

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.

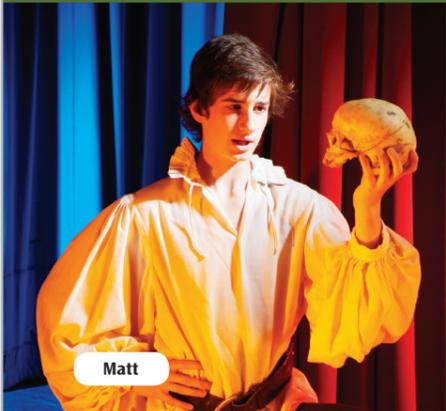
The Petergate School of Performing Arts in Norwich is not real but is based on many similar schools in Britain and the United States. Norwich is a medium-sized city in East Anglia. More information about both important music and performing arts schools and the city of Norwich is available on the Internet.

Extra

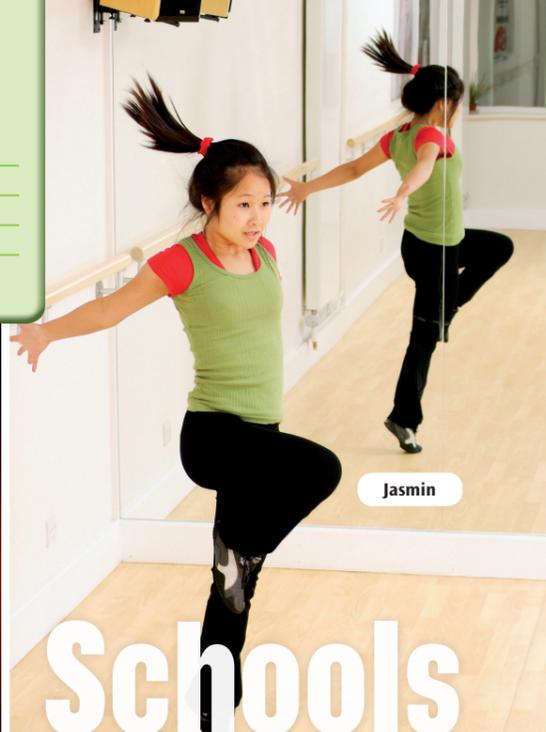
Read through the module objectives with the class. Check that students understand any new words and phrases, e.g. 'school announcements'. Encourage them to say which of the activities they think they will find easier or more difficult. At the end of the module, help students to assess how well they have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

Module 1

- Talk about your school, likes and dislikes.
- Read about schools around the world.
- Listen to school announcements.
- Write about your ideal school.
- Learn more about the Present Simple and Present Continuous.



Matt



Jasmin



Sam



Gwen

Schools

Get Ready

1 Listen to the people in the photos. Make notes about:

- where they are from
- what they like
- what they are good at
- what they want to be

2 Listen again and complete the sentences with Matt, Jasmin, Sam or Gwen.

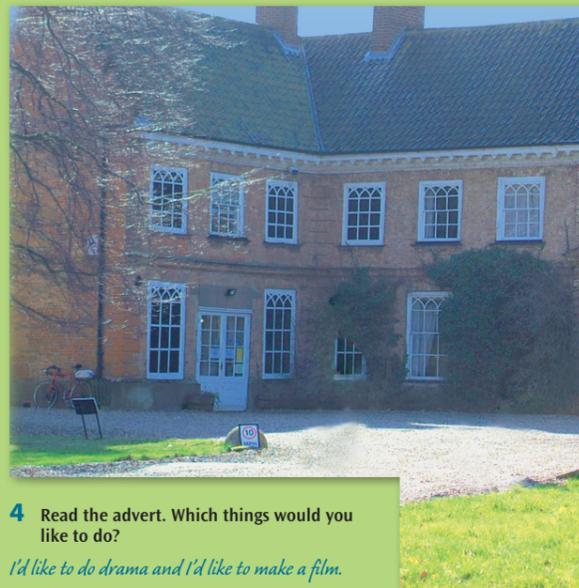
- 1 Sam goes to a big school.
- 2 Gwen goes to a small private school.
- 3 Jasmin has a good dance teacher.
- 4 Matt has acting classes at school.
- 5 Jasmin has dance classes after school.
- 6 Sam and Gwen play the piano.

3 Look at the Key Words. What facilities has your school got? Has it got any others?

Key Words: School Facilities

art room computer room dance studio
football/hockey pitch gymnasium
indoor/outdoor swimming pool
language laboratory library music room
recording studio science laboratory stage
tennis courts theatre

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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.

