

1 A new friend

1 Presentation

1.01 Listen and read. Where is Gavin from?



Jess Hi Anna!

Anna Hi Jess. Hi Harry! This is my cousin Gavin from Wales. He's staying with us for a couple of months.

Gavin Hi! Yeah, my mum and dad are in Ghana at the moment.

Harry Ghana! That's exciting. What are your mum and dad doing there?

Gavin Well, they work for a huge aid agency. They often travel for their work. At the moment they're helping cocoa bean farmers in Ghana.

Jess So, do you like our lovely town Guildford, then?

Gavin Well, my family lives in a tiny village in Wales. We've only got a corner shop, a pub and a church in my village. So this town is quite exciting! You've got loads of great shops, a massive leisure centre, two cinemas, a theatre ...

Anna Yeah, it's OK, I guess. The shops are good. I use the library a lot – I borrow CDs and DVDs as well as books.

Gavin In my village there's only a mobile library. It's a small bus and it comes to our village once a week. It doesn't have any CDs or DVDs and the books are all ancient!

Harry And the leisure centre's brilliant here. I do karate every weekend and Jess and I play badminton there quite often.

Gavin Really? I'm learning how to play badminton at the moment. I'm not very good, though!

Jess Why don't you come along with us next Wednesday night!

Gavin OK, that would be great, thanks!

2 Comprehension

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

1 F. They're in Ghana.

- 1 Gavin's mum and dad are in Wales at the moment.
- 2 Gavin's mum and dad work for an aid agency.
- 3 There's a really good library in Gavin's village.
- 4 Harry does karate every weekend.
- 5 Gavin is very good at badminton.



Real English

Yeah
loads of
It's OK, I guess.
ancient

1 A new friend

Grammar

- present simple and present continuous

Vocabulary

- places in town; descriptive adjectives

Optional materials

- one dice per pair of students

Optional Activity Book activities

- Fast finishers p60 Extra practice p61

Photocopiable activity

- *Now and never!* p102

PART 1

Dyslexia tip: *Dyslexic students vs non-dyslexic students*

While you should not openly discuss particular students' dyslexia in class, it is important to outline to the whole class what dyslexia is and explain that it requires different methods and approaches in language teaching. Otherwise, non-dyslexic students may feel that dyslexic students do not have to work as hard. All students need to know that their learning needs are important and that they are expected to use their full potential.

Teaching tip: *Introducing the coursebook*

Introducing the coursebook is a great way to begin the first lesson. Organise a book quiz to arouse students' interest in the material. Prepare ten questions, e.g. *How many Modules are there? On which page can you find a wordlist for Module 2? In which lesson are you going to read about chocolate?* etc. In teams, students explore their books and win a point for each correct answer. The team with the most points wins. Alternatively, write the following questions on the board for students to discuss in teams: *Which Module is the most interesting? Why? What do you think of the pictures and photos? Which sections are useful?* Get feedback from each team.

Point to the **Real English** box and demonstrate the meaning of the phrases. Ask students for synonyms of *Yeah*. Draw a pile of books on the board to elicit: *loads of (books)*. Draw a test with grade C or its national equivalent and shrug your shoulders to elicit: *It's OK, I guess*. Ask: *Are the pyramids in Egypt new or old?* Elicit that they are very old. Say: *That's right, they're ancient*. Elicit the opposite of *ancient (modern)*. Point out which words in **Real English** are colloquial and should not be used in formal texts.



Tapescript

see Student's Book Activity 1

Extra activity

Elicit or give examples of aid agencies, e.g. United Nations Children's Fund (UNICEF), Red Cross, World Health Organization (WHO). Translate the names into L1 if necessary. Find out what students know about these organizations.

Cultural information

Guildford is a picturesque town in the south east of England with population of 130,000. Tourist attractions include ruins of a medieval castle, the cobbled High Street with historic buildings, a modern cathedral and Lewis Carroll's grave. Guildford offers a variety of entertainment, from concerts to arts, crafts and cricket festivals.

Teaching tip: *Classroom language*

To interact successfully in English in the classroom, students need to know and use transactional phrases. During the first lesson, it is useful to review some common classroom phrases. You can use unfamiliar words from a text in the book, e.g. *They work for a huge aid agency*, to elicit: *I don't understand. Can you repeat that, please? What does it mean? Can you give an example? How do you say that in (German)? How do you spell that? How do you pronounce that?* Ask students to make a poster with the useful phrases and put it on the wall for future reference.

Introduction

Draw the following table on the board:

	good points	bad points
country life		
city life		

Students work in groups of four to complete the table. Set a time limit of three minutes. Elicit ideas and write them on the board. Ask students to vote on where they would prefer to live.

1 Presentation

[1.01] Point to the main picture and introduce Jess, Harry, Anna and Gavin. Ask: *Where are the teenagers? What are they doing?* Then ask students to listen and read to find out where Gavin is from. Play the CD. Elicit that Gavin is from a village in Wales, but at the moment he and the other teenagers are in Guildford, a town in England. Point to the photos of each place.

Ask students: *Where is Ghana? What do you know about this country?* Check if students know or can guess the meaning of the following words and phrases: *a couple of, huge, aid agency, cocoa bean, then, tiny, massive, leisure centre, mobile library, come along*. If necessary, provide explanation.

2 Comprehension

Students read the questions. Then they read the text in Activity 1 again to find the answers. Students compare their answers in pairs. Check the answers with the whole class.

Mixed-ability classes

Fast finishers make a list of all the things they can name in English in the photo of the town or the village in Activity 1.

Answer key

- 1 F. They're in Ghana.
- 2 T
- 3 F. There's only a mobile library.
- 4 T
- 5 F



Grammar spot

Present simple and present continuous

Present simple

They often **travel** for their work.
I **use** the library a lot.

Do you **like** our lovely town, then?

Present continuous

He's **staying** with us for a couple of months.
I'm **staying** at Anna's house.

What **are** your mum and dad **doing** there?

Grammar page 98

3 Grammar practice

Complete these sentences with the correct form of the verb in brackets. Use the present simple or the present continuous.

- I usually ____ (walk) to school but today I ____ (take) the bus because it ____ (rain).
- My brother ____ (sleep) on the sofa at the moment.
- We ____ (play) football at the weekends.
- I ____ (have) a Geography class every Tuesday. We ____ (learn) about Wales at the moment.
- My mum and dad usually ____ (not/see) my gran at the weekend, but they ____ (visit) her today because it's her birthday.
- A: ____ you ____ (read) my magazine?
B: No, this is mine. Yours is on the table.

4 Speaking

a Look at these questions and write answers about yourself.

1 I'm studying English!

- What are you doing at the moment?
- Where do you live?
- What sports do you like?
- What book are you reading at the moment?
- What's your favourite subject at school?
- What are you learning about in Geography or History?

b Work in pairs. Find out about your partner. Ask the questions and make notes.

What are you doing at the moment?

I'm studying English!

c Tell another classmate about your partner.

*Piotr is studying English at the moment.
He lives in Kiev and he likes ...*

5 Vocabulary

Put these adjectives from the dialogue under the correct heading.

tiny ancient brilliant huge
great lovely massive

very good **very big** **very old** **very small**
brilliant



Study tip

You can use synonyms to make your writing more interesting.

He lived in a **very big** house with a **massive** garden and a **huge** wall around it.

6 Listening

1.02 Listen to Gavin's phone call from his mum. Then answer the questions.



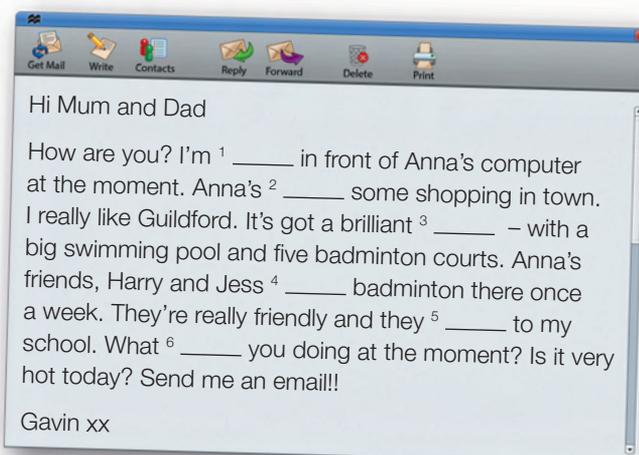
- What is Gavin's mum doing?
- What is Gavin doing?
- What is the weather like in Guildford?
- What is Gavin's problem with the new school?
- What is Gavin's dad doing?

