

UNIT 1 CULTURE I LOVE LIVERPOOL

Think!

Answer the questions.

- 1 What famous cities are there in your country?
- 2 What do you know about them?
- 3 What famous cities do you know in the UK?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 Where is Liverpool?
 - a in the south-west
 - b in the north-west
 - c in the north-east
- 2 What are 'The Three Graces'?
 - a museums
 - b football clubs
 - c buildings
- 3 What is the city most famous for?
 - a ships
 - b music and football
 - c museums and art galleries

2 Watch again. Tick (✓) the things that you see.

- | | | | |
|------------------|--------------------------|-----------------|--------------------------|
| office buildings | <input type="checkbox"/> | a bridge | <input type="checkbox"/> |
| a theatre | <input type="checkbox"/> | a cinema | <input type="checkbox"/> |
| a street | <input type="checkbox"/> | a museum | <input type="checkbox"/> |
| a ship | <input type="checkbox"/> | a train station | <input type="checkbox"/> |
| a river | <input type="checkbox"/> | | |

3 Are the sentences true or false? Watch again to check your answers.

- 1 The population of Liverpool is over a million.

- 2 Albert Dock is very modern. _____
- 3 Over a million tourists visit Liverpool every year. _____
- 4 There are two professional football teams in Liverpool. _____
- 5 The Cavern Club is famous for music.

- 6 Liverpool is bigger than Birmingham.

4 Complete the sentences with the adjectives in the box.

small interesting busy modern prettier enormous

- 1 Liverpool is a _____ city.
- 2 Liverpool combines the old with the _____.
- 3 Albert Dock is _____ than other industrial areas.
- 4 Liverpool FC is an _____ football club.
- 5 The Cavern Club is _____.
- 6 Liverpool has got a very _____ history.

Extension



5 Look at the photos and answer the questions.

Photo A

- What places are there in the photo?
- What adjectives can you use to describe the photo?
- How is your town or city different to Liverpool?
- Would you like to visit Liverpool? Why? / Why not?

Photo B

- What famous person is the statue of?
- What do you know about the Beatles?
- What kind of music do you like?
- Are there any statues in your town or city? Who of?

Summary of video

The video is about the city of Liverpool, its historical buildings and what it's most famous for; football and music.

Background

Liverpool is a city in the north-west of England on the River Mersey. It dates back to the early 13th century but became important in the 18th century when it became a major port and trading point of sugar, spices and tobacco between Europe and America. By the 19th century it was the largest commercial port in the UK.

There are three famous buildings on the city's waterfront: The Cunard Building, once home of the world famous shipping company; the Port of Liverpool building, headquarters of the docks; and the most famous, the Royal Liver Building, once home of Royal Liver Assurance (a company providing financial support for poor working men). On top of the building are statues of two liver birds, the mythical birds that are the symbol of Liverpool. In the 1960s, Liverpool became known for the rock music it produced, in particular the Mersey Beat sound of groups such as *Gerry and the Pacemakers*, *The Hollies*, and its most famous export, the *Beatles*, who in a few short years became the biggest band in the world.

In the 1970s and 80s, Liverpool became more famous for one of its football teams, Liverpool FC. Between 1970 and 1990, they won eleven English football league titles and five European cups, becoming the most successful English football club of all time.

Think!

Read the questions with the class and elicit answers from individual students. Encourage students to give a personal response and use their suggestions to start a class discussion.


With **weaker classes**, read out the question and allow students time individually to think about their answers. Put them into pairs to discuss their answers, then ask some students to report back to the class.

Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.


Pre-watching: Students focus on the questions. With **weaker classes**, read through the questions together and check students understand them all.

 Play the whole video. Students choose the correct answers. With **weaker classes**, play the video again and pause after each question.

Answers: 1 b 2 c 3 b

2 Watch again. Tick (✓) the things that you see.


Pre-watching: Ask students to tick the things they remember before watching the video again. With **weaker classes**, check students understand all the words.

 Play the video to check their answers. Ask students to shout out the words as they see them. With **weaker classes**, pause the video after each word.

Answers: office buildings, a river, a ship, a street, a museum, a bridge

3 Are the sentences true or false? Watch again to check your answers.

Pre-watching: Ask students to try to answer the questions from memory before watching the video again to check. With **weaker classes**, read through the sentences together and ask the students to work in pairs and choose the correct answers. You could tell them that there are three false answers.


 Play the video and pause after each sentence to check answers.

Answers: 1 false 2 false 3 true 4 true
5 true 6 false

UNIT 1 DVD TEACHING NOTES

4 Complete the sentences with the adjectives in the box.

Pre-watching: Look at the words in the box with the students. With **weaker classes**, check their understanding of the words by giving a brief definition of each one to elicit the correct word. With **stronger classes**, you could ask students to give you the opposites for each adjective. Ask students to complete the sentences before they watch the video again.

 Play the video and pause after each sentence to check answers.

Answers: 1 busy 2 modern 3 prettier
4 enormous 5 small 6 interesting

Extension

Ask students to ask and answer the questions in pairs. Monitor and help. With **weaker classes**, give students time to read through the questions and think about their answers before they work in pairs. Finally, ask some students to report back to the class.

Fast finishers

Ask students to write a short description of their town or city, including the following information:

- the location
- the population
- the famous buildings
- what there is for tourists

Optional activity

1 Write phrases 1–5 and the words on the board. Ask students to match the words with the phrases.

tourist destination statue skyline port stadium
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- 1 a place to watch sports
- 2 a piece of art
- 3 somewhere to go on holiday
- 4 a view of a city
- 5 a place for ships

Answers: 1 stadium 2 statue
3 tourist destination 4 skyline 5 port

2 Can you think of examples of these places in your country?

UNIT 2 CULTURE MAY DAY

Think!