Summer courses

PETERGATE SCHOOL OF PERFORMING ARTS

Would you like to be a professional musician, singer, dancer or actor? With us, you CAN do it!

3-WEEK RESIDENTIAL COURSE IN NORWICH (185 kilometres from London).

- Music: classes for piano, guitar, violin, flute, saxophone
- Singing • Dance • Drama
- Performances: Students perform a piece of music and a song. Groups produce a short film or play.
- Excellent facilities: theatre, dance studio, recording studio

- Accommodation: shared rooms
- Full board (breakfast, lunch and dinner)
- Large gardens • Tennis court
- Gymnasium • Outdoor swimming pool

Dates: courses begin 15th July and 15th August

5 Work in pairs. Ask and answer the questions and give reasons for your answers.

1 What is your favourite subject at school?

My favourite subject is chemistry because I've got a great teacher.

2 What is your favourite activity in your English class?

3 What is your favourite day of the week?

4 What is your favourite place in the school?

6 **Speak Out** Tell the class *your* opinions.

1 What extra facilities would you like to have at your school?

I'd like to have a skatepark near the science laboratories.

2 What extra classes would you like to have?

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

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.

Exercise 6

- Read through the questions with the class and elicit two or three suggestions.
- In turn, students tell the class their opinions. They can see which ideas are most popular.

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 _ T _ _ S

3 F _ L L B _ _ R D

4 D _ N C _ _ S T _ D _ _

5 S C _ _ N C _

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

1.6 Exercise 1

Audioscript → page 105

- 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.
- Tell students not to worry if they can't hear all the information as there is a lot to listen for.

Answers

Matt: from New York; likes acting and music; good at playing the guitar; wants to be an actor.

Jasmin: from Manchester; likes dancing and music; good at playing the saxophone; wants to be a dancer.

Sam: from London; likes music; good at singing; wants to be a pop star.

Gwen: from Cardiff; likes films; good at taking photos; wants to be a film director.

1.7 Exercise 2

- Give students time to read through the sentences and see if they can remember who does what.
- Play the recording for students to complete the sentences.

Answers → student page

Extra

Divide the class into four groups. Ask each group to listen carefully to one of the speakers and make a note of extra information about the person. The groups then tell the class their extra information.

1.8 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.

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 6, 7, 8 and 9)
More time: do the Extra activity

Background

The concept of home schooling is completely alien in many countries and you may like to share student reactions to the idea in class. As the text states, only a relatively small number of children are educated at home in Britain but the number is growing. The law on home schooling in the UK is very flexible and, as the text states, it is not necessary for either parent to be a qualified teacher. The only condition is that children must receive a full-time education appropriate to their age. Local authorities may at times check informally that a child being educated at home is indeed receiving tuition and may take action if they believe that parents are not complying with the law. More detailed information about home schooling in the UK is available on the Internet by searching for 'home schooling' at: www.direct.gov.uk

Warm-up

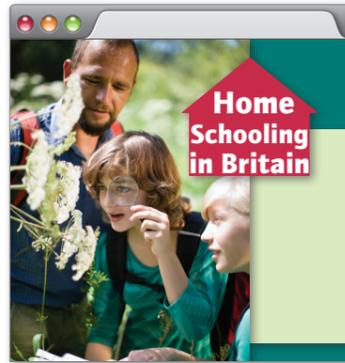
Exercise 1

- Check that students understand any new words in the text about home schooling in Britain, e.g. 'match', 'abilities' and 'learning styles'.
- Students suggest how home schooling differs from their school day.

1 Home Schooling

Warm-up

- 1 Look at the web page and the photos. How is home schooling different from your school day?



What is it? Home schooling is when parents teach their children. In Britain, about 50,000 students learn at home.
Who can do it? Any parent can decide to teach their children at home. You don't have to be a teacher.
Why do it? 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.

Reading and Listening

- 1.9 2 Read and listen to the interview. Check your answers from Exercise 1.

John I'm John Watts, a reporter for the *Daily News*. I'm visiting Sally Atkins and her two children. Ned is fifteen, Leah is ten and they learn at home with their mum. Sally, can you tell me about home schooling?
Sally Yes, I can. Today is a typical day. Leah is in the garden. She's drawing plants and writing about them. She loves the natural world. Every Friday she goes to a nature club with other kids. They learn about animals and the environment.
John Who decides what she does?
Sally Here she is – why don't you ask her?
John Hi, Leah. Who decides what you do every day?
Leah I do. I talk to Mum about the things that I'm interested in and she helps me. It's great! I don't have formal lessons so I'm never bored. Today I'm making a poster about plants for my nature club.
John That sounds interesting. What about you, Ned?