7 Check your English

Choose the correct word from the box to complete this email from Gavin.

1 sitting

go sitting leisure centre doing are play



Grammar spot

Use the examples to contrast the present simple and the present continuous. Point out that the present simple is used to express habits and routines and the present continuous refers to situations happening now or temporarily. Elicit the adverbs and expressions used with each tense respectively, e.g. adverbs and expressions of frequency vs *at the moment*, *for a couple of months*, *now*, *today*. Refer students to the **Grammar summary** on page 98 for more information on these tenses.

3 Grammar practice

Students complete the sentences with the correct form of the verbs in brackets. Then they compare their answers in pairs. Check the answers with the whole class.

Mixed-ability classes

Less confident students can underline all the time references to help them decide on the correct tense, e.g. *today*, *every Tuesday*.

Answer key

- | | |
|-------------------------------|-----------------------------------|
| 1 walk, 'm taking, 's raining | 4 have, 're learning |
| 2 is sleeping | 5 usually don't see, 're visiting |
| 3 play | 6 Are ... reading |

Homework suggestions

- 1 Activity Book pages 4–5, Activities 1–5
- 2 Students choose three adults they know and write what they do in their job and what they are doing at the moment, e.g. *My uncle writes for a newspaper. He is having dinner now.*

PART 2

Introduction

Write the following sentences on the board: *Today I'm wearing At the weekends I often I'm learning how to ... at the moment. I never* Students copy them onto a piece of paper and complete so that they are true for them. Collect the pieces of paper, mix them and hand them out at random. Students guess who has written the sentences they have received, find the person and ask them additional questions about the information on the piece of paper, e.g. *Do you wear jeans every day?*

4 Speaking

- a) Students read the questions and write true answers about themselves.
- b) Divide students into pairs. They ask each other the questions from Activity 4a and note down the answers.
- c) In different pairs, students use their notes to tell each other about the classmate they spoke to previously.

Extra activity

Write the following on the board in two columns:

- | | |
|--------|-----------------|
| 1 do | 1 at the moment |
| 2 play | 2 once a week |
| 3 eat | 3 often |
| 4 read | 4 every day |
| 5 use | 5 now |
| 6 go | 6 never |

Divide students into pairs and give each pair a dice. Students take turns to roll the dice twice and write down the verb and the time expression as indicated by the dice. They have fifteen seconds to make a sentence with those words in the correct tense: the present simple or the present continuous. They get one point for each correct answer. The first person to get five points wins the game.

Photocopiable activity

Now and never! p102; instructions p92

5 Vocabulary

Students put the adjectives in the box under the correct headings and compare their answers in pairs. Check the answers with the whole class and drill the pronunciation of the adjectives.

Answer key

very good: brilliant, great, lovely;
very big: massive, huge;
very old: ancient;
very small: tiny

Study tip

Point out that when we are writing we should not use the same adjective several times because this is boring for the reader. Elicit or explain what a synonym is and encourage students to use synonyms in their written work.

Extra activity

Students write true sentences about the place where they live using the adjectives from Activity 5.

6 Listening

[1.02] Elicit that the photos show Gavin in Guildford talking to his mum in Ghana. Ask students to listen to the conversation to find the answers to the questions. Play the CD. Students write the answers and compare them in pairs. Check the answers with the whole class.

Tapescript

Gavin: Hello.
Mum: Hi, Gavin. It's me!
Gavin: Oh hi, Mum! How are you? What are you doing?
Mum: I'm reading a book. It's so hot here and I'm really tired. What about you?
Gavin: I'm sitting on a bus with Anna and her friends, Jess and Harry. It's raining here, of course!
Mum: How's the new school? Do you like it?
Gavin: It's OK. The only problem is that it's very big! I get lost quite a lot. Is Dad alright?
Mum: Yes, he's good. He's doing some shopping right now. He's learning how to cook some typical Ghanaian food.
Gavin: Great!
Mum: Got to go now, son. Bye, Gavin. Take care.
Gavin: Bye, Mum!

Answer key

- 1 She's reading a book.
- 2 He's sitting on a bus.
- 3 It's raining.
- 4 It's very big and he gets lost quite a lot.
- 5 He's doing some shopping.

7 Check your English

Students use the words in the box to complete the email from Gavin to his parents. Then they compare their answers in pairs. Check the answers with the whole class.

Answer key

- | | |
|------------------|--------|
| 1 sitting | 4 play |
| 2 doing | 5 go |
| 3 leisure centre | 6 are |

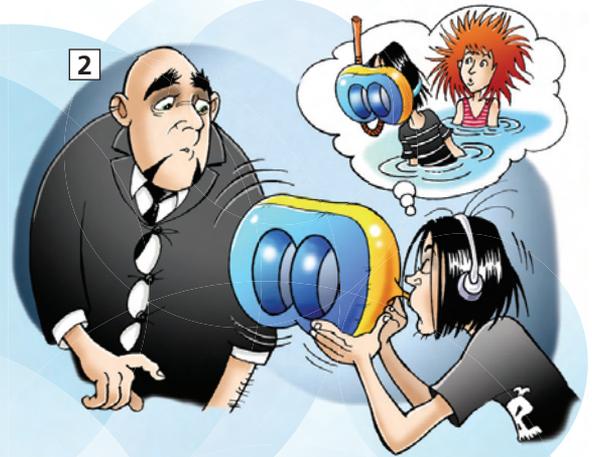
Homework suggestions

- 1 Activity Book page 5, Activities 6–9
- 2 Students write a reply from Gavin's parents to Gavin's email in Activity 7, including information on life in Ghana and their current activities.

2 Amazing inventions

1 Presentation

1.03 Listen and read. What do you think? Which is Rudolph's most amazing invention?



Martha What are your plans for this morning, Rudolph?
Rudolph I'm meeting Jude at the park at ten o'clock. We're going to try out my amazing new invention.
Vincent Which one?
Rudolph My new super-safe reflector rollerblades of course!
Martha Well, don't forget we're all having lunch with Uncle Bernard. We're meeting him at one o'clock.

Vincent What are you going to do after lunch, Rudolph?
Rudolph I'm going to do my homework and then I'm meeting Sadie at the swimming pool at three o'clock.
Vincent But you can't swim, Rudolph!
Rudolph Not a problem! I'm going to wear my special inflatable goggles!



Martha Look at the time! It's nine o'clock already! Come on, Vincent. Helga's playing football at quarter past nine.
Vincent OK. Rudolph, can you clear the table, please?
Rudolph Sure ... Aagghhhh!



Rudolph Hi Jude. I've got a new plan for today. I'm going to spend the day in bed!

2 Comprehension

Look at the list. Who is going to do each activity?

1 *Rudolph and Jude*

- 1 meet in the park
- 2 have lunch with Uncle Bernard
- 3 do homework
- 4 go swimming
- 5 play football

2 Amazing inventions

Grammar

- *going to* for future plans; present continuous for fixed arrangements

Vocabulary

- everyday verb collocations

Optional Activity Book activities

- Fast finishers p60 Extra practice p61

Photocopiable activity

- *A weekend trip* p103

PART 1

Dyslexia tip: Key elements of each lesson

Each lesson aimed at a class with dyslexic students should include the following elements:

- an initial explanation of what the lesson is going to be about and what is most important about the new material
- clear instructions with minimal words and one instruction given at a time
- presentation of new material in a clear context connected to situations students are already familiar with
- short multisensory activities teaching and practising new structures and/or vocabulary both orally and in their written form
- a summary of the new material at the end of class.

