

UNIT 1 CULTURE A TYPICAL AMERICAN TEENAGER

Think!

Answer the questions.

- 1 How do you spend most of your time after school?
- 2 What did you do last weekend?
- 3 How do you think young people in the USA spend their weekends?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 How old is Blair?
 - a 14
 - b 15
 - c 16
- 2 What club does Blair usually go to after school?
 - a art
 - b photography
 - c volleyball
- 3 What class is she taking today?
 - a English
 - b music
 - c dance

2 Watch again. Number the things 1–8 in the order that you see them.

- ☐ a dog
- ☐ a TV
- ☐ some books
- ☐ some photos
- ☐ a volleyball game
- ☐ Blair's friends
- ☐ a dance studio
- ☐ a school classroom

3 Choose the correct words to complete the text about Blair's day. Watch again to check your answers.

On Saturdays, Blair has a lot of free time. In the morning, she chats to her friend online in **her bedroom / the kitchen**. After that, she **2watches TV / does her homework**.

After lunch, Blair plays with Sophie and often takes her for a walk with her **3dad / mum**. Blair likes music and today she's listening to music in **4the garden / her bedroom**. Later in the afternoon, Blair's mum **5drives / walks** with her to dance class. She loves dancing.

In the evening, Blair sometimes goes **6shopping / swimming**, but today she's meeting her friends at home.

4 Answer the questions.

- 1 What time does Blair's school start in the morning? _____
- 2 What day of the week is it today? _____
- 3 Where does Blair do her homework? _____
- 4 Where is Blair's sister? _____
- 5 Who is Sophie? _____
- 6 How many friends does Blair hang out with in the evening? _____

Extension



Look at the photos and answer the questions.

Photo A

- What is Blair doing?
- Do you think this is a good way to see friends?
- How often do you chat with friends this way?

Photo B

- Who are the people in the photo?
- What are they doing?
- What do you like about chatting with your friends online and what do you like about seeing your friends in person?

Summary of video

The video is about what a typical teenage girl in the USA does in her free time.

Background

In the USA, approximately 14% of the population is aged 10–19. Over 80% of these young people live in large urban areas.

Between the ages of ten and twelve, children leave elementary school and start junior high school or middle school. When they are in the ninth grade, at the age of fourteen or fifteen, they go to high school. At high school, students are given more freedom and can choose some of the subjects that they wish to study. These are called electives. They study these alongside the compulsory subjects of English, maths, science, social sciences, and physical education.

For 15–19 year olds in the USA, watching TV and using computers (for games or leisure) are more popular free-time activities than playing sports or exercising. The most popular sport for young people in the USA to play is basketball, followed by baseball or softball, then American football for boys followed by soccer for both boys and girls. Volleyball is also very popular with girls.

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 each 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 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 c

2 Watch again. Number the things 1–8 in the order that you see them.


Pre-watching: Ask students to try and put the things in order from memory 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: 1 h 2 e 3 c 4 d 5 a 6 g 7 b 8 f

3 Choose the correct words to complete the text about Blair's day. Watch again to check your answers.

Pre-watching: Ask students to read through the text and try and choose the correct words from memory before watching the video again. With **weaker classes**, go through the text together before watching again.


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

Answers: 1 her bedroom 2 does her homework 3 mum 4 the garden 5 drives 6 shopping

4 Answer the questions.

Look at the questions with the students. With **weaker classes**, you could write the answers on the board in the wrong order and ask students to match the questions with the answers, or give students two or three options for each answer.

Ask students to complete the sentences.

 Only watch the video again if the students can't answer the questions.

Answers: 1 7.20 a.m. 2 Saturday 3 in the kitchen 4 at university 5 Blair's dog 6 four

Optional activity

Copy the following words onto the board. Ask students to match the verbs on the left with the words and phrases on the right and then make sentences about Blair's week days and weekends.

go	a uniform
not play	online
not wear	to volleyball club
chat	to music
do	a musical instrument
listen	TV with friends
watch	homework

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 twenty things people do in their free time.

Think!

Answer the questions.