Answer the questions.

- Are there any special celebrations in your country at the beginning of winter, spring, summer and autumn?
- If so, what do you do?
- Do you know about any special celebrations in the UK?

Comprehension check

1 Watch the video. Choose the correct answers.

- What do people celebrate on 1st May in the UK?
 - the start of May
 - the start of summer
 - the end of spring
- What happens at Magdalen College at 6 a.m. on May Day?
 - People dance.
 - People sing.
 - People play musical instruments.
- What do people do around a maypole?
 - dance
 - sing
 - eat and drink

2 Watch again. Tick (✓) the things that you see people doing.

wearing white costumes <input type="checkbox"/>	giving presents <input type="checkbox"/>
wearing hats <input type="checkbox"/>	playing music <input type="checkbox"/>
singing <input type="checkbox"/>	watching fireworks <input type="checkbox"/>
playing sports <input type="checkbox"/>	dancing <input type="checkbox"/>

3 Choose the correct answers. Then watch again to check your answers.

- Oxford has got some of the largest May Day traditions / celebrations.
- The Magdalen College Choir sing / dance.
- The celebrations begin before / after the choir.
- A lot of people in Oxford wear costumes / hats.
- Morris dancers wear colourful hats / shoes.
- You usually see maypoles in schools / the street.

4 Complete the summary with the correct words. Use one word for each gap.

Every ¹_____ on 1st May, people in the UK ²_____ May Day. It's a very old festival. There are a lot of different ³_____. In Oxford, a lot of people come to Magdalen College to ⁴_____ to the choir at 6 a.m. There are also a lot of celebrations across the ⁵_____. People play music, dance and wear costumes. In some schools, children wear special clothes and ⁶_____ around the maypole. There are a lot of different ways to celebrate, and it's always a lot of fun.

Extension



Look at the photos and answer the questions.

Photo A

- What can you see in the photo?
- What type of dancing is this?
- Where is it?
- Have you got anything similar in your country?

Photo B

- What can you see in the photo?
- What type of dancing is this?
- When can you usually see this?
- What traditions do young people in your school do? When do you do them?

Summary of video

The video is about May Day traditions in the UK, in particular the celebrations that take place in Oxford.

Background

May Day is a very old celebration that probably began in pagan times. It is celebrated on 1st May to mark the end of winter and the coming of summer. 1st May itself is not a public holiday in the UK, but the first Monday in May always is.

In some parts of the country, May Day traditions date back hundreds of years, while in other places they have been recently revived. In Oxford, for over 500 years, the Magdalen College Choir has sung the traditional hymn 'Hymnus Eucharisticus' from the top of Magdalen Tower early on May Day morning. Morris dancing is a traditional English folk dance that is thought to date back to the 15th century. Its origins are unclear, but the name is believed to come from the Moors (Muslims in the middle ages who lived in what is now part of Spain).

Maypole dancing is even older and probably dates back to early Medieval times, but like Morris dancing and many other ancient traditions, its origins and meaning are the subject of much debate. The tradition can still be seen in a number of European countries, most notably in Britain, Ireland and Germany.

Think!

Read the questions with the class and elicit answers from individual students. Encourage students to talk about their own experiences and use their suggestions to start a class discussion.


With **weaker classes**, read out the question and allow students time individually to think about their answers. Put them into pairs to discuss their answers, then ask some students to report back to the class. You might want to give them some examples of celebrations to help them.

Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.


Pre-watching: Students focus on the questions. With **weaker classes**, read through the questions together and check students understand them all.

 Play the whole video. Students choose the correct answers. With **weaker classes**, play the video again and pause after each question.

Answers: 1 b 2 b 3 a

2 Watch again. Tick (✓) the things that you see.


Pre-watching: Ask students to tick the things they remember before watching the video again. With **weaker classes**, check students understand all the words and phrases.

 Play the video to check their answers. Ask students to shout out the words as they see them. With **weaker classes**, pause the video after each word.

Answers: wearing white costumes, playing music, dancing, singing, wearing hats

3 Choose the correct answers. Then watch again and check your answers.

Pre-watching: Ask students to try to complete the sentences from memory before watching the video again to check their answers. With **weaker classes**, read through the sentences together and ask the students to work in pairs and choose the correct answers.

 Play the video and pause after each sentence to check answers.

Answers: 1 celebrations 2 sing 3 after
4 costumes 5 hats 6 schools

4 Complete the summary with the correct words. Use one word for each gap.

Pre-watching: With **weaker classes**, read through the text together and elicit the type of word that goes in the gap. You could give some possible answers if the students find it too difficult. With **stronger classes**, students should do it on their own.

Ask students to complete the sentences. Play the video again if necessary.

Answers: 1 year 2 celebrate 3 traditions
4 listen 5 city 6 dance

Optional activity

- 1 Write these words on the board. Ask students to match the verbs and the nouns.

wave	a choir
ring	a tower
sing	bells
pick	a handkerchief
climb	flowers
create	patterns

Answers: wave a handkerchief, ring bells, sing (in) a choir, pick flowers, climb a tower, create patterns

- 2 Now ask students to write sentences using the verbs and nouns.
- 3 Play a game. Invite students to the board. Ask them to choose a word and draw it on the board. The other students must guess what it is. The student that guesses correctly draws the next picture.

Extension

Ask students to ask and answer the questions in pairs. Monitor and help. With **weaker classes**, give students time to read through the questions and think about their answers before they work in pairs. Finally, ask some students to report back to the class.

Fast finishers

Ask students how many traditional celebrations in your country they can think of. Then ask students to write them down in the order they happen in the year.

Think!

Answer the questions.