Take breaks every ten minutes to do activities that don't require much concentration, e.g. drawing illustrations or a short physical exercise.

Introduction

Elicit examples of students' favourite inventions. Then ask them to find some unusual inventions in the pictures in Activity 1. Write the following terms on the board: *inflatable goggles*, *newspaper arms*, *reflector rollerblades*. Ask students to match them to the pictures. Explain any words students do not understand.

1 Presentation

[1.03] Point to the characters in the pictures and elicit what students remember about the Gloom family from *Hot Spot 1–3*. Ask students to listen and read the dialogue and decide which is Rudolph's most amazing invention. Play the CD.

Elicit answers and write the invention most students have chosen on the board. Ask students to describe what they think this invention does, e.g. *The inflatable goggles help Rudolph swim*. Find out if students know or can guess the meaning of the following words and phrases: *try out*, *super-safe*, *clear the table*. Explain if necessary.

Refer students to the **Grammar spot** at the top of the next page and review the use and structure of *going to*, which they studied in *Hot Spot 3*. Ask students to find more examples of *going to* in the dialogue in Activity 1. If they notice that there are also present continuous sentences referring to the future, point out that this tense is used for fixed arrangements and it will be a target point of the second part of the lesson. Refer students to the **Grammar summary** on page 98 for more information on *going to*.



Tapescript

see Student's Book Activity 1

Extra activity

In groups of four, students design, draw and write a brief description of an unusual invention of their choice. If they need help, you can suggest devices for: clearing the table; doing homework; learning to swim; learning to score goals in football. Set a time limit of fifteen minutes and ask groups to present their ideas to the whole class. The class can then vote for the best invention.

2 Comprehension

Students look at the list and say who is going to do each activity. When they have finished, they compare their answers in pairs. Check the answers with the whole class.

Answer key

- 1 Rudolph and Jude
- 2 Martha and Rudolph
- 3 Rudolph
- 4 Rudolph and Sadie
- 5 Helga

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Grammar spot

going to

I'm **going to** do my homework.
We're **going to** try out my amazing new invention.

Grammar page 98

3 Grammar practice

Look at Rudolph's list of plans for tomorrow. Make sentences with *going to*.

1 *He's going to watch a film with Helga.*

- 1 watch a film with Helga
- 2 take Bonehead for a walk
- 3 visit Jude
- 4 buy a present for Mandy's birthday
- 5 send an email to Sadie

4 Vocabulary

Match the verbs in A to the nouns in B.

- | | |
|---|--|
| A
1 do
2 go
3 have
4 clear
5 spend
6 try out | B
a the day
b a new invention
c swimming
d homework
e lunch
f the table |
|---|--|

5 Pronunciation

a 1.04 Listen and repeat the sentences.

- 1 We're going **to** watch a film tonight.
- 2 I'm going **to** invite Laura **to** my party.
- 3 My brother is going **to** meet his friend at the park tomorrow.
- 4 Jodie is going **to** close the door but she's not going **to** open the window.

b Work in pairs. Look at the words in bold in the sentences above. Do we say /tə/ or /tu:/?

c 1.04 Listen and check your answers.



Grammar spot

present continuous

Helga's **playing** football at quarter past nine.
We're **meeting** Uncle Bernard at one o'clock.

Grammar page 98

6 Listening

1.05 Emma and Sam are playing the *Memory game*. Look at Emma's diary and listen. What three mistakes does she make?

1 *She's not seeing the doctor at half past ten. She's seeing the dentist.*

Monday

- 10.30am see dentist
1.00pm have lunch with Peter
2.00pm play tennis with Susan
3.15pm meet Sarah at café
6.00pm go to cinema

7 Speaking

Play the *Memory game* with a partner. Write five times and five plans on a piece of paper. Exchange the paper with your partner. Now test your partner. Can they remember their plans?

When are you doing your homework?

Where are you meeting your friend?

What are you doing at six o'clock?

My English file

Write about your plans for the weekend. Include information about:

- who you are going to see
- what you are going to do
- where you are going to go

This weekend I'm going to see my friend Marie. We're going to listen to some music and then we're going to ride our bikes to the park. For lunch, we're ...

8 Check your English

Put the words into the correct order to make sentences about Rudolph's plans for the day.

- 1 o'clock/park/He's/ten/Jude/at/meeting/at/the
- 2 new/They're/to/out/try/his/invention/going
- 3 Uncle/lunch/He's/one/his/Bernard/having/at/with/o'clock
- 4 the/He's/pool/Sadie/swimming/meeting/at
- 5 going/inflatable/He's/his/to/goggles/wear

3 Grammar practice

Go through the example. Ask students to use the list to make *going to* sentences about Rudolph's plans for tomorrow. Students then compare their answers in pairs. Check the answers with the whole class.

Mixed-ability classes

Fast finishers write two sentences about what they think Rudolph is really going to do today now that he has to spend the day in bed, e.g. *He's going to surf the Internet.*

Answer key

- 1 He's going to watch a film with Helga.
- 2 He's going to take Bonehead for a walk.
- 3 He's going to visit Jude.
- 4 He's going to buy a present for Mandy's birthday.
- 5 He's going to send an email to Sadie.

Homework suggestions

- 1 Activity Book page 6, Activities 1–4
- 2 Students write the names of three people they know well and they write about their plans for tomorrow, using *going to*.

PART 2

Introduction

Write four plans for the afternoon on the board using *going to*, e.g. *I'm going to email my friends.* Make sure that one sentence is false. Students read your sentences and guess the false one. Then they write their own sentences, including a false one, and repeat the activity in pairs.

4 Vocabulary

Students match the verbs in column A to the nouns in column B and compare their answers in pairs. Check the answers with the whole class.

Answer key

1 d 2 c 3 e 4 f 5 a 6 b

5 Pronunciation

- a) [1.04] Students listen and repeat the sentences, paying special attention to the correct pronunciation of the words in bold.



Tapescript

see Student's Book Activity 5a

- b) In pairs, students look at the words in bold and decide how we pronounce them correctly within the sentences: /tə/ or /tu:/.
c) [1.04] Play the CD again for students to check their answers. Elicit that the words are pronounced /tə/. In pairs, students take turns to read out the sentences.



Tapescript

see Activity 5a

Grammar spot

Use the examples to review the present continuous for fixed arrangements, which students studied in *Hot Spot 3*. Students find more examples of the present continuous in Activity 1. Explain that *going to* refers to future plans and the present continuous describes fixed arrangements, but the difference between the structures is very small. Refer students to the **Grammar summary** on page 98 for more information on *going to* and present continuous.

6 Listening

[1.05] Explain that Emma and Sam are playing the *Memory game*. Students look at Emma's diary page, listen to her and find three mistakes she makes. Play the CD. Students write the answers using the present continuous. Let them compare the answers in pairs before you check them with the whole class.



Tapescript

- Sam** OK, Emma. I've got your diary. Can you remember? What are you doing at half past ten?
Emma I'm seeing the doctor.
Sam No, wrong! You're not seeing the doctor. You're seeing the dentist! When are you having lunch with Peter?
Emma At one o'clock.
Sam Yes, that's right. What are you doing at two o'clock?
Emma I'm playing badminton with Susan.
Sam No, you're not playing badminton. You're playing tennis. Where are you meeting Sarah?
Emma At the café.
Sam Yes, good. When are you going to the cinema?
Emma Ummm ... I'm going to the cinema at seven o'clock.
Sam No, not seven o'clock. Six o'clock.

Answer key

- 1 She's not seeing the doctor at half past ten. She's seeing the dentist.
- 2 She's not playing badminton at two o'clock. She's playing tennis.
- 3 She's not going to the cinema at seven o'clock. She's going at six o'clock.