- 1 Do people speak different languages in certain parts of your country? Where?
- 2 Do you know anyone whose first language is different from yours?
- 3 What languages would you most like to speak? Why?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 Where do people speak Gaelic?
 - a in Wales
 - b in Scotland and Ireland
 - c in England
- 2 Where do people speak Cornish?
 - a in London
 - b in the south west of England
 - c in the north west of Scotland
- 3 In which country will you find the village Llanfairpwllgwyngyllgogerychwyrndrobwlantysiliogogoch?
 - a Wales
 - b Northern Ireland
 - c Scotland

2 Watch again. Match the numbers in the box with the sentences. There are two extra numbers.

10 25 1.5 50 6,000 375 500

- 1 _____ million people speak English as a first language.
 - 2 Around _____ billion people learn English as a foreign language.
 - 3 About _____ per cent of people in Northern Ireland speak Irish Gaelic.
 - 4 About _____ per cent of Welsh school students can speak some Welsh.
 - 5 Only about _____ people in England can speak Cornish fluently.
- 3 Are the sentences true (T) or false (F)? Watch again to check your answers.
- 1 More people speak English as a foreign language than as a first language. ____
 - 2 There are five minority languages in the UK. ____
 - 3 English and Scottish Gaelic are not very similar languages. ____
 - 4 English is the official first language of Ireland. ____
 - 5 Students don't learn Welsh at school. ____
 - 6 You can learn Cornish online. ____

4 Complete the sentences with the correct words from the video.

- 1 Polish and Bengali are two very common _____ in the UK.
- 2 Some people in Scotland, Wales and Northern Ireland don't speak _____ as their first language.
- 3 Eire is another name for _____.
- 4 In lots of schools in Wales, students have all their _____ in Welsh.
- 5 No one speaks _____ as a first language today, but lots of people are interested in it.

Extension



Look at the photos and answer the questions.

Photo A

- Where do you think these men are?
- What are they doing?
- Do people in your country often speak more than one language? If so, when and why?

Photo B

- Can you remember what language these students are learning?
- What languages can you learn at your school?
- Why is it important to learn other languages?

Summary of video

The video is about the four minority languages that people speak in the United Kingdom of Northern Ireland and Great Britain.

Background

English is not the oldest language in the UK. When Celtic tribes arrived in Britain in around 600 BC, they introduced their own languages from which Welsh and Gaelic are descended. Since then every invasion has brought with it new languages and words.

The Romans arrived in 55 BC and brought Latin with them. Many place names in Britain (including the name *Britain* itself) come from Latin. The Vikings, who began invading Britain in the 9th century AD, brought words from Old Norse such as *give*, *take* and *get*. And in 1066 AD, the invading Normans brought French words like *beef*, *pork* and *sauce*.

The greatest influence on modern English comes from the Saxons, who conquered England in 450 AD. Anglo-Saxon has developed over many hundreds of years to form the basis of the English language we speak today.

English and Welsh are the two most commonly spoken languages in the UK today, followed by Polish and Punjabi. On average, 92% of people in Britain speak English or Welsh as a first language, but in some places the percentage is lower. In London, for example, 22% of residents speak a main language other than English or Welsh.

In Wales, 20% of the people speak Welsh as well as English. Britain's other minority languages aren't as widely spoken. In Northern Ireland over 6% of the population are bilingual in English and Irish Gaelic, and in Scotland about 1.4% of the population speaks Scottish Gaelic alongside English.

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 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 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. Match the numbers in the box with the sentences. There are two extra numbers.


Pre-watching: Read through the sentences and ask students to try and match the numbers from memory before watching the video again. With **weaker classes**, you might want to tell students which are the two extra numbers.

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

Answers: 1 375 2 1.5 3 10 4 50 5 500

3 Are the sentences true (T) or false (F)? Watch again to check your answers.


Pre-watching: Ask students to try and answer the questions before watching the video again. With **weaker classes**, go through the sentences together before watching again.

 Play the video and pause after each answer.

Answers: 1 T 2 F 3 T 4 F 5 F 6 T

4 Complete the sentences with the correct words from the video.

With **weaker classes**, read through the sentences together and check understanding. You could also write the answers on the board in the wrong order for the students to match. With **stronger classes**, students should do it on their own. Ask students to complete the sentences before they watch the video again.

 Only watch the video again if the students can't answer the questions.

Answers: 1 languages 2 English 3 Ireland 4 lessons 5 Cornish

Optional activity

Write the following verbs on the board.

speak eat wear get up go meet buy have

Ask the students to imagine they are on holiday in a foreign country. Working in pairs, they use the verbs to make sentences about what they usually do, and what they are doing now. For example:

I usually speak Czech, but now I'm speaking Spanish!

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 'hello' in as many languages as they can. Which ones are similar to your language?

UNIT 3 CURRICULUM EXTRA TWO FAMOUS WRITERS

Think!