- 1 What wild animals are there in your country?
- 2 Do you know where they live?
- 3 Do you know any wild animals that live in the UK?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 Where do otters live?
a in trees b on land
c on land and in water
- 2 What is an adder?
a a snake b a mammal c a bird
- 3 Where are grey squirrels from?
a Europe b North America c the UK

2 Watch again. Match the descriptions with the animals that you see in the video.

1 a very large brown mammal	a barn owl
2 a small brown mammal with a large tail	a toad
3 a large bird with white feathers	an otter
4 a small amphibian	a badger
5 a black and white animal with a long nose	a red deer
6 a small brown animal with a long tail that likes swimming	a red squirrel

3 Match the questions with the answers in the box. Then watch again and check your answers.

the adder the otter the red deer
the grey squirrel the hedgehog
the red squirrel

Which animal in the video ...

- 1 is the largest in Britain? _____
- 2 normally eats fish? _____
- 3 is about 60 cm long? _____
- 4 is in danger from humans? _____
- 5 are very rare in the wild? _____
- 6 comes from North America? _____

4 Complete the sentences with the correct form of the verbs from the video. Use one word for each gap.

- 1 Red deer are quite common. You can often _____ them in the UK.
- 2 The British Wildlife Centre is the best place to _____ about wildlife in Britain.
- 3 Otters can _____ very quickly because of their strong tails.
- 4 Adders can bite but they can't _____ humans.
- 5 Grey squirrels _____ all the nuts and fruit that red squirrels like.
- 6 The Wildlife Centre _____ the red squirrels and gives them a special place to live.

Extension



Look at the photos and answer the questions.

Photo A

- What animal can you see in the photo?
- Where is it?
- What can you remember about this animal?
- Do you like it? Why? / Why not?
- Have you got this animal in your country? If so, where does it live?

Photo B

- What animal can you see in the photo?
- Where is it?
- What can you remember about this animal?
- Do you like them more or less than the animal in Photo A?
- Have you got them in your country? If so, where do they live?

Summary of video

The video is about the birds and animals that live in the UK and some of the dangers facing them.

Background

The UK contains a relatively small number of species of wild animals. Many species died out during the last Ice Age. After that, the UK was cut off from mainland Europe by the sea, preventing any further migration of land animals. Over the last few thousand years, most of the larger mammals, including wolves, bears and wild boars, have been hunted to extinction by humans, and in more recent times, large farming and urban development and construction have destroyed the habitats of many more animals. Some animals like foxes, rats and pigeons have adapted well to the urban environment, but many others haven't. It's been estimated that a hundred species became extinct in the UK during the 20th century.

Today, it's still possible to see red deer, foxes, snakes, frogs, hedgehogs, badgers, rabbits, and – if you're lucky – hares, bats and mice in the wild, as well as over 200 species of birds.

Think!


Read the questions with the class and elicit answers from individual students. Encourage students to talk about their own experiences of seeing wild animals as well as what they know about animals in the UK. With **weaker classes**, read out the question and allow students time individually to think about their answers. Put them into pairs to discuss their answers, then ask some students to report back to the class. You might want to elicit some names of wild animals to help them.

Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.


Pre-watching: Students focus on the questions. With **weaker classes**, read through the questions together and check students understand them all. With **stronger classes**, cover the options and just focus on the questions.

 Play the whole video. Students choose the correct answers. With **weaker classes**, play the video again and pause after each question.

Answers: 1 c 2 a 3 b

2 Watch again. Match the descriptions with the animals that you see in the video.


Pre-watching: Ask students to match the animals they remember before watching the video again. With **weaker classes**, check students understand all the words and phrases in the descriptions.

 Play the video to check their answers. Ask students to shout out the words as they see them. With **weaker classes**, pause the video after each word. As a follow-up activity, you could ask a student to draw an animal on the board for the others to guess what it is.

Answers: 1 a red deer 2 a red squirrel
3 a barn owl 4 a toad 5 a badger
6 an otter

3 Match the questions with the answers in the box. Then watch again and check your answers.

Pre-watching: Ask students to try to answer the questions from memory. Then watch the video again to check answers. With **weaker classes**, write the names of the animals on the board for the students to match.

 Play the video and pause after each question to check answers.

Answers: 1 the red deer 2 the otter
3 the adder 4 the hedgehog
5 the red squirrel 6 the grey squirrel

UNIT 3 DVD TEACHING NOTES

- 4** Complete the sentences with the correct form of the verbs. Use one word for each gap.

Pre-watching: With **weaker classes**, read through the sentences together and check understanding. You could also write the verbs on the board for the students to match. With **stronger classes**, students should do it on their own.

Ask students to complete the sentences. Play the video again if necessary.

Answers: 1 see 2 learn 3 swim 4 kill
5 eat 6 protects

Extension

Ask students to ask and answer the questions in pairs. Monitor and help. With **weaker classes**, give students time to read through the questions and think about their answers before they work in pairs. Finally, ask some students to report back to the class.

Fast finishers

Ask students to work in groups. Can they think of an animal beginning with each letter of the alphabet? Allow them to use a dictionary to help them.

Optional activity

- 1** Write these words on the board. Ask students to choose the odd one out that doesn't go with the keyword for each line.

1 feathers	ostriches eagles cats
2 tail	horses humans squirrels
3 fur	bears otters frogs
4 poisonous	snakes scorpions hedgehogs
5 bite	whales dogs snakes

Answers: 1 cats 2 humans 3 frogs
4 hedgehogs 5 whales

- 2** Now ask students to add more animals to each line.

UNIT 4 CULTURE A BRITISH SCHOOL DAY

Think!

Answer the questions.

