Exercise 13

- Look at the questionnaire with the class. Point out that the question *Are you good at ... ?* is for the words in the first column and the question *Are you interested in ... ?* is for the words in the second column.
- Check students' pronunciation of the words in the questionnaire.
- Tell students to remember their own and their partner's answers for Exercise 14.

Exercise 14

- Give the pairs time to plan their sentences.
- The pairs then tell the class what they are interested in and/or good at.

Extra

Ask students to look back at the texts in Exercise 5. Tell them they are going to write a similar text about themselves and their best friend – how are they similar to their best friend and how are they different from their best friend? Students add to their sentences from Exercise 8 and write seven to ten sentences. Remind students to use some of the language from this Unit (personality adjectives, Word Builder, Sentence Builder). In groups of three or four, students then exchange and read each other's texts.

TIMEOUT! ➤ Page 95, Exercise 2

Photocopiable activity 3,
Teacher's Resources MultiROM

Exercise 9

- Give students time to refer back to the texts to complete the Word Builder.
- When checking answers, ask students to read aloud the sentences from the texts containing the expressions.

Answers → student page

Exercise 10

Answers

- 2 waits for 3 get up
4 get on with 5 go out with
6 get to know

Exercise 11

- Read the sentences with the students.

Exercise 12

- Read through the example sentences and the cues with the class.
- Monitor students' writing. Point out any serious language errors for students to correct.

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 5 and 6)

More time: do the Extra activity

Warm-up

Exercise 1

- Ask students: *What are the names of the four students in the photo?* (From left to right: Ethan, Lydia, Grace and Rory) *Where are they? What are they wearing?*
- Check answers by asking individuals to read aloud the sentences in the notice.
- Check that students understand the words in the school notice, e.g. *school hall*.

Answers

1 students 2 competition
3 places 4 lunch
5 transport

Reading and Listening



Exercise 2

- Ask students if they have ever been to London and if they know anything about the places the characters talk about.

Answers

They talk about the Tate Britain Gallery, Covent Garden, Buckingham Palace and Trafalgar Square.

Extra

Play the recording for students to focus on the speakers' stress and intonation patterns. Students work in groups of four, reading the dialogue aloud.

3 The Competition

Warm-up

- 1 Read the school notice and complete it with these words.

competition lunch places
students transport

Reading and Listening



- 2 Read and listen to the dialogue. Which London sights do they talk about?

Ethan, Rory, Lydia and Grace go to the meeting about the competition. After, they meet and talk.

Lydia We can take them to the Tate Britain Gallery. I love looking at modern art.

Ethan That's boring ... I don't like art very much. What about Covent Garden?

Rory Good idea! I like Covent Garden a lot. There are always lots of street musicians. I like listening to the music.

Grace Yes, but don't forget the famous sights.

Ethan There are hundreds! Buckingham Palace, Trafalgar Square ...

Grace Let's make a list.

Lydia Oh, no! I hate writing lists!

Ethan Me too! I can't stand it.

Grace It's okay, I don't mind doing it.

Ethan Where can we have lunch?

Lydia Well, there are lots of places in Covent Garden. I love eating at the outdoor cafés and watching the people.

Grace Anyway, we can decide that later. First we need a list of interesting places. I can look on the Internet.

Ethan Hey, I like being in your team, Grace. You're hard-working!

Lydia Oh, no! You sound like my brother, Joe! I don't like doing things with him very much – he never helps!

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Speaking

Exercise 3

- Students refer back to the dialogue and complete the Key Expressions.

Answers → student page

Extra

Write these symbols on the board:

✓ – X

Ask students to match the phrases in the Key Expressions box to the symbols.

(Answers:

✓ = like, love

– = don't mind

X = hate, can't stand)

SCHOOL EXCHANGE COMPETITION

Every year in June, an international group of 1 _____ visits Green Fields High School. This year, the students come from Italy, Poland and Turkey. They are here for four days: two days in school, two days in London.

What's the 2 _____? Plan the days in London! Buckingham Palace or Big Ben? You choose the 3 _____.

Sandwiches, pizza or burgers? You choose the 4 _____.

Bus or tube? You choose the 5 _____.

THE PRIZE? We use your plan and you win tickets to Shakespeare's Globe Theatre.