Answer the questions.

- 1 What types of books and stories do you enjoy reading?
- 2 Do you know any famous writers of crime fiction? Who?
- 3 Do you recognize this famous character? Who was he?



Comprehension check

1 Watch the video. Choose the correct answers.

- 1 When were Arthur Conan Doyle and Charles Dickens born?
 - a the 18th century
 - b the 19th century
 - c the 20th century
- 2 How old was Arthur Conan Doyle when he died?
 - a 31
 - b 70
 - c 71
- 3 Which of the following was not one of Charles Dickens' characters?
 - a Sherlock Holmes
 - b David Copperfield
 - c Oliver Twist

2 Watch again. Which of the things in the video are about Sir Arthur Conan Doyle and which are about Charles Dickens? Tick (✓) the correct box.

		Arthur Conan Doyle	Charles Dickens
1	Edinburgh	<input type="checkbox"/>	<input type="checkbox"/>
2	Portsmouth	<input type="checkbox"/>	<input type="checkbox"/>
3	children in a factory	<input type="checkbox"/>	<input type="checkbox"/>
4	a university education	<input type="checkbox"/>	<input type="checkbox"/>
5	ten children	<input type="checkbox"/>	<input type="checkbox"/>
6	some letters	<input type="checkbox"/>	<input type="checkbox"/>

3 Match the events with the years that they happened. Watch again to check your answers.

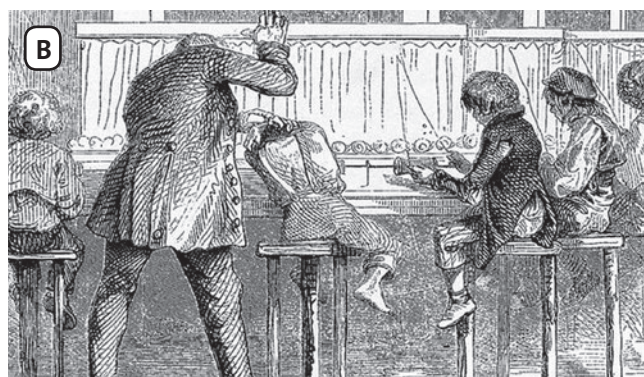
1870 1812 1930 1859 1836 1893

- 1 _____ Charles Dickens was born.
- 2 _____ Dickens wrote his first novel.
- 3 _____ Arthur Conan Doyle was born.
- 4 _____ Conan Doyle died.
- 5 _____ Dickens died.
- 6 _____ Conan Doyle became a full-time writer.

4 Choose the correct words.

- 1 Arthur Conan Doyle's family were quite rich / poor.
- 2 Conan Doyle worked as a teacher / doctor.
- 3 Charles Dickens wrote fifteen novels / short stories.
- 4 Dickens moved to London when he was a child / teenager.
- 5 Dickens's family were quite rich / poor.
- 6 Dickens worked for ten hours a day in a factory / school.
- 7 After that, he became a teacher / journalist.
- 8 His first / second novel was *Oliver Twist*.

Extension



Look at the photos and answer the questions.

Photo A

- What do you think is happening in the picture?
- Do you know who this boy is?
- Where is he?
- How do you think he feels?

Photo B

- What do you think is happening in the picture?
- Where do you think the people are?
- How do you think the children feel?
- What do you think life was like for poor people in 19th century Britain?

Summary of video

The video is about two of the most famous British writers, Charles Dickens and Sir Arthur Conan Doyle.

Background

Arthur Conan Doyle's life story is almost as fascinating as his most famous character, Sherlock Holmes. Before becoming a writer, he studied medicine at university. While there, he became good friends with Bram Stoker, the author of *Dracula*; Robert Louis Stevenson, the author of *Treasure Island*; and JM Barrie, the author of *Peter Pan*. It was during this time that he began to write short stories.

Conan Doyle was also a keen sportsman: he played football and cricket and was one of the first British people to try skiing.

After university, Conan Doyle worked in a number of hospitals and also as the doctor on board a ship travelling to Africa. His medical career wasn't very successful but the fewer patients he had to see, the more time he had to write. In the 1880s he invented Sherlock Holmes, who was based on a former university teacher.

Charles Dickens had a very different start in life. He was from a poor family and had to work in a factory as a child when his father was sent to prison. He never went to university but trained to be a journalist before becoming a writer. He wrote fifteen novels and hundreds of short stories. He was also a prominent campaigner for education, social reform and the rights of children. During his lifetime, Dickens' novels and stories – many of which were initially published in journals and newspapers – were hugely popular, and he became very rich and famous. He often performed in public and travelled across Europe and the USA reading from his stories at theatres and concert halls. He was so well-known at the time of his death that he was buried in Poet's Corner in Westminster Abbey, London.