- 1 How many students are there at your school?
- 2 What time do you start and finish school?
- 3 How do you think schools in the UK are different to your school?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 What is today's first lesson?
a English b maths c drama
- 2 How many lessons are there in the morning before lunch?
a two b three c four
- 3 Where do the students do special activity classes?
a in the classroom
b outside
c in the sports hall

2 Watch again. Put the sentences in the order that you see them in the video.

- ___ The teacher is talking to the class.
- ___ The students are eating lunch in the canteen.
- ___ The students are working in groups.
- ___ The students aren't wearing a school uniform.
- ___ The students are entering the school.
- ___ The students are talking in the playground.

3 Circle the correct answers. Then watch again to check your answers.

- 1 Henry Floyd School has about 1000 / 100 students.
- 2 The students wear uniforms / comfortable clothes in their drama class.
- 3 The drama class is forty-five / ninety minutes long today.
- 4 After drama, the students go to the classroom / canteen.
- 5 The students have maths / history and business studies before lunch.
- 6 Today's dance class is quite easy / difficult.

4 Complete the sentences. Use one word for each gap.

- 1 Today, the students are studying poetry in their _____ class.
- 2 _____ is a double class today.
- 3 After business studies the students have _____.
- 4 Some students bring their lunch from _____.
- 5 They don't wear _____ or shoes in the dance class.
- 6 Today they are learning a dance from a _____.

Extension



Look at the photos and answer the questions.

Photo A

- What lesson are the students in?
- What are they doing?
- Do you think they are enjoying the lesson? Why?
- Do you prefer working on your own or working in groups? Why?

Photo B

- What lesson are the students in?
- Do you think they are enjoying the lesson? Why?
- Do you have these lessons at your school?
- If yes, do you enjoy them? If no, would you like to have them? Why?

Summary of video

The video is about a day at a secondary school in the UK.

Background

In England, every child between the ages of five and sixteen must go to school. The school term starts in September, so children usually start going to primary school in the September before they are five. When children are eleven they leave primary school and go to secondary school. Secondary schools usually teach children up to the age of sixteen, when they take their GCSE exams, or eighteen when they take their A-levels. In England there are both state schools, that are free, and private schools, where parents have to pay money for their children to attend. About 7% of school children under sixteen go to a private school. Sir Henry Floyd School is a secondary school for students aged eleven to eighteen. It is a grammar school, which means that students have to pass an exam when they are eleven years old in order to go there.

Think!


Read the questions with the class and elicit answers from individual students. Encourage students to talk about what they know about schools in the UK. Try to get students to use comparative adjectives when comparing their school with schools in the UK. With **weaker classes**, read out the question and allow students time individually to think about their answers. Put them into pairs to discuss their answers, then ask some students to report back to the class.

Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.


Pre-watching: Students focus on the questions. With **weaker classes**, read through the questions together and check students understand them all. You might need to teach them *drama*, *sports hall* and *activity classes*. You might want to revise school subjects. With **stronger classes**, cover the options and just focus on the questions.

 Play the whole video. Students choose the correct answers. With **weaker classes**, play the video again and pause after each question.

Answers: 1 a 2 b 3 c

2 Watch again. Put the sentences in the order that you see them in the video.

Pre-watching: Ask students to try to remember the order that they saw these things before watching the video again. With **weaker classes**, check students understand all the words and phrases in the descriptions. You might need to teach them *canteen* and *playground*.

 Play the video to check their answers. Ask students to shout out the present continuous sentences as they see them. With **weaker classes**, pause the video after each sentence.


Answers:

- 1 The students are entering the school.
- 2 The teacher is talking to the class.
- 3 The students are working in groups.
- 4 The students aren't wearing a school uniform.
- 5 The students are eating lunch in the canteen.
- 6 The students are talking in the playground.

UNIT 4 DVD TEACHING NOTES

- 3 Circle the correct answers. Then watch again to check your answers.**

Pre-watching: Ask students to try to circle the correct answers from memory before watching the video again to check answers. With **weaker classes**, students can work in pairs and discuss their answers first.

 Play the video and pause after each question to check answers.

Answers: 1 1000 2 comfortable clothes
3 ninety 4 classroom 5 maths 6 difficult

- 4 Complete the sentences. Use one word for each gap.**

Pre-watching: With **weaker classes**, read through the sentences together and check understanding. You could also write the words on the board for the students to match. You might need to teach them *poetry*. With **stronger classes**, students should do it on their own.

Ask students to complete the sentences. Play the video again if necessary.

Answers: 1 English 2 drama 3 lunch
4 home 5 uniforms 6 film

Optional activity

- 1 Write these words on the board. Which of these things do students study? Which are places students go to?**

poetry drama playground special activities sports hall canteen

- 2 Ask students: Have we got these things in our school? Ask students to work in pairs to answer the question.**

Extension

Ask students to ask and answer the questions in pairs. Monitor and help. With **weaker classes**, give students time to read through the questions and think about their answers before they work in pairs. You might want to revise the names of school subjects. Finally, ask some students to report back to the class.

Fast finishers

Ask students to work in groups to answer these questions. How many subjects can students study at school? Can you name them all in English?

UNIT 5 CURRICULUM EXTRA HEALTHY DIETS VS. FAST FOOD

Think!

Answer the questions.