INTERESTED? Come to the school hall on Tuesday at 12.45 for more information.



Exercise 4

- Ask two students to read aloud the example dialogue. Check that students use a rising intonation in the question *And you?*
- Elicit one or two more dialogues from the class before students work in pairs.
- Check that students use the correct plural pronoun with *exams* (*I love/hate them*).

Speaking

- 3 Complete the Key Expressions with these words from the dialogue.

hate like love mind stand

Key Expressions: Preferences

- 1 love looking at modern art.
can't 2 stand it.
3 like listening to the music.
4 hate writing lists!
don't 5 mind doing it.

- 4 Work in pairs. Use the Key Expressions to talk about these things.

- A *Do you like rap?*
B *I can't stand it. And you?*
A *I love it!*
- rap • football • getting up early
 - exams • going to the cinema
 - playing computer games • science
 - shopping • classical music • jazz

- 5 Look at the Sentence Builder.

Sentence Builder

I like Covent Garden a lot.
I don't like art very much.

- 6 Now use the Sentence Builder to write six sentences about you.

I like rap a lot. I don't like jazz very much.

Everyday Listening

- 1.19 Listen to the conversation in the mobile phone shop. Complete the information.

Mobile Warehouse Store

Customer Service Department

Mobile phone model: TSX7283
Number: 1 077 23981 PIN: 2 3321
Customer's name: 3 Lydia Hawkins
Address: 4 37 Elgin Road, London
5 E17
Home phone number: 6 0207 472 3823
Date of birth: 7 31st August 1997

- 1.20 Listen closely Complete each gap with one word.

- 1 This is your new number.
2 I need your personal details.
3 What's your name and address?
4 What's your date of birth?

TIMEOUT! ➤ Page 95, Exercise 3

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Exercise 5

- Read the sentences with the students.
- Ask students to find another sentence in the dialogue containing *don't like ... very much*. (Lydia: I don't like doing things with him very much.)

Exercise 6

- Read aloud the example sentences.
- After writing their six sentences, students read them aloud to the class and see how many of them *like* (or *don't like*) the same things.

Exercise 2

- Play the recording several times if necessary for students to listen and complete the gaps.

Answers → student page

Exercise 1 – Audioscript

Lydia Yeah, I'd like this one, please.

Assistant Right. This is your new number ...

Lydia Wait! I need to write it down.

Assistant Oh seven seven ...

Lydia Oh seven seven.

Assistant Two three nine eight one.

Lydia Two three nine eight one. Okay.

Assistant Now choose a PIN.

Lydia Er ... three three two one.

Assistant Three three two one. Okay. Now, I need your personal details. What's your name and address?

Lydia Right, Lydia Hawkins.

Assistant Lydia ...

Lydia Hawkins. That's H-A-W-K-I-N-S.

Assistant And your address, please?

Lydia 37 Elgin Road. London E17.

Assistant And your home phone number?

Lydia Oh two oh seven, four seven two, three eight two three.

Assistant Just one more thing. What's your date of birth?

Lydia 31st August 1997.

Assistant 31st August 1997.

Good, that's all. How would you like to pay?

Lydia Cash, thanks.

TIMEOUT! ➤ Page 95, Exercise 3

Everyday Listening

Exercise 1

Audioscript → end of notes

- Read through the form with the class so that students know what information they need to listen for.
- Tell students that postcodes in the UK include both letters and numbers. Make sure they remember that the number 0 is pronounced *oh* in telephone numbers.

Answers → student page

Across Cultures 1

Background

The main text is an informative poster about Scotland written by Rory. (This is explained on page 13, he was born in London but his parents are Scottish.)

Scotland is one of the four countries which form the United Kingdom, the others being England, Northern Ireland and Wales. Scotland retains a strong sense of national identity and has maintained many of its customs and institutions. Since 1999 it has also had its own government. Scotland has a population of over five million people and covers an area of over 75,000km² including hundreds of small islands. The capital city is Edinburgh with a population of just over 500,000 while the largest city is in fact Glasgow with a population of nearly 600,000.

If you choose to do the *Project* option, you could display the posters on the classroom wall or make a folder of them.