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 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 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 a

2 Watch again. Which of the things in the video are about Sir Arthur Conan Doyle and which are about Charles Dickens? Tick (✓) the correct box.

Pre-watching: Read through the things and ask students to try and match them with the correct person from memory before watching the video again.


 Play the video to check their answers. With **weaker classes**, pause the video after each answer.

Answers:

- 1 Arthur Conan Doyle
- 2 Charles Dickens
- 3 Charles Dickens
- 4 Arthur Conan Doyle
- 5 Charles Dickens
- 6 Charles Dickens

3 Match the events with the years that they happened. Watch again to check your answers.

Pre-watching: Ask students to try and match the events before watching the video again. With **weaker classes**, go through the events together before watching again.

 Play the video and pause after each date is mentioned.

Answers:

- 1812 Charles Dickens was born.
- 1836 Dickens wrote his first novel.
- 1859 Arthur Conan-Doyle was born.
- 1870 Dickens died.
- 1893 Conan Doyle 'killed' Sherlock Holmes.
- 1930 Conan Doyle died.

UNIT 3 DVD TEACHING NOTES

4 Choose the correct words.

Look at the questions with the students and ask them to choose the correct words.



Only watch the video again if they can't answer the questions.

Answers: 1 rich 2 doctor 3 novels 4 child
5 poor 6 factory 7 journalist 8 second

Optional activity

1 Write the following prompts on the board.

- 1 be born / 1812
- 2 write first novel / 1887
- 3 marry Catherine Hogarth / 1837
- 4 work in factory / as a child
- 5 study medicine

2 Ask students to turn over their worksheets.

They work in pairs and make sentences in the past simple using the prompts and either Sir Arthur Conan Doyle or Charles Dickens. If they think their partner is wrong, they should correct them. For example:

- A I think Charles Dickens wrote his first novel in 1887.
- B No, he didn't. Arthur Conan Doyle wrote his first novel in 1887.

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 pairs and think of a famous author or book. Their partner must ask yes/no questions to guess who or what it is.

Think!

Answer the questions.

- 1 Is there much graffiti in your town or city?
- 2 Do you like it? Why? Why not?
- 3 Why do you think people do graffiti?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 What did people think about graffiti in the past?
 - a It was expensive.
 - b It was boring.
 - c It was wrong.
- 2 Who or what is Banksy?
 - a a street artist
 - b a part of London
 - c a group of artists
- 3 What does Graffiti Life do?
 - a It cleans graffiti from the streets.
 - b It teaches people how to do graffiti.
 - c It helps unemployed people find jobs.

2 Watch again. Number the events 1–6 in the order that they happen at a workshop.

- ☐ Participants look at and feel good about their work.
- ☐ Everyone gets what they need to start work.
- ☐ Participants work together and make the art.
- ☐ Artists and participants talk about their ideas.
- ☐ Participants do some research.
- ☐ They go to the place where they are going to paint.

3 Complete the sentences with the correct form of the verbs in the box. Watch again to check your answers.

encourage create sell find work meet

- 1 Today street art _____ for lots of money.
- 2 Graffiti Life _____ with large corporations.
- 3 At the workshops, artists _____ people to be creative.
- 4 At the beginning of a workshop, the artists _____ the participants.
- 5 In the warehouse, they _____ the art.
- 6 Some participants _____ it difficult to get a job before they joined the workshops.

4 Complete the sentences with the correct words. Use one word in each gap.

- 1 In the past, people thought graffiti was a _____.
- 2 Now, some famous street art is popular with _____.
- 3 London has some _____ street art.
- 4 At the workshops, people work _____.
- 5 Some people didn't have a _____ before they joined the workshops.
- 6 The workshops are very _____ and help people feel better.

Extension



Look at the photos and answer the questions.

Photo A

- Who is this man?
- What do you think he is doing?
- What can you see on the wall?
- What do you think about this sort of graffiti?

Photo B

- Who are the people?
- What are they doing?
- How do you think they feel?
- What do you think of this sort of graffiti?

Summary of video

The video is about Graffiti Life, an organisation that runs graffiti and street art workshops in London.