- 1 What do people in your country normally eat for breakfast, lunch and dinner?
- 2 What foreign foods are popular in your country?
- 3 What do you know about British food?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 What does British food contain a lot of?
a carbohydrates b vitamins c olive oil
- 2 What don't Japanese people eat a lot of?
a meat b vegetables c fish
- 3 What do Italians eat a lot of?
a vegetables b fruit c bread

2 Watch again. Tick (✓) the foods that you see.

___ meat	___ cheese	___ soup
___ sandwiches	___ eggs	___ potatoes
___ nuts	___ fish	___ peppers
___ tomatoes	___ pasta	___ onions

3 Complete the sentences with the food words in the box. There are two words that you do not need. Watch and check your answers.

vitamins Burgers tomato olive oil
potatoes cheese rice Pizza

- 1 British people eat a lot of bread and _____.
- 2 There are a lot of _____ and nutrients in Japanese food.
- 3 Japanese people don't eat much _____.
- 4 Italians often use _____ in their cooking.
- 5 _____ is the most popular Italian dish in Britain.
- 6 You usually cover pizza with _____ sauce.

4 Are the sentences true or false?

- 1 Japanese food is a lot healthier than British food. _____
- 2 Foreign food isn't very popular in the UK. _____
- 3 Sushi is a traditional Chinese food. _____
- 4 There are a lot of fresh vegetables in Italian food. _____
- 5 Olive oil doesn't contain much fat. _____
- 6 Pizza is very easy to make. _____

Extension



Look at the photos and answer the questions.

Photo A

- Where are the people?
- What are they doing?
- When do people usually do this?
- How often do you do this? When?

Photo B

- Where are the people?
- What are they doing?
- When do people usually do this?
- How often do you do this? When?
- What's your favourite way to eat a meal? Outdoors or indoors? With family or with friends?

Summary of video

The video is about popular food in the UK.

Background

British food has faced many different challenges and absorbed lots of international influences over hundreds of years. For many centuries, traditional British cuisine was based around meat, root vegetables and potatoes with a few simple sauces. During the 18th and 19th centuries, British beef, fruit and vegetable varieties developed an excellent reputation worldwide, and were used across the world. Things changed rapidly during the two world wars of the 20th century especially during the Second World War when food was limited and the government restricted the amount that people could buy. This continued into the 1950s and was a major reason for the poor reputation of British food worldwide. Things have improved since then, and with immigration from southern Europe, the Middle East, Asia, Africa and the Caribbean in the second half of the 20th century, British food has become more varied and more interesting.

Think!

Read the questions with the class and elicit answers from individual students. Encourage students to talk about their own experiences and use their ideas to start a class discussion.


With **weaker classes**, read out the questions and allow students time individually to think about their answers. Put them into pairs to discuss their answers, then ask some students to report back to the class.

Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.


Pre-watching: Students focus on the questions. With **weaker classes**, read through the questions together and check students understand all the words. With **stronger classes**, cover the options and just focus on the questions.

 Play the whole video. Students choose the correct answers. With **weaker classes**, play the video again and pause after each question.

Answers: 1 a 2 b 3 a

2 Watch again. Tick (✓) the things that you see.


Pre-watching: Ask students to tick the things they remember before watching the video again. With **weaker classes**, check students understand all the words.

 Play the video to check their answers. Ask students to shout out the words as they see them. With **weaker classes**, pause the video after each word.

Answers: meat, cheese, sandwiches, potatoes, fish, peppers, tomatoes, onions

3 Complete the sentences with the food words in the box. There are two words that you do not need. Watch again and check your answers.

Pre-watching: Ask students to try to complete the sentences with the correct words from memory before watching the video again to check their answers. With **weaker classes**, students can work in pairs and discuss their answers first. With **stronger classes**, ask students to cover up the words in the box.

 Play the video and pause after each question to check answers.

Answers: 1 potatoes 2 vitamins 3 cheese
4 olive oil 5 Pizza 6 tomato

UNIT 5 DVD TEACHING NOTES

4 Are the sentences true or false?

Pre-watching: With **weaker classes**, read through the sentences together and check understanding. With **stronger classes**, students should do it on their own.

Ask students to decide if the sentences are true or false. Play the video again if necessary.

Answers: 1 true 2 false 3 false 4 true
5 false 6 true

Optional activity

- 1 Write the words and draw the table on the board. Ask students to complete the table with the words.

flour	basil leaves	toss	courgettes	roll
yeast	salt	aubergine		

Cooking verbs	Ingredients	
	For the dough	For the toppings
	_____	mozzarella cheese
_____	water	_____
_____	_____	_____
cover	_____	_____

Answers: Cooking verbs: toss, roll
For the dough: flour, salt, yeast
For the toppings: basil leaves, courgettes, aubergine

- 2 Ask students to work in pairs. Using the words, they try and remember how to make a pizza. Ask some students to report back to the class.

Extension

Ask students to ask and answer the questions in pairs. Monitor and help. With **weaker classes**, give students time to read through the questions and think about their answers before they work in pairs. You might want to revise the names of meals. Finally, ask some students to report back to the class.

Fast finishers

Ask students to work in groups and design a new pizza with up to ten toppings. They can draw a picture of the pizza and then describe it to the class.

UNIT 6 CULTURE FOOTBALL VS. BASEBALL

Think!

Answer the questions.

- 1 What are the most popular sports in summer and winter in your country?
- 2 When and where do people play them?
- 3 Do you know any sports that are popular in Britain and the USA?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 In which country did football begin?
a the UK b the USA c neither
- 2 What is the Premier League?
a an American baseball league
b a UK football league
c an international football league
- 3 When did people start playing baseball?
a in the 18th century
b in the 19th century
c in the 20th century

2 Watch again. Put the things in the order that you see them (from 1–6) in the video.

- ___ a goal
- ___ a ball
- ___ a stadium
- ___ a police officer
- ___ teenage baseball fans