Ned It's different for me now because I'm studying for three exams: maths, English and science. I chose the subjects and Mum's helping me to study and revise. Today I'm doing some practice exams. Twice a week, I study physics with another home-school kid, Isabelle. Her dad's a scientist and he's teaching us about energy and force at the moment.

John So you *have* got some friends.

Ned Of course! I meet them in the park every day to play football.

- 3 **Speak Out** Do you think home schooling is a good idea? Would you like to study at home with your parents? Why/Why not? Tell the class.

Grammar: Present Simple and Present Continuous

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

- a) Present Simple
 1 They **learn** at home.
 2 She **loves** the natural world.
 b) Present Continuous
 3 She's **drawing** plants.
 4 I'm **studying** for three exams.

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Reading and Listening

1.9 Exercise 2

- Play the recording for students to read and listen and check their ideas.

Example answers

Leah decides what she does every day. She doesn't have formal lessons. She's never bored.
 Ned chose the subjects he's studying for. He studies with another home-school student and her father.

Exercise 3

- Students discuss the questions in small groups of three or four.
- The discussion can then be opened up as a class discussion.

Grammar: Present Simple and Present Continuous

Exercise 4

Answers → student page

Exercise 5

- Read aloud the uses (a–d) and check students' understanding.
- After checking their answers, students find more examples in the text for each use.

Answers → student page

- 5 Find the sentences (1–4) from Exercise 4 in the text. Match them with the uses (a–d) below. Find more examples in the text for each use.

We use the Present Simple to talk about:

- a) a present state or feeling, 2
 b) an activity we do regularly, 1

We use the Present Continuous to talk about:

- c) an activity happening right now at the time of speaking, 3
 d) an activity happening for some time around the time of speaking but not necessarily now, 4

Practice

- 6 Match the people (1–6) with the sentences (a–f).

1–b

- | | |
|----------------------------------|--------------------------------|
| 1 a person allergic to chocolate | a) I'm not eating chocolate. |
| 2 a person on a slimming diet | b) I don't eat chocolate. |
| 3 a history teacher on holiday | c) I only read magazines. |
| 4 a teenage girl | d) I'm only reading magazines. |
| 5 a student before an exam | e) I study every day. |
| 6 a hard-working student | f) I'm studying every day. |

- 7 Complete the sentences with the verbs in brackets in the Present Simple or the Present Continuous.

- 1 Laura is a good student. She likes (like) school a lot.
 2 Jill wants to travel across Siberia next year so she 's learning (learn) Russian.
 3 Chris is very fit. He swims (swim) a lot and goes (go) jogging every day.
 4 I'm on a diet. I 'm not eating (not eat) sweets this month.

- 8 Complete the interview with Ruby with the correct form of the verbs in brackets.

- I Tell me about a typical day for you.
 R Every day is different. I don't start (not start) at a regular time. At the moment, I 2 (learn) about the stars, so I 3 (do) a lot of things at night!
 I 4 your parents 5 (study) the stars with you?
 R My dad is but Mum isn't. She 5 (hate) being outside in the cold for hours.
 I 6 you always 7 (study) with your dad?

Practice

Exercise 6

Answers

2a) 3d) 4c) 5f) 6e)

Exercise 7

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

Answers → student page

- R No, I don't. I work with the best person for that subject. For example, Mum 7 (teach) me French, art and geography. Dad's a scientist so I 8 (do) things like biology with him. At the moment, my older sister 9 (study) for a physics exam, so Dad 10 (help) her and a friend, Ned.
 I Do you get good grades?
 R I 11 (not know)! I never 12 (take) tests or exams.
 I How do you know if you are learning?
 R I 13 (not worry) about that.

- 9 Use the notes below to make sentences about Ned and Ruby. Use the Present Simple and Present Continuous.



Ned: do a practice exam today, learn at home, never wear a school uniform, not do a past exam paper on the Internet, play football every day, study for three exams at the moment

Ned is doing a practice exam today. He learns at home.



Ruby: look at the sky this week, make notes today, not go to traditional school, not often work on a laptop, play tennis every weekend, study French with her mum

Your Turn

- 10 Work in pairs. Describe your school. Use the ideas below and the time expressions in the box. Add your own ideas.

every day sometimes never often
 at the moment always this week/month

- get grades
- play sport/music
- have lessons
- have tests
- train for a match
- go on trips
- work with other students
- watch films
- put on a play

We have lessons every day but we don't have tests very often. This week our class team is training for a basketball match.

- 11 Read your descriptions to the class. Which is the most interesting?

TIMEOUT! ▶ Page 93, Exercise 1

Extra

Write on the board:

- Tell me about a typical day for you.
- Do you get good grades?
- How do you know if you are learning?