7 Speaking

Students write down five real or fictional arrangements for tomorrow on a piece of paper. In pairs, they exchange their pieces of paper and play the *Memory game* from Activity 6.

Photocopiable activity

A weekend trip p103; instructions p92

My English file

Students write at least five true sentences with *going to* about their plans for next weekend. Go through the example first. Set a time limit of ten minutes. Monitor students' work and provide help. When students have finished the task, they exchange their notebooks in pairs and read each other's sentences.

Extra activity

Students include a false sentence in **My English file**. In pairs, they try to guess which of their classmate's sentences is false.

8 Check your English

Students rearrange the words to make sentences about Rudolph's plans for the day. They compare their answers in pairs before you check them with the whole class.

Answer key

- 1 He's meeting Jude at the park at ten o'clock.
- 2 They're going to try out his new invention.
- 3 He's having lunch with his Uncle Bernard at one o'clock.
- 4 He's meeting Sadie at the swimming pool.
- 5 He's going to wear his inflatable goggles.

Homework suggestions

- 1 Activity Book page 7, Activities 5–7
- 2 Students invent a diary page for a celebrity and write about their fixed arrangements for tomorrow, e.g. *Rihanna is recording a new song at ten o'clock.*

3 A walk in the country

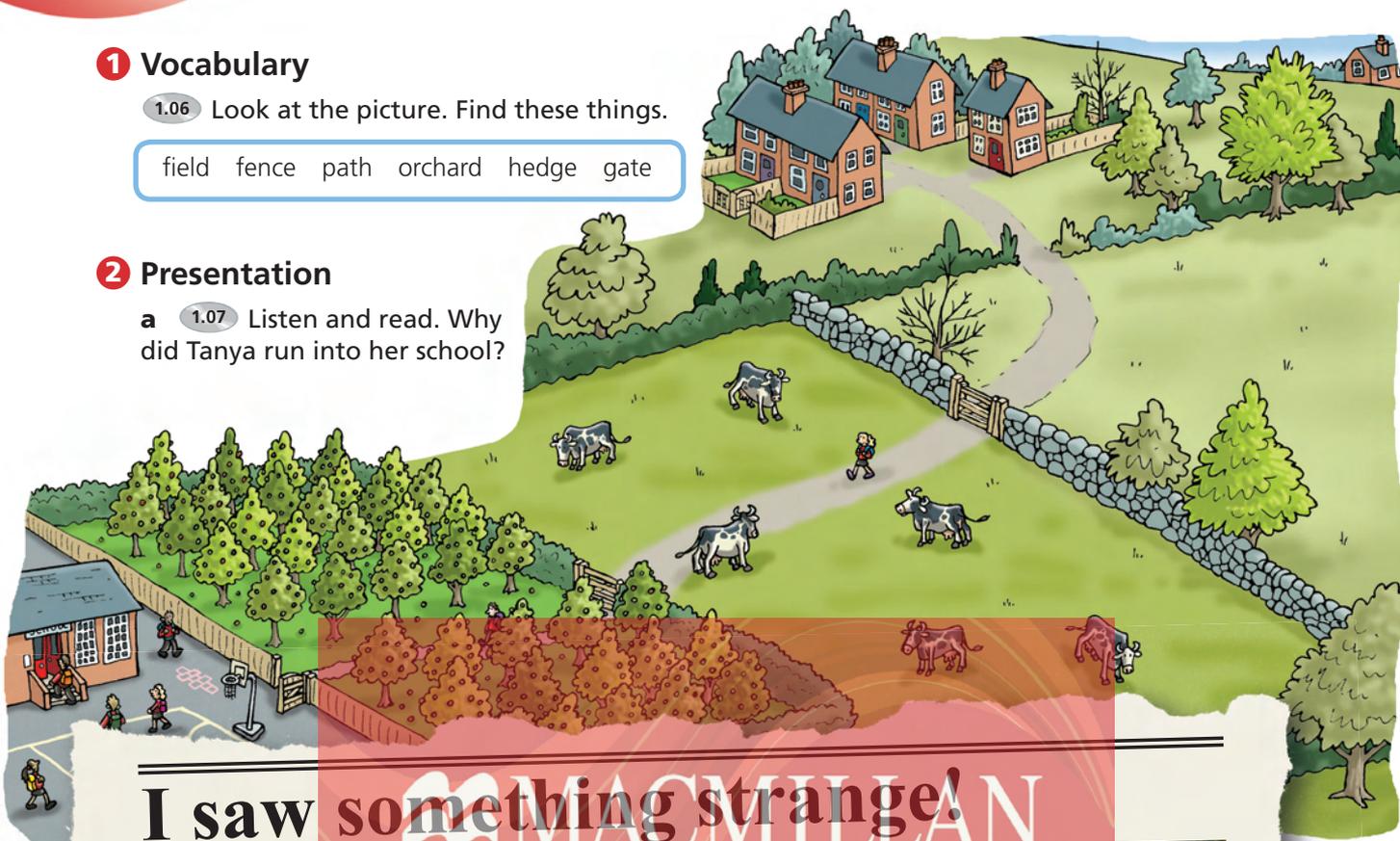
1 Vocabulary

1.06 Look at the picture. Find these things.

field fence path orchard hedge gate

2 Presentation

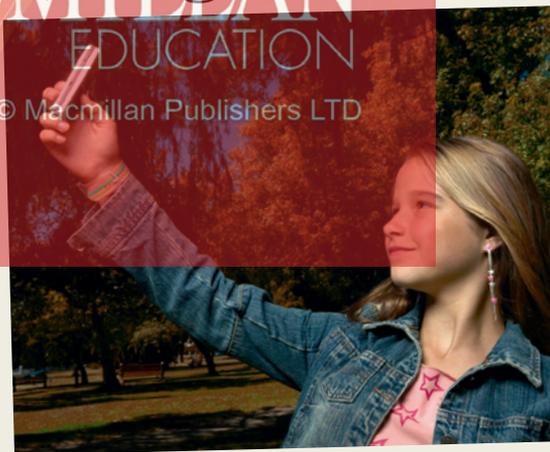
a 1.07 Listen and read. Why did Tanya run into her school?



I saw something strange!

Tanya Fletcher saw something very strange when she was walking to school last Thursday. The sun was shining and it was a beautiful autumn day. Tanya decided to walk through the fields to school. She opened the gate at the back of her garden and followed the small path into the fields. She walked through the first field and into the second field. She noticed that the cows in this field were all running away from something.

Then she opened the gate and walked into the apple orchard. The birds in the hedges were singing and Tanya was thinking about her first lesson at school that day. Then she suddenly heard a different noise. 'I didn't know what it was,' says Tanya. 'At first I thought it was a cat but then I realized that the sound was different.' After a few minutes, the sound stopped, but Tanya felt quite scared. She ran through the orchard and stopped at the fence between the orchard and her school. She looked back at the trees and saw a strange dark animal in the corner of the orchard.



She took a photo of the animal with her mobile phone and then she ran into her school and showed the photo to a teacher. The teacher called the police immediately.

b 1.08 Listen to the last part of Tanya's story and answer the questions below.

- 1 Did the police find anything in the orchard?
- 2 What is Tanya going to do next week?
- 3 What do you think? What did Tanya really see in the orchard?



Grammar spot

Past simple and past continuous

Past simple

She **ran** through the orchard and **stopped**.

Past continuous

The sun **was shining**.

3 A walk in the country

Grammar

- past simple for completed events; past continuous for a continuing situation

Vocabulary

- things in the country; nature and the outdoors

Optional materials

- photo of a country landscape; one Post-it note™ per student

Optional Activity Book activities

- Fast finishers p60 Extra practice p61

Photocopiable activity

- *Circular story* p104

PART 1

Introduction

Write *Countryside* on the board and show students a photo of a country landscape if you have one. Brainstorm all the things that we can see in the countryside. Write students' ideas on the board, helping them with English translations of the words if necessary. Then ask students to open their books on page 10 and compare how many things from the list on the board they can find in the picture in Activity 2.