3 Put the words in the box in the correct category. Then watch again to check your answers.

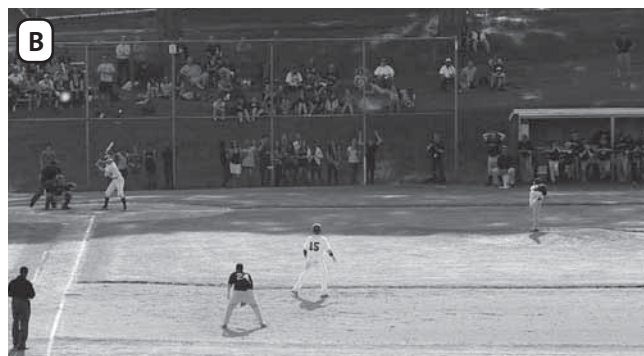
goal bat home run 1863
the Premier League the New York Yankees
1869 Association

Baseball	Football

4 Complete the summary with the correct words. Use one word for each gap.

Football is the most ¹_____ sport in the UK. The ²_____ are simple and all you need is a pitch, a ball and two ³_____. Almost half the population of the UK ⁴_____ football regularly, and the country's top league makes billions of pounds every year. Baseball also makes a lot of money each year. Its ⁵_____ team is worth over \$3 billion. Thousands of people go and watch it every ⁶_____ and it is now an American tradition. A lot of young people play baseball at ⁷_____. Some become college players and then ⁸_____ players.

Extension



Look at the photos and answer the questions.

Photo A

- Where are the people?
- What are they doing?
- Why do you think people do this?
- How often do you play sport?

Photo B

- Where are the people?
- What are they doing?
- Do you prefer this sport or the sport in Photo A? Why?
- What sports do you play? Why?

Summary of video

The video is about two popular sports in the UK and USA, football and baseball.

Background

Association football is the most popular sport in the world and is played in over 150 countries. The origins of the sport are unclear, but similar games were played in China and Ancient Greece almost 2,000 years ago. However, the modern game originated in the boarding schools of England, where different schools had different rules. Eventually, the Football Association was formed in 1863, and produced the first set of standard rules. The world's oldest football competition, the FA Cup, began in England in 1872, as did the first international match, played between England and Scotland.

Football is now the most popular sport in the UK, with 8.2 million people playing the game regularly. Baseball also has its origins in the UK. It is believed that it was a variation of the English games rounders and stoolball, and taken to the USA by English immigrants in the 18th century. Like football, there were many different versions of the game played in the USA in the 19th century, until 1845, when a team in New York produced a standard set of rules. About 11.5 million people in the USA play baseball regularly, making it only the fourth most popular sport in the country, behind basketball, American football and softball.

Think!

Read the questions with the class and elicit answers from individual students. Encourage students to talk about their own experiences and use their ideas to start a class discussion.


With **weaker classes**, read out the questions and allow students time to think about their answers individually. Put them into pairs to discuss their answers, then ask some students to report back to the class.

Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.


Pre-watching: Students focus on the questions. With **weaker classes**, read through the questions together and check students understand all the words. With **stronger classes**, cover the options and just focus on the questions.

 Play the whole video. Students choose the correct answers. With **weaker classes**, play the video again and pause after each question.

Answers: 1 a 2 b 3 b

2 Watch again. Put the things in the order that you see them (from 1-6) in the video.


Pre-watching: Ask students to try to remember the order that they saw these things before watching the video again. With **weaker classes**, check students understand all the words and phrases in the descriptions. You might need to teach them *fans* and *professional*.

 Play the video to check their answers. Ask students to shout out the words as they see them. With **weaker classes**, pause the video after each word they see.

Answers: 1 a stadium 2 a ball 3 a goal
4 a police officer 5 teenage baseball fans

3 Put the words in the box in the correct category. Then watch again to check your answers.

Pre-watching: Ask students to try to do this from memory before watching the video again. With **weaker classes**, students can work in pairs and discuss their answers first. With **stronger classes**, students can do it on their own.

 Play the video and pause after each question to check answers. Afterwards, you could ask students to add some more words to each category.

Answers: Baseball: bat, home run, the New York Yankees, 1869. Football: goal, 1863, the Premier League, Association

UNIT 6 DVD TEACHING NOTES

- 4 Complete the summary with the correct words. Use one word for each gap.**

Pre-watching: With **weaker classes**, read through the summary together and check understanding. Encourage students to think what kind of word goes in each gap. You could also write the missing words on the board for the students to match. With **stronger classes**, students should do it on their own.

Ask students to complete the summary. Play the video again if necessary.

Answers: 1 popular 2 rules 3 goals
4 watch 5 richest 6 week 7 school
8 professional

Optional activity

Write or read out the sentences to the class. Ask them to decide if they are true or false. With **stronger classes** ask them to correct the false sentences.

- 1 In baseball, you pitch the ball with your feet.
- 2 In football, you pass the ball with your hands.
- 3 You play football on a pitch.
- 4 You score a home run in baseball.
- 5 Manchester United is an amateur team.
- 6 You play baseball on a field.

Answers: 1 false 2 false 3 true 4 true
5 false 6 true

Extension

Ask students to ask and answer the questions in pairs. Monitor and help. With **weaker classes**, give students time to read through the questions and think about their answers before they work in pairs. You might want to revise the names of sports. Finally, ask some students to report back to the class.

Fast finishers

Ask students to write five sentences comparing football and baseball.

UNIT 7 CURRICULUM EXTRA NELSON MANDELA

Think!

Answer the questions.

- Who are the most famous people in your country's history?
- What did they do?
- What do you know about Nelson Mandela?