Background

People have been drawing, painting or scratching on walls for as long as they have known how to use tools. In fact, you can still see paintings in caves that are many thousands of years old. The word graffiti comes from the Italian word *graffiato*, meaning *scratched*.

The ancient Romans were particular fans of graffiti, and visitors to the city of Pompeii, which was preserved by an earthquake in 79 AD, can see many examples of this ancient street art today. And like modern graffiti, much of it is funny, rude or political. Modern graffiti is thought to have started in the early 1960s in the city of Philadelphia in the USA, before spreading to New York a few years later. In the 1970s it became very popular when people started 'tagging' (writing their names in a distinct way) buildings, trains, signs and bridges.

As graffiti artists became more creative and ambitious, the art world began to take an interest and started buying and displaying some of their work. But not everyone was happy, and many politicians and city mayors wanted to stop graffiti artists from 'vandalising' public spaces.

Now graffiti artists and authorities have begun to work together and artists are now often paid to create large pieces of art to brighten up public spaces. Graffiti art has also become big business, and famous artists like Banksy, from Bristol in the UK, put on large shows and sell their work for a lot of money.

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 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 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 c 2 a 3 a

2 Watch again. Number the events 1–6 in the order that they happen at a workshop.


Pre-watching: Read through the things and ask students to try and put them in the correct order from memory before watching the video again.

 Play the video to check their answers. With **weaker classes**, pause the video after each answer.

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

3 Complete the sentences with the correct form of the verbs in the box. Watch again to check your answers.


Pre-watching: Ask students to try and complete the sentences with the verbs. Remind them that they need to put the verbs into the correct form as well. With **weaker classes**, you could give the students the correct forms of the verbs and ask them just to match the verbs.

 Play the video to check their answers. With **weaker classes**, pause the video after each answer.

Answers: 1 sells 2 works 3 encourage
4 meet 5 create 6 were finding

4 Complete the sentences with the correct words. Use one word in each gap.

Look at the questions with the students and ask them to choose the correct words. Ask students to think about the type of word they need to fill the gaps. With **weaker classes**, you could write the answers on the board in the wrong order for students to match.

 Only watch the video again if they can't answer the questions.

Answers: 1 crime 2 tourists 3 exciting
4 together 5 job 6 positive

Optional activity

- 1** Write the following times on the board. Ask students to work on their own and then write sentences using the past continuous to say what they were doing at those times.
 - * 7.30 a.m. this morning
 - * 10 p.m. last night
 - * 3 p.m. last Saturday
 - * 11 a.m. last Sunday
 - * 4.30 p.m. yesterday
- 2** Ask students to walk around the class and ask each other 'What were you doing at ... ?' to try and find someone who was doing the same as them. When they have found someone, they can sit down.

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 pairs and write down five good things and five bad things about graffiti.

UNIT 5 CULTURE MUSICAL PRODIGIES

Think!

Answer the questions.

- 1 What sort of music do you enjoy listening to?
- 2 Can you play any musical instruments? If so, which one(s)?
- 3 What musical instrument would you most like to play? Why?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 Where is Chetham's?
 - a near Manchester
 - b near the centre of Manchester
 - c in the centre of Manchester
- 2 How many students study at Chetham's today?
 - a 295
 - b 925
 - c 40
- 3 How old is Peter Moore?
 - a 12 years old
 - b 14 years old
 - c 18 years old

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

- ☐ an old building
- ☐ a school
- ☐ a classroom
- ☐ a library
- ☐ someone teaching
- ☐ some students
- ☐ lots of books
- ☐ musicians
- ☐ a musical performance

3 Are the sentences true (T) or false (F)? Watch again to check your answers.

- 1 Chetham's is the oldest school in the country. ____
- 2 The first students could all play musical instruments. ____
- 3 Today's students are all excellent musicians. ____
- 4 Students study music every day at Chetham's. ____
- 5 Peter Moore won an important music competition this year. ____
- 6 He started playing a musical instrument when she was seven. ____

4 Complete the sentences with the correct comparative or superlative form of the adjectives in the box.

old large successful famous dedicated

- 1 Chetham's is one of the _____ music schools in the world.
- 2 It is _____ than most schools in the country.
- 3 Today, it is the _____ music school in the country.
- 4 The students here are _____ than normal students.
- 5 Peter Moore is one of the _____ students at Chetham's.

Extension



Look at the photos and answer the questions.

Photo A

- Who are the people in the photo?
- Where are they and what are they doing?
- Would you enjoy playing these kinds of instruments?