Students work in small groups, asking and answering the questions. Tell them to give as much information as they can in their answers. Open up a class discussion about the last question.

Exercise 9

- Students do the exercise orally or as a written exercise.

Answers

Ned is doing a practice exam today. He learns at home. He never wears a school uniform. He isn't doing a past exam paper on the Internet. He plays football every day. He is studying for three exams at the moment.

Ruby is looking at the sky this week. She's making notes today. She doesn't go to a traditional school. She doesn't often work on a laptop. She plays tennis every weekend. She studies French with her mum.

Your Turn

Exercise 10

- Read the example sentences 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

- Students read their descriptions and discuss as a class.

TIMEOUT! ▶ Page 93, Exercise 1

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This Unit

Short of 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 /i:ˈtɒn/ and Roedean /ˈrəʊdi:ən/. 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.

Reading



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 the text, 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.

Answers

1d) 2e) 3b) 4c) 5a)

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.

2 Boarding Schools

Warm-up

- Read the text 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?

Reading



- Read the text about UWC and match the titles (a–e) with the paragraphs (1–5).
- a) fees c) houses e) the first school
 b) free-time activities d) general information

ROEDEAN

Opened 1885 in Brighton, near the sea. 400 girls aged eleven to eighteen (about fifteen per cent are day girls). Three houses. Girls share rooms in groups. Fees: approx. £24,000 per year.

ETON COLLEGE

Opened in 1440 in Windsor, near London. About 1300 boys aged thirteen to eighteen. Twenty-five houses. No dormitories; pupils have their own study-bedrooms. Fees: approx. £26,000 per year.



- UWC is a movement consisting of thirteen schools and colleges and over 120 national committees, which can be found in five continents. German educationalist, Kurt Hahn, had the idea for the international colleges during the 1950s' Cold War. He believed that young people from all over the world, learning and living together, could help to build international understanding and world peace.
- On 19th September 1962, the first school, UWC Atlantic College, was opened in Wales. UWC Atlantic College is a mixed boarding school and has 350 students aged from sixteen to nineteen years old. It is more diverse than most schools: the students come from as many as eighty different countries. Life at UWC Atlantic College is not as formal as at some boarding schools. Students don't wear a uniform and there are no compulsory sports or competitions between the houses.
- In addition to academic work, UWC students **take part in** community service. Every student must **take up** a voluntary activity for two afternoons or evenings a week. UWC Atlantic College students can choose from a wide range of activities and services. For example, they can help with sea and beach rescue; work on the college farm where they learn to grow food and take care of the environment or organise activities for disabled children.
- At UWC Atlantic College, the students live in seven houses. Each house has beds for about forty-eight students and, usually, four students from different countries share a room. Houseparents live with the students and **take care of** them. The rooms are quite simple and the students share bathrooms. Each student house has a living room with a small kitchen and study rooms. Breakfast, lunch and dinner **take place** in a beautiful twelfth-century dining room.
- Anyone can apply to a UWC school or college. There are no restrictions on nationality, religion or politics. The fees are about £23,500 a year but the school chooses students for their ability to learn, not their ability to pay. The organisation helps students if they need money.



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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.

Answers

	Atlantic College	Eton	Roedean
Location	Wales	Windsor, near London	Brighton
Year opened	1962	1440	1885
Type of school	mixed boarding school	boys boarding school	girls boarding school
Age of students	16–19	13–18	11–18
Number of students	350 students	1300 students	400 students
Number of houses	7	25	3

- Look at the Reading Help.

Reading Help: Scanning for information

- Read the text quickly to get the general idea.
- Read the questions to see what type of information you need (e.g. names, dates, times).
- Find the paragraph with the information and read it carefully.

- Copy the table. Scan the texts from Exercises 1 and 2 and complete the table.

	Atlantic College	Eton	Roedean
Location			Brighton
Year opened		1440	
Type of school	mixed boarding school		
Age of students			
Number of students			
Number of houses			

- Read the text in Exercise 2 again. Are the sentences true (T), false (F) or is there no information (NI)?

- T All the UWC are international.
- F The first UWC was in Germany.
- F Atlantic College students must play sports.
- NI All students at UWCs study in English.
- F The students at Atlantic College eat all their meals in their houses.
- NI Most students at a UWC are from rich families.

- Look at the Sentence Builder. Find two more examples in the text.

Sentence Builder

Atlantic College is **more diverse than** most schools.
 My school is **as expensive as** Roedean.
 Roedean is **not as expensive as** Eton.
 The fees at his school are **the same as** at Roedean.
 The fees at Atlantic College are **not the same as** those at Eton.
 Roedean hasn't got **as many pupils as** Eton.