Warm-up

Exercise 1

- If you have a large map of the United Kingdom, display it so that students can locate the places referred to in this Unit.
- Encourage students to share what they know about Scotland.
- In pairs, students read and try to answer the questions.
- Tell students not to worry if they can't answer all the questions.

Warm-up

1 Work in pairs. Look at the photos. Guess the answers to these questions about Scotland.

- What is the population?
 - 5 million
 - 10 million
 - 15 million
- What is the capital?
 - Edinburgh
 - Glasgow
 - Dublin
- Which rare animals can you see in Scotland?
 - brown bears
 - golden eagles
 - wolves
- Which of these scientists is *not* Scottish?
 - Bell (telephone)
 - Edison (light bulb)
 - Fleming (penicillin)

Reading



2 Read the text and check your guesses from Exercise 1.

3 Read the text again. Are these sentences true (T) or false (F)?

- ☒ There are four countries in the United Kingdom.
- ☒ All buildings in Edinburgh are modern.
- ☒ There are over 800 Scottish islands.
- ☒ Brown bears are common in Scotland.
- ☒ Arthur Conan Doyle is the author of *Sherlock Holmes*.

4 Does your country have a national dress, flower or animal?

20

Reading



Exercise 2

- Ask students to read the text to find the answers to the questions in Exercise 1.
- After checking answers, play the recording for students to read and listen to the text.

Answers → student page

Scotland

Scotland is part of the United Kingdom (which also includes England, Wales and Northern Ireland), but it has its own parliament, football and rugby teams, and there are even Scottish banknotes. It has a population of five million people. In the capital, Edinburgh, there are excellent shops and the nightlife is great. The old town has lovely streets and there is a historic castle.

Scotland has beautiful mountains and lakes (called 'lochs'). There are also nearly eight hundred islands, and seals are very common. As in most of Europe, animals like brown bears and wolves are now extinct, but it is the only place in the UK where you can see a golden eagle. And if you're lucky, you might see the Loch Ness Monster!

Scottish people are very proud of their culture. Famous Scots include the inventors John Logie Baird (television) and Alexander Graham Bell (telephone), and writers Arthur Conan Doyle (*Sherlock Holmes*) and Robert Louis Stevenson (*Treasure Island*). The scientist Alexander Fleming (discoverer of penicillin) is also from Scotland. Every year on 25th January, Scots celebrate the birthday of their national poet, Robbie Burns.

Exercise 3

- Give students time to read the text again and check their understanding of vocabulary.

Answers → student page

Exercise 4

- Draw students' attention to the short *Did You Know?* text on page 21. Point out the thistle in the page title and the piper in his kilt at the bottom of the page. Ask students about the national dress, flower or animal of their country.



5 Prepositions Complete the sentences with these words. There are similar sentences in the text.

from in like of on

- 1 Edinburgh has a population of nearly half a million.
- 2 It is the second largest city in Scotland.
- 3 The Scottish festival Hogmanay is on 31st December.
- 4 Sports like football, rugby and golf are very popular in Scotland.
- 5 The actor David Tennant is from Scotland.

Speaking

6 Look at the Key Words. Find the adjectives in the text.

1.22

Key Words: Adjectives

beautiful excellent famous
great historic lovely

7 Say a true or false sentence about your country. Use the Key Words. Then the other students say if it is true or false.

*There is a historic cathedral in ...
... is a famous singer from ...*

PROJECT

Make a poster about your country.

- 1 Work in groups of five. Look at the text about Scotland. Choose a topic each from this list:
• population • the capital • countryside & wildlife • famous people & national heroes • festivals & celebrations
- 2 Find information in books or on the Internet and make notes.
- 3 Find pictures on the Internet and in magazines to illustrate your project.
- 4 Use your notes to write your texts.
- 5 Put your texts together with the pictures and make a poster.
- 6 Make a poster display for your classroom.

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Exercise 5

Answers → student page

Extra

Write sentence cues on the board and ask students to make sentences about their own country:

- 1 ... has a population of ...
- 2 In the capital ... there are ...
- 3 It is the only place in ... where you can ...
- 4 Famous ... include ...
- 5 Every year on ... celebrate ...

Speaking

1.22

Exercise 6

- Play the recording for students to practise the pronunciation of the Key Words.
- Students work individually or in pairs, finding the adjectives in the text and seeing what they refer to, e.g. *beautiful – mountains and lakes*.