Comprehension check

1 Watch the video. Choose the correct answers.

- Nelson Mandela was born in _____.
a Johannesburg b a small village
c a beautiful house
- What is a shanty town?
a a rich area with large houses
b a poor area with small houses
c a prison
- How long did Nelson Mandela spend in prison?
a twenty-seven years b nineteen years
c ninety-five years

2 Watch again. Choose the correct words.

- As a young man, Mandela had short, black hair and a moustache / beard.
- The two black girls in the shanty town have got short / long dark hair.
- The statue of Nelson Mandela is next to the sea / a park.
- The city hall is a modern / an old building.
- The black people at the end of the video live in a poor / rich area.
- As an old man, Mandela had short grey / black hair.

3 Match the years with the events. Then watch again and check your answers.

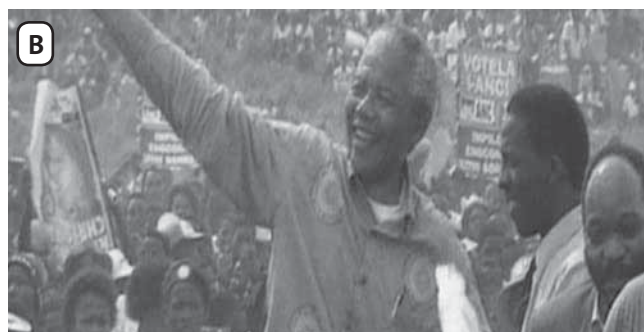
1 1948	a Nelson Mandela retired from politics.
2 1963	b Nelson Mandela left prison.
3 1991	c Nelson Mandela died.
4 1994	d South Africa introduced apartheid.
5 1999	e Nelson Mandela became president.
6 2013	f Nelson Mandela went to prison.

4 Complete the sentences with the correct words.

teacher rich president peace poor
separated equal prison

- Nelson Mandela was the first black _____ of South Africa.
- A _____ gave him the name Nelson.
- Apartheid _____ black people and white people.
- White people lived in _____ areas.
- Black people lived in _____ houses in shanty towns.
- Nelson Mandela spent twenty-seven years in _____.
- He won the first _____ elections in 1994.
- He fought for _____ and equality until he died.

Extension



Look at the photos and answer the questions.

Photo A

- Who is the man on the left?
- Where do you think he is?
- What is he doing?
- Is he happy or sad? Why?

Photo B

- Where do you think he is now?
- What is he doing?
- Is he happy or sad? Why?
- Is this man famous in your country? What do you think of him?

Summary of video

The video is about the life of the former president of South Africa, Nelson Mandela.

Background

Nelson Mandela was the first black president of South Africa. He was born in 1918 in the village of Mvezo, in a remote region of the country. He was a good student and eventually went to university to study law. In 1942 he left his family home and moved to Johannesburg where he became a lawyer. During this time South Africa was becoming increasingly divided. In 1948, the whites-only government introduced new laws to keep black and white people apart. They called the system *apartheid*. There were different schools, hospitals and even beaches, and black and white people couldn't sit together on buses or in restaurants.

Mandela was determined to fight against these injustices and joined the African National Congress (ANC), an organisation that campaigned for equal rights. As he became more outspoken and more famous, the authorities became more wary of him and eventually accused him of trying overthrow the government. In 1964 he was sentenced to life in prison. While in prison, Mandela devoted himself to learning, including learning Afrikaans, the language of the white prison guards.

In the late 1980s, after huge international pressure, and support across the world for Mandela, the South African government began to realise that it had to change. In 1990 Mandela was freed, and in 1993 he jointly won the Nobel Peace Prize with the white president of South Africa at the time, F W De Klerk. Nelson Mandela was the President of South Africa from 1994–1999.

Think!

Read the questions with the class and elicit answers from individual students. Encourage students to talk about what they know and use their ideas to start a class discussion.


With **weaker classes**, read out the questions and allow students time individually to think about their answers. Put them into pairs to discuss their answers, then ask some students to report back to the class.

Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.

Pre-watching: Students focus on the questions. With **weaker classes**, read through the questions together and check students understand all the words. With **stronger classes**, cover the options and just focus on the questions.

 Play the whole video. Students choose the correct answers. With **weaker classes**, play the video again and pause after each question.

Answers: 1 b 2 b 3 a


2 Watch again. Choose the correct words.

Pre-watching: Ask students to choose the answers before watching the video again. With **weaker classes**, check students understand all the words.

Answers: 1 moustache 2 long 3 the sea
4 an old 5 poor 6 grey

3 Match the years with the events. Then watch again and check your answers.

Pre-watching: Ask students to try to do this from memory before watching the video again to check their answers. With **weaker classes**, you might need to teach *retired*, *prison*, *apartheid*, *president*. With **stronger classes**, students can do it on their own.

 Play the video and pause after each question to check answers. Afterwards, you could ask students to add some more words to each category.

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

4 Complete the sentences with the correct words.

Pre-watching: With **weaker classes**, read through the sentences together and check understanding. Encourage students to think what kind of word goes in each gap. With **stronger classes**, students should do it on their own.

Ask students to complete the sentences. Only watch the video again if the students can't answer the questions.

Answers: 1 president 2 teacher 3 separated
4 rich 5 poor 6 prison 7 equal 8 peace

Optional activity

Play hangman with the students. Read out the definitions and draw the spaces on the board. With **stronger classes**, you can omit the definitions. Every time a student guesses a wrong letter, draw another part of the hangman's frame.

- 1 The head of a country. _____
(president)
- 2 Decisions about what happens in a country.
_____ (politics)
- 3 The people who make those decisions.
_____ (government)
- 4 Choose someone to make those decisions.
_____ (vote)
- 5 What happens when we choose someone
to make those decisions. _____
(elections)
- 6 An important talk that someone gives to an
audience. _____ (speech)

Extension

Ask students to ask and answer the questions in pairs. Monitor and help. With **weaker classes**, you might want to go over the details of Nelson Mandela's life again and give students time to read through the questions and think about their answers. Finally, ask some students to report back to the class.