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.

Answers → student page

Exercise 6

- Read the sentences with the students.

Answers

The students come from as many as eighty different countries. Life at UWC Atlantic College is not as formal as at some boarding schools.

- Compare your school with Atlantic College, Eton and Roedean. Use the Sentence Builder and these words to write sentences.

• activities • big • classes • expensive
 • famous • international • old • students

My school has got more students than Atlantic College.

- Look at the Word Builder. Find the verbs in red in the text and read the sentences.

Word Builder

take part in (an activity)
 take up (a hobby/activity)
 take care of (someone/something)
 take place

- Rewrite the sentences using verbs from the Word Builder.

- The exams are in the gym.
The exams take place in the gym.
- Why don't you start to learn Italian?
- Please look after the baby.
- She always does something in the school play.
- Can you feed my cat when I'm away, please?
- I'd like to start judo next term.

- Verb Quiz Find these *get* expressions in the Word Bank. You've got two minutes!

- To enter a bus. *get on*
- You do this every morning. *get up*
- To enter a car. *get into*
- To meet people. *get together*
- To be friendly with someone. *get on with*

▶ Word Bank, page 106

Speaking

- Work in pairs. Ask and answer the questions.

Which do you think is better:

- day or boarding schools?
- boys, girls or mixed schools?
- school uniform or own clothes?
- final exams or project work?

- Speak Out** What rules at your school do you think are unfair? Tell the class.

Fact or Fiction?

'Public schools' in Britain are, in fact, expensive private schools

Answer on page 92.

TIMEOUT! ▶ Page 93, Exercise 2

Exercise 7

- Read through the instructions and list of words with the class. 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.

Answers

- Why don't you take up learning Italian?
- Please take care of the baby.
- She always takes part in the school play.
- Can you take care of my cat while I'm away, please?
- I'd like to take up judo next term.

Exercise 10

Answers → student page

Speaking

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 of 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?

TIMEOUT! ▶ Page 93, Exercise 2

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This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 3 and 4)

More time: do the Extra activities

Background

The four characters arrive at the Petergate School of Performing Arts in Norwich. We see the owner of the school (Mrs Tyler-Smith) and two teachers (Mr Grant and Mr Bywater).

Warm-up

Exercise 1

- Encourage students to say as much as they can remember about each of the students.
- Students describe the appearance of the three adults in the picture. Check that students remember the word *beard*.

Reading and Listening



Exercise 2

- Play the recording twice for students to listen, read and complete the task.

Answers → student page

Exercise 3

- Students do the exercise, working individually.

Answers → student page

Extra

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

3 Arriving

Warm-up

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

Reading and Listening



- Read and listen to the dialogue. Find the people (and the animal) in the photo.

• Gwen • Jasmin • Matt • Sam • Mr Bywater • Mr Grant • Benson • Mrs Tyler-Smith

The four students arrive at Petergate School.

Doug Right, here we are. This is the school.

Jasmin It looks great, Mr Grant.

Doug Call me Doug.

Jasmin Right ... er, Doug.

Doug That's Mr Bywater over there, one of the music teachers. And that's Mrs Tyler-Smith with her cat, Benson. She's the owner. Come and meet her.

Mrs T-S Hello! Did you have a good trip?

Jasmin Yes, thanks.

Mrs T-S Are you Gwen?

Jasmin No, I'm Jasmin. This is Gwen.

Gwen Pleased to meet you.

Mrs T-S So, you're an actress, Janet.

Jasmin Jasmin. Well, I prefer dancing to acting. I really love dancing.

Mrs T-S Oh. And you, Helen, sorry, Gwen. You'd like to be a singer. Is that right?

Gwen Well, I'd rather be a film director. That's my ambition and I like taking photos.

Mrs T-S Really? Well, come in!

Sam Hey, it's a big place!

Matt I can't stand old houses. I'm allergic to dust.

Sam Allergic to dust?

Matt Yeah, and cats. I hate going near them. And I don't like dogs much either.

Sam Don't you like any animals?

Matt I don't mind goldfish. They're okay.

Sam Well, there's a cat over there. Look.

Matt Oh no! And who's that strange guy with the beard?

Sam I think he's one of the teachers.

Matt Really? He looks scary.

Sam Come on. Let's go in.



- Read the dialogue again. Are the sentences true (T) or false (F)?

- Doug is friendly to Jasmin.
- Mrs Tyler-Smith has a good memory.
- Matt doesn't like the place.
- Matt is allergic to goldfish.