1 Vocabulary

[1.06] Students listen and read the words in the box. Play the CD. Then ask students to match the words to the objects and places in the picture in Activity 2, making guesses about new vocabulary. Students compare their ideas in pairs. Play the CD again and ask students to point to the corresponding objects and places in the picture. Make sure everyone understands the words and drill the pronunciation.

Mixed-ability classes

Fast finishers check how many other things in the picture they can name in English. Encourage them to share their answers with the class when everyone has completed Activity 1.



Tapescript

see Student's Book Activity 1

2 Presentation

- a) [1.07] Point to the photo of Tanya and introduce her. Focus students' attention on the larger picture showing Tanya's route to school. Ask students to listen and read the text to find out why Tanya ran into her school last week. As they are listening, they should follow her route on the picture. Play the CD.

Elicit that Tanya saw a strange animal and then ran into the school. Explain any words students do not understand.



Tapescript

see Student's Book Activity 2a

Refer students to the **Grammar spot** and use the examples to review the past tenses, which the class studied in *Hot Spot 1–3*. Explain that the past simple is used for completed actions and the past continuous for a continuing situation. In a story, the past continuous is used to describe the past scene. Ask students to find more examples of these tenses in the story. Refer students to the **Grammar summary** on page 98 for more on these tenses.

Extra activity

Find out if students use mobile phones with a camera. Encourage a volunteer to teach you how to take a picture with a mobile phone, giving the explanation in English. Elicit what students usually take photos of. If several students have mobile phones with cameras, ask them to show their classmates a couple of photos they took and explain when and where they took them. If there are any people in the pictures, students should say what they were doing at the time, e.g. *My uncle was cooking dinner.*

- b) [1.08] Ask students to listen to the last part of Tanya's story and then answer the questions in pairs. Play the CD. Point out that *police* is a plural noun in English and we substitute it with *they*. Check the answers with the whole class. Elicit all the different answers to question 3. They are all acceptable as there is no solution to the story.

Cultural information

British big cats, also named 'phantom' or 'mystery' cats, are large cats not native to Britain which are reported to live in the British countryside. Some blurry photos of sightings exist but there is no other proof of the existence of these animals. It is supposed that the animals are illegally-kept pet panthers or pumas that have escaped from captivity. Some people believe the cats are a supernatural phenomena. You can find out more about the sightings at: www.bigcatsinbritain.org



Tapescript

When the police arrived, they went into the orchard and looked everywhere for the strange animal, but they didn't find it. 'I didn't imagine it,' says Tanya. 'I've got the photograph and there's definitely a strange animal in the orchard. Next week I'm going to walk a different way to school!'

Answer key

- 1 No, they didn't.
- 2 She's going to walk a different way to school.
- 3 Students' own answers.

3 Grammar practice

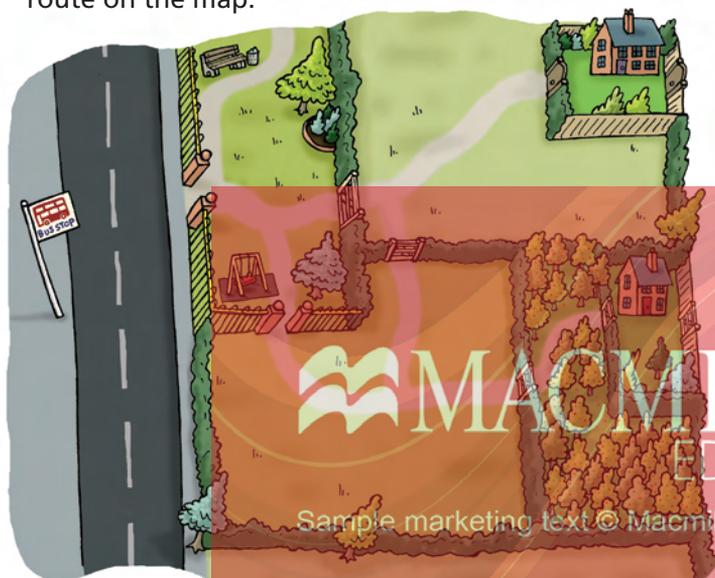
Complete the answers to these questions with the correct form of the verb in brackets. Use the past simple or past continuous.

1 The sun was shining.

- 1 What was the weather like last Thursday? The sun (shine) _____.
- 2 What were the cows doing? They (run away) _____.
- 3 How did Tanya get into the apple orchard? She (open) _____ a gate.
- 4 What was she thinking about in the orchard? She (think about) _____ her first lesson.
- 5 What did she do when she got to school? She (show) _____ her photo to a teacher.
- 6 What did the teacher do? He immediately (phone) _____ the police.

4 Listening

a 1.09 Look at the map and listen to Tanya. Trace her route on the map.



b Can you remember? Who was:

- playing football in the park
- reading a magazine
- listening to some music
- eating an apple
- waving

c 1.09 Listen again and check your answers.

5 Speaking

a Invent your own country walk and draw a map. Use the map in Activity 4 as a model. Include some of these features:

field orchard gate fence hedge path

b Now describe your walk to your partner. Can your partner trace your walk on your map?

Yesterday I walked from ... to ...
At the end of the field there was ...
... was on the other side of ...
I climbed over ... and walked through ...

6 Writing

Write a story about an unusual country walk. Write about these things:

- What was the weather like? Was the sun shining or was it raining?
- Where did you go?
- What were you thinking about?
- What were you listening to?
- What did you see?
- What happened next?

Last weekend I walked to my friend's house. It was raining and cold. I walked along a path and through a gate into a field. I was thinking about...

7 Check your English

Choose the correct form, past simple or past continuous, to complete these sentences.

1 heard/was doing/while

- 1 I *heard/was hearing* a very loud noise while I *did/was doing* my homework last night.
- 2 The sun *shone/was shining* and the birds *sang/were singing*.
- 3 We *climbed/were climbing* over the fence and then *ran/were running* into the garden.
- 4 When I *got/was getting* home, I *showed/was showing* the letter to my dad.
- 5 I *was reading/read* a book when Jenny *was ringing/rang*.

3 Grammar practice

Students answer the questions about the story in Activity 2a using the past simple or the past continuous form of the verbs in brackets. When students have finished, they compare their answers in pairs. Check the answers with the whole class.

Mixed-ability classes

Less confident students should underline the verbs and identify the tenses in the questions as we often use the same tense in the answers. Fast finishers write two more questions about the story, then ask and answer in pairs.

Answer key

- 1 was shining
- 2 were running away
- 3 opened
- 4 was thinking about
- 5 showed
- 6 phoned

Extra activity

Divide the class into five groups. Give each group a different first line of a story, e.g. *Last Saturday evening I was alone in my house*. Each group has three minutes to continue the story. They then pass their sheet of paper to the next group to read the story so far and add another part. The game continues until the stories reach the original groups, who then write the ending. Each group reads out their story to the whole class.

Homework suggestions

- 1 Activity Book pages 8–9, Activities 1–4
- 2 Students write at least four sentences about something unusual that happened to them once on their way to school.

PART 2

Introduction

Divide the class into pairs. One student in each pair should sit with their back to the board. On the board, write the following nouns: *fence, orchard, path*. Students facing the board draw simple illustrations of the words for their classmate to guess. Allow ninety seconds and find out how many words each student guessed. Then students change roles and play a second round of the game with the following words written on the board: *hedge, gate, field*.

4 Listening

- a) [1.09] Elicit what students remember about Tanya from Activity 2. Explain that this time she went to her aunt's house. Students listen and trace her route on the map. Play the CD. Students compare their routes in small groups. Check each group's answers.

Tapescript

Yesterday I went to my aunt's house after school. I took the bus to the park. Some boys were playing football in the park and a woman was sitting on a bench and reading a magazine. From the park, I followed a path through a field. The sun was shining and I was listening to some music on my MP3 player. At the end of the field, there was a fence with a gate. I opened the gate and walked into an orchard. I saw a rabbit under a hedge. It was eating an apple. My aunt's house was on the other side of the orchard. My aunt was in her garden. She was waving at me.