Fast finishers

Ask students to cover their worksheets and try to write five things they remember about Nelson Mandela's life.

UNIT 8 CULTURE THE GRAND CANYON

Think!

Answer the questions.

- 1 What are the most popular places to visit on holiday in your country?
- 2 What can you do there?
- 3 Do you know any popular places to visit in the USA?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 Where is the Grand Canyon?
a Chicago b Arizona c Colorado
- 2 How many visitors a year visit the Grand Canyon?
a 400,000 b almost four million
c more than four million
- 3 What is in the middle of the canyon?
a a river b a road c a forest

2 Watch again. Tick (✓) the things that you see.

___ a suitcase	___ a rucksack	___ a tent
___ tourists	___ waterproofs	___ some clouds
___ a wild animal	___ a river	___ a bird

3 Complete the sentences with the adjectives in the box. Watch again to check your answers.

different historic popular hottest busy
famous

- 1 O'Hare International is a _____ airport.
- 2 The Grand Canyon is a _____ tourist destination.
- 3 There are some _____ views from Lipan Point.
- 4 There are also some _____ buildings near the canyon.
- 5 In the middle of the canyon the landscape is very _____.
- 6 It's one of the _____ places on the earth.

4 Answer the questions.

- 1 Where in the USA is the Grand Canyon?

- 2 What is the Palisades?

- 3 What lives in the middle of the canyon?

- 4 What is special about the middle of the canyon?

- 5 How wide is the Colorado River?

- 6 What is changing the shape of the canyon?

Extension



Look at the photos and answer the questions.

Photo A

- Where are these people?
- What are they doing?
- Imagine you are there. Which country or city would you like to go to? Why?

Photo B

- Where are these people?
- What are they doing?
- Would you like to go there? Why? / Why not?

Summary of video

The video is about one of the world's natural wonders, the Grand Canyon.

Background

The Grand Canyon is 446 km long and up to 29 km wide. It was formed by erosion caused by the Colorado River, and it is believed to be at least seventeen million years old. Since 1919 it has been a national park. The weather in and around the Grand Canyon varies greatly. It can snow in the higher forested areas in winter, while the lower areas are hotter and drier. Temperatures in the middle can reach 37°C in summer and fall to -17°C along the edges in winter. It rains or snows twice a year, once in winter and once in late summer. Each time, there is a lot of water, which helps keep the thirty-four different species of animals and 1,737 species of plant life alive.

Think!

Read the questions with the class and elicit answers from individual students. Encourage students to talk about what they know and use their ideas to start a class discussion.

With **weaker classes**, read out the questions and allow students time individually to think about their answers. Put them into pairs to discuss their answers, then ask some students to report back to the class.


Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.

Pre-watching: Students focus on the questions. With **weaker classes**, read through the questions together and check students understand all the words. With **stronger classes**, cover the options and just focus on the questions.

- 1 Where is the Grand Canyon?
- 2 How many visitors a year visit the Grand Canyon?
- 3 What is in the middle of the canyon?

 Play the whole video. Students choose the correct answers. With **weaker classes**, play the video again and pause after each question.

Answers: 1 b 2 c 3 a


2 Watch again. Tick (✓) the things that you see.

Pre-watching: Ask students to tick the things they remember seeing before watching the video again. With **weaker classes**, check students understand all the words. You may need to teach *tourists* and *clouds*.

Answers: a suitcase, a rucksack, tourists, some clouds, a wild animal, a river, a bird

3 Complete the sentences with the adjectives in the box. Watch again to check your answers.

Pre-watching: Ask students to try to do this from memory before watching the video again to check their answers. With **weaker classes**, you might need to check they understand all the adjectives. With **stronger classes**, ask students to cover the adjectives.

 Play the video and pause after each question to check answers. Afterwards, you could ask them to think of the opposite adjectives, or write them on the board and get students to match them.

Answers: 1 busy 2 popular 3 famous
4 historic 5 different 6 hottest

4 Answer the questions.

Pre-watching: With **weaker classes**, read through questions together and check understanding. If students struggle, you could write the answers on the board in a different order and ask them to match them with the questions. With **stronger classes**, students should do it on their own. Ask students to complete the sentences in pairs without watching the video. Play the video again if necessary.

 Play the video and pause after each answer.

Answers:

- 1 in the south-west; Arizona
- 2 the south-eastern wall of the canyon
- 3 wild animals
- 4 It has got some of the cleanest air in the country.
- 5 300 feet
- 6 the river

Optional activity

Write the gapped words on the board and the pool of missing letters below. Then read out the clues. Students work in pairs and try and put the correct letters into the words. When they have got a word, invite them to the board to spell it. Don't forget to remove the letters that you use from the pool. If you do not have a lot of time, you can just write the gapped words on the board and read out the clues.

i a i n o r c s a t o n r o a
e i e u a i n e u o o n i t a
e s r i e

- 1 People on a train or a plane.
p _ s s _ _ g _ _ s
- 2 A place to go on holiday.
t _ _ r _ _ t d _ _ t _ n _ t _ _ n
- 3 Something you look at.
v _ _ w
- 4 A place to visit when you're on holiday.
t _ u _ _ s _ _ a t _ _ _ c t _ o _
- 5 Everything you see when you look outside.
l _ _ d s _ _ p _
- 6 Something that makes air and water dirty.
p _ l l _ t i _ _

Extension

Ask students to ask and answer the questions in pairs. Monitor and help. With **weaker classes**, you might want to revise some adjectives of feeling, e.g. *bored, excited, nervous*, etc. and give students time to read through the questions and think about their answers. Finally, ask some students to report back to the class.

Fast finishers

Ask students to write five sentences about a popular tourist attraction in their country.