Speaking

- Complete the Key Expressions from the dialogue with the words in the box.

hate like (x2) love mind
much prefer rather stand

Key Expressions: Preferences

- I prefer dancing to acting.
- I really love dancing.
- You'd like to be a singer.
- I'd rather be a film director.
- I like taking photos.
- I can't stand old houses.
- I hate going near them.
- I don't like dogs much either.
- I don't mind goldfish.

- Work in groups. What do people like and dislike about school?

- sport • rooms (e.g. the library) • classes
- school lunches • after-school clubs
- school trips • exams • school parties/dances

- Do you like doing sport at school?
- I can't stand sport, I prefer dancing.
- I don't mind PE classes and I like swimming.

- Speak Out** Tell the class about your group.

- Look at the Sentence Builder. Which sentences are about:

- general likes/dislikes?
- something you want to do now or in the future?

Sentence Builder

I like watching films.	I'd like to watch a film.
I prefer watching films to plays.	I'd rather watch a play.

- Work in pairs. Say true sentences about the ideas below. Use *I like* or *I'd like*.

I'd like to have acting classes at school.

- have acting classes • meet Keira Knightley
- eat Turkish food • speak English
- go snowboarding • play the guitar
- visit the UK

- Work in pairs. Arrange things to do this weekend, e.g. go to the cinema, rent a DVD, go shopping. Use *I prefer* and *I'd rather*.

- What would you like to do on Friday night? Would you like to go out or watch TV at home?
- I'd rather go out because I prefer going to the cinema to watching TV.

Everyday Listening



- Listen to Mrs Tyler-Smith and complete the information about summer courses at Petergate.

PETERGATE SUMMER COURSES

Meals

Breakfast from ¹ 7.30 to ² 8.30
Lunch at ³ 1 o'clock
Dinner at ⁴ 7 o'clock
After-lunch concerts at 1.45 on ⁵ Wednesdays and ⁶ Fridays

Closing times of facilities:

Rehearsal rooms ⁷ 10 o'clock
Theatre/dance studio/gym ⁸ 9 o'clock
Swimming pool/tennis court ⁹ 9 o'clock
NO NOISE after ¹⁰ 10 o'clock, please!

Excursions:

London ¹¹ 17th July
Great Yarmouth (the coast) ¹² 24th July



- Listen closely** Listen to the extracts from Exercise 1. Which of these words can you hear in the sentences: *are* or *a*?



- Listen to more extracts. Which of these words can you hear: *of* or *have*?

TIMEOUT! ▶ Page 93, Exercise 3

Everyday Listening



Exercise 1

Audioscript → page 105

- Give students time to read through the information before you play the recording.
- Play the recording, twice if necessary, for students to listen and complete the information.

Answers → student page



Exercise 2

Audioscript → page 105

- Write on the board:
 - They are students at a boarding school.
 - We have got a pair of scissors.
- Draw students' attention to the words *are* and *a* in the first sentence and *have* and *of* in the second sentence. Ask several students to read aloud the sentences.
- Play the recording, pausing it appropriately for students to listen and note if they hear *are* or *a*.
- After checking answers, ask students to listen again and say the complete sentences.

Answers

1 a 2 are 3 a 4 are
5 a 6 are



Exercise 3

- Follow the same procedure as in Exercise 2.

Audioscript → page 105

Answers

1 have 2 of 3 have
4 have 5 of 6 of

TIMEOUT! ▶ Page 93, Exercise 3

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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 *'d* in *You'd* and *I'd* in sentences 3 and 4 stands for *would*.

Answers → student page

Extra

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

Exercise 5

- Ask three students to read out the example dialogue. Elicit two or three 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

- After 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.

Answers

- I like watching/I prefer watching
- I'd like to watch/I'd rather watch

Exercise 8

- Remind students to say true sentences.

Exercise 9

- Ask two students to read aloud the example dialogue. Elicit suggestions 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.

Reading

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.

1.15 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)



Warm-up

- Imagine you are moving to a school in another country. What do you want to know? Write two questions. Then compare your questions with a partner.

Is there a lot of homework?



Reading

- Read the questions (1–6) at the beginning of the text. Are they the same as your questions?
- Read the text about schools in the UK. Match the questions (1–6) with the correct replies (a–e). Two questions are answered in the same reply.

1–a



education-info.com

Our family is moving from the United States to London. Keira, (thirteen) and Oliver (fifteen) are worrying about going to school in the UK. (The only one they know about is Hogwarts in the Harry Potter films!) Can anyone answer our questions?