- b) Individually, students read and answer the questions from memory, and then compare their answers in pairs.

Mixed-ability classes

For less confident students, write the answers in mixed order on the board: *a woman, a rabbit, Tanya's aunt, some boys, Tanya*.

- c) [1.09] Play the CD for students to check their answers.

Tapescript

see Activity 4a

Answer key

some boys, a woman, Tanya, a rabbit, Tanya's aunt

5 Speaking

- a) Students imagine that they went on a country walk yesterday. They draw a simple map like the one in Activity 4 and add a few features from the box. They plan their route, but do not draw it on the map. Set a time limit of four minutes.
- b) In pairs, students exchange maps and take turns to describe their walk. They should use the past simple and the past continuous. As they are listening, they should draw the route of their classmate's walk. Finally, they look at each other's maps and check if they drew the route correctly.

6 Writing

Students write a story about an unusual country walk during which something strange happened. They can use their map from Activity 5 as a basis because they have already worked on the language to describe the route. Students read the questions and think of their answers before they begin writing. They should include the answers in the story.

In pairs, students exchange and read each other's stories. If they notice any mistakes, they should point them out.

Extra activity

Students read their stories to the class or in groups and vote for the best story. They cannot vote for their own story. Alternatively, the stories can be displayed in class. Students walk around, read them and stick a Post-it note™ below their favourite one.

Photocopiable activity

Circular story p104; instructions p92

7 Check your English

Students complete the sentences by choosing the correct form of the verb and compare their answers in pairs. Individual students read their sentences to the class.

Answer key

- 1 heard, was doing
- 2 was shining, were singing
- 3 climbed, ran
- 4 got, showed
- 5 was reading, rang

Homework suggestions

- 1 Activity Book page 9, Activities 5–7
- 2 Students choose one sentence from Activity 7 and include it in a fictional story. The story should contain at least four sentences.

4 The middle of nowhere

1 Reading

a 1.10 Would you like to live on a very small island? Listen and read about Cameron's life. Do you think his life is fun, boring, interesting or exciting?

Life on a small island

Cameron, aged 14, talks about his life on a small island in the north of Scotland.

Four years ago, my family moved to this very small island in the Hebrides. Only 400 people live here – but there are more than 1800 sheep and there's even a colony of puffins! My mum and dad run a small farm, and my dad also designs websites.

In the mornings I usually get up at six o'clock and help my mum with the chickens and the ducks. I take the bus to school. My journey takes half an hour, so I leave home at eight. My school is really small! There are only eight students in my class. Next year I'm going to go to the secondary school on the mainland. I'm going to stay there during the week and come home at the weekend because the school is so far away.

There aren't any big shops here. We order our food from a big supermarket on the mainland and our food is delivered by ferry. We use the Internet a lot for our shopping. My mum and dad order all our clothes, toys and books online. The postman is our best friend because he often has a parcel for us!

There isn't a hospital on this island. Last year there was a storm. It was raining really hard and my dad fell off his bike and broke his leg. A helicopter took him to the mainland hospital but it was a difficult journey because the weather was so bad.

Today I'm excited because we're going to watch a film. A travelling cinema comes to the island once a month in a big truck. Everyone sits inside the truck and watches the film.

I love my life on this island. The weather is often cold and there aren't many luxuries, but the scenery is beautiful and I have a lot of freedom.



b Match these words from the article with the definitions.

- | | |
|------------|--|
| 1 mainland | a a large boat that transports people |
| 2 puffin | b something very expensive and special |
| 3 ferry | c a bird that can swim |
| 4 parcel | d the main part of a country |
| 5 luxury | e a type of lorry |
| 6 truck | f a large package |

c Read the article again and answer the questions.

- How many people live on the island?
- What time does Cameron get up in the morning?
- How long does Cameron's journey to school take?
- How does the supermarket deliver food to the island?
- How did Cameron's dad break his leg?

4 The middle of nowhere

Optional materials

- a map of the students' country/countries;
- a blank sheet of paper per group of four

Photocopiable activity

- *What's the question?* p105

PART 1

Introduction

Point to the Hebrides on the map of the British Isles in Activity 1. On the board write the following: *jobs, school, entertainment, shopping*. Ask the class to imagine what life is like on a small Hebridean island. In groups of three, they discuss their ideas regarding the topics written on the board. Allow four minutes and elicit ideas from different groups. Explain that students will be able to check their guesses by reading the text in Activity 1.

1 Reading

- a) [1.10] Point to the photo of Cameron. Explain that he lives on an island in the Hebrides in the north of Scotland. Students listen and read about his life. They should decide if they would like to live on a very small island and if Cameron's life is fun, boring, interesting or exciting. Play the CD and encourage students to look at the photos to help them understand the text.

Students discuss their answers in pairs. Get them to raise their hands if they would like to live on a very small island. Ask several students to justify their choice. Then find out what students think about Cameron's life. Ask a few students to explain their answers.



Tapescript

see Student's Book Activity 1a

- b) Students match the words from the article with the definitions. Encourage them to find the words in the text and guess the meaning from the context. When they have finished, they compare their answers in pairs. Check the answers with the whole class and drill the pronunciation of the words. Explain any other words students do not understand.

Mixed-ability classes

Fast finishers choose more words from the text in Activity 1a and write definitions. When everyone has finished, they read out their definitions. Their classmates try to find the corresponding words in the text.

Answer key

1 d 2 c 3 a 4 f 5 b 6 e

- c) Students read the article again and answer the questions. They should compare their answers in pairs. Ask individual students to read out the answers to the whole class.

Answer key

- 1 400
2 at 6 o'clock
3 half an hour
4 by ferry
5 He fell off his bike.

Extra activity

Students think of remote places in their country/countries they know of or have been to. In pairs, they tell each other what life is like there. They can discuss the jobs people have there, schools, entertainment, shopping, etc. Ask some pairs to tell the class about the places they discussed. If you have a map, ask them to point to the places.

2 Speaking

a Work in pairs. Read the article again and write five more questions. Start your questions with these words:

- How many ...
- What time ...
- Why ...
- When ...
- Where ...

b Now work with another pair. Ask and answer your questions.

How many sheep are there on the island?

About 1800.

3 Listening

1.11 Listen to Cameron. Which of these things does he not do at weekends?

- 1 visits friends
- 2 goes swimming
- 3 watches the puffins
- 4 surfs the Internet
- 5 fixes the farm machinery
- 6 goes shopping

4 Writing

a What is your town like? Write some notes.

1 List the places in your town.

swimming pool, theatre, four cafés, ...

2 Which are your favourite places?

3 How often do you go to your favourite places?
every day/once/twice a week/every month

b Use your notes to write about your town.

I live in Minsk in Belarus. It's a big city and there are lots of shops, cafés and parks. My favourite place is the swimming pool. I go there twice a week. ...



Picture crossword

Sample marketing text © Macmillan Publishers LTD

Look at the picture clues and complete the crossword.

Across

1



6



5



8



Down

2



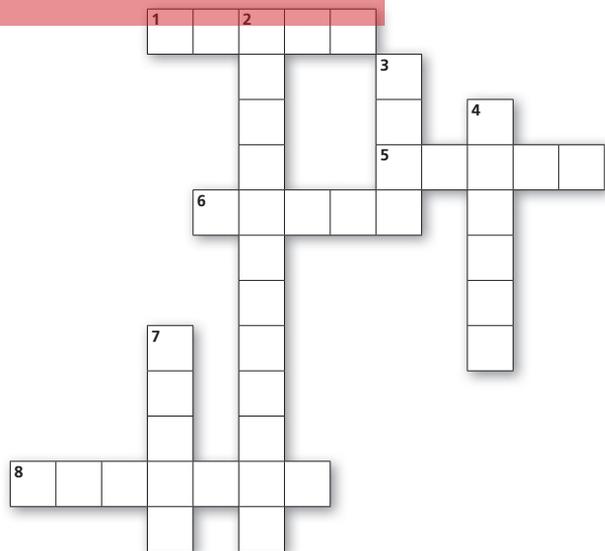
4



3



7



2 Speaking

- In pairs, students read the article in Activity 1 again and write five more questions, different to the ones in Activity 1c, beginning with the given question words. Monitor the activity, making sure students' questions are grammatically correct.
- Each pair works with another pair. They take turns to ask each other their questions and answer from memory.