Exercise 7

- Elicit sentences based on the sentence stems. Elicit one true and one false sentence about the students' own country as examples.
- Students work individually, writing at least two *true* and at least two *false* sentences about their country. Remind students to use adjectives from Exercise 6 in their sentences. Monitor and help students correct any serious language errors in their sentences.
- Students work in pairs, taking turns to read their sentences and say if their partner's sentences are *true* or *false*.
- If time, students can change partners and repeat the activity.

PROJECT

- Read through the stages of the project so that students understand what to do. Give them time in class or at home to find information, visuals etc. and make notes.
- Check students' draft texts before they write their final versions and add their photos and illustrations.
- Students show their posters to the class. If you have space in your classroom, students can make a display of their posters.

Language Check

Exercises 1–4

Answers → student page

Exercise 5

Answers

- 21 He often sends me emails.
- 22 I never write letters.
- 23 She always phones me after school.
- 24 I hardly ever use the Internet.
- 25 We usually meet at the station.

Exercise 6

Answers → student page



Feedback

- Students listen to the recording to check their answers. Check spelling where necessary by asking individuals to write the answers on the board.
- Students look at the table to see which sections in the Students' Book they need to look at again.
- Give students time in class or at home to do Language Check 1 of the Workbook/MyLab.



Study Help: Classroom language (1)

- Play the recording for students to listen and repeat the questions.
- Give students time to look through Module 1 and decide which words to write down in their vocabulary books or notebooks. Monitor and change students' translations of the words where necessary.
- Students work in pairs, asking and answering the questions about their words.

Module 1 test,
Teacher's Resources MultiROM

Study Corner 1

Language Check

- Complete the student's report with personality adjectives.

REPORT CARD	
Paul is a very happy and ¹ <u>friendly</u> pupil. He is very ² <u>hard-working</u> and has got some excellent marks but his work is a bit ³ <u>untidy</u> . He is quite ⁴ <u>shy</u> and doesn't talk a lot. But Paul is a very ⁵ <u>clever</u> member of the class and is good at working in groups. Well done!	
CLASS TEACHER: Ms Jones	

- Complete the sentences with these words.

after for on with out with up

- I get up late on Sundays.
- He goes out with his friends at weekends.
- Can you wait for me after school?
- I sometimes look after my little brother.
- I don't get on with my cousin.

- Complete the description with these words.

in like from of on

I come ¹¹ from Scotland and I live ¹² in a small town ¹³ of about 5,000 people. I love sports ¹⁴ like football, tennis and athletics. My birthday is ¹⁵ on 30th November.

Vocabulary ☐ / 15

- Complete the sentences with the verbs in the Present Simple.

- Lydia takes (take) lots of photographs.
- Her parents pay (pay) for her mobile.
- Where do Ethan and Rory live (live)?
- Where does Lydia's mum come (come) from?
- Grace and Lydia don't write (not write) songs.

- Order the words in the sentences.

- he / me / often / emails / sends
- never / letters / I / write
- me / phones / always / after school / she
- the Internet / use / hardly ever / I
- at the station / usually / we / meet

Grammar ☐ / 10

- Complete the sentences with these words in the correct form.

can't stand XX like ✓ love ✓✓
not like X not mind –

- Rachel doesn't like basketball. X
- She loves computers. ✓✓
- She can't stand dancing. XX
- She doesn't mind chess. –
- She likes swimming. ✓

Key Expressions ☐ / 5

Feedback

1.23

- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table. Check where you made mistakes.

Wrong answers:	Look again at:
Numbers 1–5	Unit 2 – Key Words
Numbers 6–10	Unit 2 – Word Builder
Numbers 11–15	Across Cultures 1 – Prepositions
Numbers 16–25	Unit 1 – Grammar
Numbers 26–30	Unit 3 – Key Expressions

- Now do the exercises in Language Check 1 of the Workbook or MyLab.

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Study Help: Classroom language (1)

1.24

- Always ask questions in English.

How do you spell 'helpful'?

How do you say this word?

- Write down these words from Module 1.

- three new words or expressions with translations in your language
- three words with difficult spellings
- three words with difficult pronunciation

- Work in pairs. Ask and answer questions about the words.

What does 'shy' mean?