- Are schools free in the UK?
- Are the school subjects the same as in the United States?
- What's a typical day like?
- At what age do students start/leave school?
- Do kids wear a uniform?
- Do schools have entrance exams?

Thanks for your help!

Moving Mom

a State education is free so the schools pay for teachers, books, exam fees and any special equipment for science, etc. We (parents) pay for school uniforms and things like rulers, calculators. Also, schools charge for extras like school trips. About ninety per cent of British students go to a state school.

Jayathome

b I go to a comprehensive school and I study: English, maths, science, technology, history, geography, foreign languages, music, art, sport and citizenship. My school also has after-school clubs for swimming and drama.

Bestboy@15

c Here, students start primary school when they are five and move to secondary school when they are eleven. At sixteen, students take public exams called General Certificate of Secondary Education. After GCSEs, students can leave school, do a course to prepare for a job or study for A level (Advanced Level) exams (these are necessary for university entrance).

Retiredheadteacher

d Most schools are comprehensive so they don't have an entrance exam. Secondary schools usually have a uniform. Some schools have simple uniforms with, for example, a shirt, sweatshirt and a dark skirt or trousers. Other schools have more formal uniforms with jackets and ties.

Dave75

e My school day is 8.40 to 4 o'clock, Monday to Friday. We start with registration. Then we move about the school for different lessons. We have short breaks between lessons and a longer break at lunchtime. Some people eat in the school canteen but I take a packed lunch.

glittergirl

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Exercise 4

- When checking students' answers, ask them to correct the false sentences or explain why they are false.

Answers → student page

- F – Text a) says state education is free and that about ninety per cent of British students go to a state school.
- F – Text c) says students take GCSEs at 16 and that after that they can leave school.
- F – Text d) says secondary schools usually have a uniform.

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.

Extra

Open up a class discussion about students' reactions to different aspects of the text, e.g. uniforms, types of school, the ages for starting and leaving school, public exams.

- Read the text again. Are the sentences true (T), false (F) or is there no information (NI)?

- Most British parents pay for their children's education.
- British students have to clean their classrooms.
- There are after-school activities.
- Nobody can leave school before they are sixteen.
- Everybody takes A level exams.
- A lot of secondary schools don't have a uniform.
- Normally there aren't any lessons at the weekend.

- Check if your questions in Exercise 1 are answered in the text.

- Find compound nouns in the text with these meanings.

- a school the government pays for
- a secondary school with no entrance exam
- special clothes students must wear at school
- the place where students can eat lunch
- an exam that is the same everywhere
- the money you pay to take an exam
- an exam you take to get into a school

- Look at the Word Builder. How do you say the phrases in your language?

Word Builder

study for an exam
pay for books
charge for school trips

- Complete the questions with words and phrases from Exercises 6 and 7.

- One person writes about GCSEs and A levels. Which _____ do students take in your country?
- How do you _____ a test? Do you plan your revision carefully or do it the night before?
- Do you eat in your _____? Why/Why not?
- Does your school _____ extras like guitar lessons?
- Who _____ your school equipment like pens, pencils, etc?

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.

Answers

- comprehensive school
- school uniform
- school canteen
- public exam
- exam fee
- entrance exam

Extra

Give students time to read through the text again. Explain or encourage students to guess the meaning of any other new words.

Speaking

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

- Game** Work in pairs. How much can you remember about British schools? Test your partner. Student A uses the text to ask questions. Student B closes the book and answers.

- A Who pays for the students' books?
B Their parents.
A No. The school pays for their books.

PROJECT

Your ideal school

- Think about these things:

- location • day school or boarding school
- school trips • boys, girls or mixed school
- number of students in a class • facilities
- uniform or no uniform • school rules
- after-school clubs

- Plan your description. Make notes on these points:

- general description (location, type of school, uniform, rules, facilities)
- a typical school day (classes, lunch, breaks)
- after school (clubs, activities, trips, homework)

- Write your description in three paragraphs.

My ideal school is near the sea. It's a day school for boys and girls. There isn't a uniform and there aren't any rules. The school has got a music studio, an Olympic-size swimming pool and a computer for every student.

- Work in groups. Read each other's descriptions. Say what you like or dislike about your partners' ideal schools.

Speaking

Exercise 9

- Work through the first two questions and elicit 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-ability class, you may wish to have weaker students work in groups of three or four and allow them to cooperate in answering questions.

PROJECT

- Read through the stages of the project so that students understand what to do.
- In Stage 1, encourage students to exchange ideas as a whole class so that all the students have plenty of ideas to choose from.
- Students make notes for their three paragraphs. Help with vocabulary if necessary.
- Ask one of the students to read aloud the example first paragraph. As students are writing their paragraphs, monitor and point out any language errors for them to correct.
- Students work in groups of three or four, reading and commenting on each other's ideal school.