Extra activity

Divide the class into two teams. Each team writes five questions about the article. Set a time limit of eight minutes and check that their questions are grammatically correct. Teams ask each other questions and have twenty seconds to answer from memory. For each correct answer, they get a point. The winner is the group with the most points.

Photocopiable activity

What's the question? p105; instructions p93

Homework suggestions

- Activity Book page 10, Activities 1–2
- Students write five questions they would like to ask Cameron about his life. They can use question words from Activity 2.

PART 2

Introduction

Put students in groups of four and give each group a blank sheet of paper. Ask them to make a list of everything they remember from the article in Activity 1. Set a time limit of four minutes. The group with the longest list reads their facts. Other groups cross out the information that also appears on their list and add anything that has not been mentioned.

3 Listening

[1.11] Students read the list of activities. Then they listen to Cameron and note down which of these activities he does at weekends. Point out that different words may be used to describe the activities. Play the CD.

Let students compare their answers in pairs before checking them with the whole class. Find out what else students remember about Cameron's weekends.



Tapescript

- Interviewer** Cameron, what do you usually do at weekends?
Cameron Well, I visit my friends. I spend a lot of time playing football with my friend, Duncan. When the weather's good, we also go to the beach and watch the puffins.
- Interviewer** And what do you do at the weekends when it rains?
Cameron Oh, I surf the Internet and play computer games. I also really like fixing things. My dad is teaching me how to fix some of the farm machinery at the moment. It's really interesting!
- Interviewer** How often do you go to the mainland at weekends?
Cameron Not too often. Maybe once a month. We go to the mainland for shopping or to visit friends. We're going to go to the mainland next weekend because it's my birthday and I'm going to watch a football match with my dad.

Answer key

Cameron does not do 2 (swimming).

4 Writing

- Students think of their town (city, village) and answer questions 1–3. They should make notes. If they live in the countryside, they can write about the nearest big town they know well. Set a time limit of four minutes.
- Students use their notes to write at least four sentences about their town. Go through the example before they begin the task. Students write draft texts and then write a final version after proofreading. Monitor their work, providing help.

In pairs, students exchange and read each other's texts in pairs. If they notice any mistakes in their classmate's text, they should point them out.

Mixed-ability classes

Fast finishers can also explain why they like their favorite places.

Extra activity

If students have access to cameras, they can go to their favourite places and take photos of them. Then at the beginning of the next lesson, they can show the photos to the class, describe the places and say why they like them so much.

Picture crossword

Students look at the picture clues and complete the crossword with words from Module 1. In pairs, they compare their answers and check the spelling. Check the answers with the whole class.

Answer key

- Across: 1 ferry
5 truck
6 fence
8 goggles
- Down: 2 rollerblades
3 gate
4 puffin
7 hedge

Dyslexia tip: Crossword puzzles

Dyslexic students struggle with completing puzzles. To help them succeed, put dyslexic students in pairs with non-dyslexic students. The latter do the writing while the dyslexic students guess the words from the picture clues. Alternatively, you can give dyslexic students dictionaries and allow more time for them to complete the task.

Homework suggestions

- Activity Book page 10, Activity 3
- Students make their own crossword with words from Module 1. They can write definitions or draw pictures as clues.

Teaching tip: Student-prepared crossword puzzles

Students can create their own crossword puzzles to revise recently-studied vocabulary. Clues can be written or drawn. If the school computers have access to the Internet, refer students to free online tools for creating crosswords, which make the preparation quick and enjoyable. You can tell students to use the words from the wordlists in their books or assign a lexical set, e.g. *countryside*. Ask students to print out the blank puzzle with clues and check that they are correct. Then, in pairs, students exchange and solve each other's puzzles.

Module 1 Review

Review

Check you can do these things.

1 I can use the present simple to describe what I usually do and the present continuous to describe what I'm doing now.
Put the verbs in brackets into the correct form, present simple or present continuous.



Gavin and his family usually ¹_____ (live) in a village in Wales, but at the moment he ²_____ (stay) with his aunt in Guildford. His mum and dad ³_____ (travel) a lot for their work and they ⁴_____ (help) cocoa bean farmers in Ghana at the moment. Gavin ⁵_____ (like) Guildford because it's got lots of shops and a great leisure centre. He ⁶_____ (learn) to play badminton at the moment but he's not very good!

2 I can use descriptive adjectives.
Choose the correct adjective to complete each sentence.

- Our village is *massive/tiny*. Only 50 people live here and it's got two small shops.
- A: Look at that horse!
B: It's not a horse, it's a *huge/lovely* dog!
- My mum doesn't like our car. It's *ancient/great* and it doesn't work very well.
- A: Did you enjoy the party?
B: Yes, it was *tiny/brilliant*!
- There's a *huge/ancient* shopping centre in our town. It opened last year and it's got 85 shops.
- Thank you for the present. It's *ancient/lovely*.

3 I can use the present continuous and going to to talk about future plans.

a Look at the diary and use the present continuous to describe Marta's arrangements for tomorrow.

At 9 am Marta's phoning Billy.
At 9.30 she's ...

9 am	Phone Billy
9.30	Take bus into town
10.30	See the dentist
12.00	Meet Jane for lunch
2.15	Visit Aunt Freda
4.30	Play tennis with Joe

b Use *going to* to write sentences about your plans for the weekend.

On Saturday morning, I'm going to ...
On Saturday afternoon, ...
On Saturday evening, ...
On Sunday morning, ...
On Sunday afternoon, ...

4 I know some verb/noun collocations.
Use the correct verb from the box to complete the text.

go try out do spend have

I've got some exciting plans for tomorrow. I'm going to ¹_____ the day at my friend Alan's house. We're going to ²_____ swimming in the morning and then we're going to ³_____ lunch with Alan's uncle. After lunch, we're going to ⁴_____ Alan's new invention – an inflatable surfboard! In the afternoon I'm going to ⁵_____ my homework.

5 I know vocabulary for things in the country.
Match these words to the pictures.

field fence path orchard hedge gate

1 

2 

3 

4 

5 

6 

6 I can tell a story in the past with past simple for completed actions and past continuous for continuing situations.
Can you remember the story about Tanya? Use the verbs in the box to complete the story.

I saw

was shining walked heard ran saw noticed was walking decided were running looked

Tanya Fletcher _____ a strange animal as she _____ to school. The sun _____ and it was a beautiful autumn day, so Tanya _____ to walk to school. She _____ that fleecy _____ away from something. Then she _____ into the apple orchard. Suddenly she _____ a strange noise. She _____ to the fence between the orchard and her school. She _____ back at the trees. There was a strange animal in the orchard.





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Optional revision

Before your students start this **Review**, you may want to direct them to the **Grammar summary** and **Wordlist** at the back of their coursebooks and the **Lexical sets** at the back of their Activity Books. This will remind them of the main grammar and vocabulary in the Module. Give them ten minutes to read these pages in small groups and ask you any questions they may have.

- Activity Book: Refer your students to page 86–87: *Nature and the outdoors* and *Towns and communities*
- Grammar summary: Refer your students to page 98, sections 1–3

Module 1 Review

The purpose of this section is revision and consolidation of the material studied in Module 1.

Completing the activities

Go over all the activities with the class, explaining rubrics and giving examples to make sure students know what to do. There are written and oral tasks, but you may decide yourself how they should be completed by students. Generally, students should do the writing tasks individually and the oral tasks in pairs, testing each other's knowledge. Make sure they do not treat the **Review** as a formal test and complete the activities in a friendly, stress-free atmosphere. Fast finishers can write down the answers to the oral tasks.

Checking answers

When students have finished, check the answers with the whole class by asking volunteers to copy their answers onto the board or to say them aloud. If necessary, explain the more difficult issues, ask additional questions about the activities and solve any problems that arise.

Self-evaluation

Tell students to evaluate themselves. They should tick the activities where at least half of their answers were correct.

Feedback

Ask students which activities were difficult, which were easy and if there is anything they would like to review. Make a note of common language problems to go over in future lessons.

Dyslexia tip: 'First-aid kit'

At the beginning of the school year, you can create a 'first-aid kit' for each dyslexic student, i.e. a folder with materials to encourage self-correction and independent study. For example, a list of commonly misspelt words, sequences like days of the week and months, a sheet of thick paper with a reading window for tracking text, a transparent plastic sheet to place over a page of the book and underline words or answers etc. Dyslexic students can use these resources in class without having to ask you for help.

Answer key

- 1 live
2 's staying
3 travel
4 're helping
5 likes
6 's learning
- 1 tiny
2 huge
3 ancient
4 brilliant
5 huge
6 lovely
- a) At 9 am Marta's phoning Billy. At 9.30 she's taking the bus into town. At 10.30 she's seeing the dentist. At 12.00 she's meeting Jane for lunch. At 2.15 she's visiting Aunt Freda. At 4.30 she's playing tennis with Joe.
b) Students write their own sentences about their plans for the weekend using *going to*.
- 1 spend
2 go
3 have
4 try out
5 do
- 1 orchard
2 gate
3 path
4 field
5 hedge
6 fence
- 1 saw
2 was walking
3 was shining
4 decided
5 noticed
6 were running
7 walked
8 heard
9 ran
10 looked

Extra activity

Divide students into two teams and ask them to close their books. Write about fourteen words from Module 1 on the board. Make sure at least half of them have spelling mistakes. The team take it in turns to pick a word from the board. They have to say if it is correct or not. If it is not, they have to correct the mistake. Award one point for the correct answer and cross the word off the board. If a wrong answer is given, the team does not get any points and the word stays on the board. The game finishes when all the words have been crossed off the board. The winner is the team with the most points.

Module 1 Tests (A and B) are on the Tests CD

Learning diary

You can refer students to page 11 of the Activity Book for further review, more study tips and self-assessment activities.

Extra special

Extra special

Town or country quiz



Are you a town person or a country person?
Answer these questions about yourself and find out!

1 What's your favourite place to relax?

a a field with a beautiful view
b a park with a football pitch and a tennis court
c a shopping centre

2 What do you usually do at the weekend?

a go for a long walk
b play in the garden
c go to the leisure centre

3 What are you reading at the moment?

a a book about wildlife
b an adventure novel
c a science fiction story

4 What's your favourite item of clothing?

a wellington boots
b jeans
c a designer jacket

5 Where's your mobile phone?

a What's a mobile phone?
b It's in my bag.
c I can't answer that question now. I'm on the phone.

6 What's your ideal home?

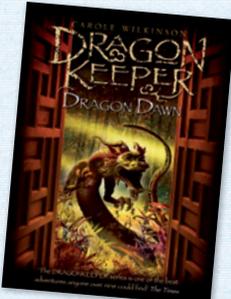
a a farm
b a house with a big garden
c a city apartment

7 What did you do yesterday?

a It was raining and I watched the birds from my window.
b It was raining and so I watched TV.
c It was raining and I took the bus to the cinema.

8 You've won 100 euros. How are you going to spend the money?

a I'm going to buy a tent and go camping on the beach.
b I'm going to go to a theme park.
c I'm going to go sightseeing in the city.



SCORE

Mostly a's
You're a true country person. You're happy when you're outside in fields or orchards, looking at nature and listening to the birds.

Mostly b's
Sometimes you like the country and sometimes you like the city. Your ideal home is probably in a small town, where the country is close but you can also visit the shops regularly.

Mostly c's
You're a city kid! You love shopping centres, cinemas, leisure centres and all the other features of a big city.

1

Mini project

1 Look at Isla's FactFile about Edinburgh. Why is it her favourite city?

City FactFile

Edinburgh is my favourite city. It's got some amazing historical buildings, wonderful shops and cool cafés. There are also some beautiful beaches which are five kilometres away from the city centre.

Some important places to visit in Edinburgh:

- **Edinburgh Castle.** This castle is in the middle of the city. Some parts of it are more than 900 years old. 
- **Princes Street.** All the best shops are in Princes Street, including the famous Edinburgh department store, Jenners.
- **The Scottish Parliament.** This is a new building which opened in 2004. Some people don't like it, but I think it's a fantastic building. 
- **Botanical Gardens.** This is a huge park with lots of different trees, plants and flowers from all around the world. 

Isla

Optional materials

- a map of Britain; one Post-it note™ per student

Town or country quiz

Focus students' attention on the quiz. Explain that by answering the questions they will find out if they are a town person or a country person. Ask students to cover page 17 and answer the questions. They should choose only one answer for each question: a, b or c. Students do the task individually. Encourage them to use the pictures to help them understand the text. Explain any words they do not understand.

When students have finished, they count how many a, b and c answers they have and read the results on page 17. In pairs, students tell each other if they agree with the results.

Extra activity

Play a game of preferences with the class. Ask students to stand up. Point to the left and say a word, e.g. *town*, then point to the right and say the opposite, e.g. *country*. Students decide which of the two they prefer and move in the corresponding direction. Ask a couple of students from each group to explain their choice. Repeat with several more opposites, e.g. *TV/computers*, *mountains/seaside*, *going shopping/playing sports*.

Cultural information

A town is generally an urban area with defined boundaries that is smaller than a city but bigger than a village. However, the term can also refer to a densely populated area in contrast to the country or the suburbs. Historically, in Britain, a village became a town when it got a charter to hold a market regularly. In England and Wales, the status of a city was reserved for places which had a cathedral. Now, the status of a city is granted by the British monarch and is based on various other criteria, including the size of the population.

Mini project

- 1 Explain to students that a girl called Isla has done a project about Edinburgh, her favourite city. Elicit what students know about the city. If you have a map of Britain, ask a volunteer to find Edinburgh on it. Ask students to read Isla's project and find out why it is her favourite city (buildings, shops, cafés, beaches). Clarify any vocabulary if necessary.
- 2 Students work individually and make a *City FactFile* about their own favourite city, describing at least four interesting places there. They can use some of the given suggestions or their own ideas. Students make a draft copy first, then proofread and rewrite it. Monitor their work. Encourage students to illustrate their *City FactFile* with drawings or magazine pictures (if you told them to bring these from home) or let them do this at home. Display students' projects in the classroom. Students walk around the classroom and read their classmates' projects. You can give them each a Post-it note™ to stick below their favourite project. Count the votes and announce the winner of the best project.

Extra activity

In teams of four, students prepare a quiz about cities in their country. They should write four questions. Do this part of the activity in class if you have access to the Internet, ask each student to write one question for homework. Make sure that the questions are grammatically correct and that the teams know the answers to their own questions. Teams take turns to read out their questions and write down the answers to other teams' questions. Check the answers at the end and award one point for each correct answer. The team with the most points wins the game.

Teaching tip: Students' profiles

It is important to become familiar with students' personal lives, hobbies and interests at the beginning of the school year so that you can personalise your lessons and make them relevant to the class. You can ask students to draw a table with six squares and write their answers in six categories, e.g. *an interesting person in your family, your favourite music, something you can do very well, your favourite weekend activity, websites you often visit, things you like to talk about*. Collect the answers and use them for reference when preparing your lessons. You can extend the activity by asking students not to sign their answer sheets. Collect them and distribute them at random. Students have to find the person whose answers they received, write that person's name on the sheet and report some interesting answers to the class. Then collect the answers again for your reference.

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