Exercise 7

- Ask students to find and read aloud the sentences 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.

Answers

- public exams
- study for
- school canteen
- charge for
- pays for

Language Check

Exercises 1–4

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.
- After checking answers to Exercise 3, students work in pairs, reading the dialogue aloud. Correct any serious pronunciation errors.
- 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: Using your coursebook

- The exercises in this section give students an opportunity to become familiar with the different components and exercise types in *New Challenges 3*.
- Read through the list of headings with the class. Give students time to work individually or in pairs, looking through the first module again and finding examples of each heading. Remind students that the *Time Out Magazine* and *Word Bank* are at the end of the book.

Language Check

1 Complete the words in the sentences.

- 1 We have our chemistry lessons in a l a b o r a t o r y.
- 2 Our school has got three tennis c o u r t s.
- 3 There is a football p i t c h.
- 4 I get books from the school l i b r a r y.

2 Complete the verbs in the sentences.

- 5 I want to take u p photography.
- 6 When I'm ill, my mum takes c a r e of me.
- 7 I'd like to take u p karate or judo.
- 8 When my neighbour is away, I take c a r e of his dog.
- 9 He'd like to take p a r t in the concert.
- 10 The school dance takes p l a c e in the gym.

Vocabulary / 10

3 Put the verbs in brackets in the Present Simple or the Present Continuous.

- A Hi, Alan. What ¹¹ are you doing you (do) here?
 B Shh, Fred, don't speak so loudly.
 I ¹² 'm revising (revise) for my exams. I often
¹³ come (come) to the library. I sometimes
¹⁴ use (use) the computers here.
 A I ¹⁵ use (use) my dad's computer at home when my sister isn't on it!
 B Where is she? I want to talk to her.
 A She ¹⁶ is/ 's playing (play) hockey. They
¹⁷ are/ 're having (have) a school competition this week. They always ¹⁸ have (have) it at this time.
 B Oh yes, I forgot about that. Anyway, why are you here? You hate studying.

Feedback



- 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 1–4 | Get Ready – Key Words |
| Numbers 5–10 | Unit 2 – Word Builder |
| Numbers 11–20 | Unit 1 – Grammar |
| Numbers 21–30 | Unit 3 – Key Expressions |
- Now do the exercises in Language Check 1 of the Workbook.

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- A I ¹⁹ am/ 'm looking for (look for) information for the quiz. They ²⁰ ask (ask) a lot of geography questions and there's a good atlas here.

Grammar / 10

4 Choose the correct word.

- A Would you ²¹ love/ like to ²² go/ going to the school dance this weekend?
 B Thanks, but I'd ²³ rather/ prefer go to the cinema. I love ²⁴ go/ going out with my friends but I prefer ²⁵ watch/ watching films to ²⁶ dance/ dancing. I ²⁷ can't/ don't stand ²⁸ be/ being in noisy places.
 A I ²⁹ don't/ can't mind that – I love ³⁰ to go/ going to clubs and discos!

Communication / 10

Study Help: Using your coursebook

Find these things in *New Challenges 3*. Which are the most useful for you?

- Key Words • Key Expressions • Word Builder
- Word Bank • Reading/Listening Help
- Sentence Builder • Language Check
- Time Out Magazine

- Match the problems (1–10) with the solutions (a–j).

1–b

I want to ...

- 1 find out what's in a module
- 2 find some tips for reading and listening *d)*
- 3 do some extra reading *a)*
- 4 find answers to word quizzes (e.g. verb quiz) *h)*
- 5 revise vocabulary *f)*
- 6 revise a grammar area *e)*
- 7 do extra grammar practice *c)*
- 8 find useful expressions for speaking *j)*
- 9 do a revision test *g)*
- 10 find some tips for studying *i)*

Look at ...

- a) stories in *Time Out Magazine*
- b) the top of the *Get Ready* page
- c) the *Workbook Grammar Reference*
- d) *Reading and Listening Help* boxes
- e) the *Workbook* or *CD-ROM*
- f) the *Word Bank*
- g) the *Language Check*
- h) *Key Word boxes*, *Word Builder* and the *Word Bank*
- i) the *Study Help* boxes
- j) *Key Expressions* boxes

- Students need to refer to their Workbook/MyLab as well as the Students' Book for the next exercise. Read through the problems (1–10) and the solutions (a–j) with the class.
- Elicit the solutions to the first two or three problems from the students.
- Students work individually, completing the exercise. They can compare answers in pairs or groups of three before checking answers as a class.

- 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

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