Photo B

- Who is the boy in the photo?
- What is he doing?
- Would you enjoy playing this kind of instrument?
- Which do you prefer, the music in A or the music in B? Why?

Summary of video

The video is about Chetham's School of Music, in Manchester, England, and one of their most successful students.

Background

Although Chetham's has been a school since 1653, it has only been a specialist music school since 1969. It is situated near Manchester Cathedral, and many of the school's students sing in the cathedral choir or play concerts there.

Chetham's is an independent school, which means that it is not run by the government and students have to pay to go there. However, 90% of the students at the school receive funding from the government to go there. In order to attend the school, hopeful students must attend an audition where they are expected to show great musical talent. Only the best are offered a place, and the school is committed to offering places to students based on their musical potential, rather than their background or ability to pay.

Students at Chetham's can either board (live in the school) or just come in each day. They study both the standard national curriculum as well as specialising in music. Each student must study at least two instruments and also attend choir practice.

Many of the students go on to become professional musicians, conductors and singers in the areas of classical, jazz and rock music.

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 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 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 c 2 a 3 b

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


Pre-watching: Read through the things and ask students to try and tick the things they can remember seeing before watching the video again.

 Play the video to check their answers. With **weaker classes**, pause the video after each answer.

Answers: a, b, d, f, g, h, i

3 Are the sentences true (T) or false (F)? Watch again to check your answers.


Pre-watching: Ask students to try and answer the questions on their own before watching the video again. With **weaker classes**, the students can work in pairs. With stronger groups, ask students to correct the false sentences.

 Play the video to check their answers. With **weaker classes**, pause the video after each answer.

Answers: 1 F 2 F 3 T 4 T 5 F 6 T

4 Complete the sentences with the correct comparative or superlative form of the adjectives in the box.

Look at the questions with the students and ask them to choose the correct words. Ask students to think about whether the word needs to be a comparative or superlative adjective. With **weaker classes**, you could do this together.

 Only watch the video again if they can't answer the questions.

Answers: 1 most famous 2 older 3 largest 4 more dedicated 5 most successful

Optional activity**1** Copy the following words onto the board.

humans	fast
cats	heavy
elephants	large
dogs	dangerous
lions	intelligent
dolphins	strong
bees	good
bears	scary

2 Ask students to work in pairs. Tell them it's a race. They have to write as many correct comparative and superlative sentences as they can with only the animals and adjectives on the board. Give them five minutes, then check their answers. The winner is the pair with the most correct answers.**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 five sentences comparing their school with Chetham's.

Think!

Answer the questions.

- Which famous explorers do you know?
- Where are they from and where have they been?
- How did they travel to these places?

Comprehension check

1 Watch the video. Choose the correct answers.

- When did the RRS *Discovery* leave the UK?
a 1900 b 1901 c 1902
- Who was Ernest Shackleton?
a a scientist
b a mountain climber
c an explorer
- How long did the *Discovery* spend in the Antarctic?
a a year b two years c six months

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

- | | | | |
|--------------|--------------------------|---------------|--------------------------|
| a ship | <input type="checkbox"/> | some ice | <input type="checkbox"/> |
| some sailors | <input type="checkbox"/> | a newspaper | <input type="checkbox"/> |
| a penguin | <input type="checkbox"/> | a soldier | <input type="checkbox"/> |
| a river | <input type="checkbox"/> | a modern city | <input type="checkbox"/> |
| a beach | <input type="checkbox"/> | a forest | <input type="checkbox"/> |
| a bridge | <input type="checkbox"/> | some fish | <input type="checkbox"/> |

3 Now number the events 1–6 in the order that they happened. Watch again to check your answers.

- The *Discovery* set off from the UK.
- Two ships arrived to help free the *Discovery*.
- The *Discovery* arrived on the Antarctic coast.
- Some of the crew decided to try and walk to the South Pole.
- The captain of the ship became famous.
- The ice froze around the ship.

4 Complete the sentences with the correct words from the video. The first letter is given for you.

- In 1900, the British wanted to e_____ Antarctica.
- S_____ on the *Discovery* wanted to study plants and animals in Antarctica.
- When they arrived in Antarctica, they made a c_____.
- The ship couldn't move because of the i_____.
- The crew took water and o_____ with them to the South Pole.
- The story of what happened to them became f_____.

Extension



Look at the photos and answer the questions.

Photo A

- Who are the people in the photo?
- Where are they and where are they going?
- Would you like to do something like this? Why / Why not?

Photo B

- What can you see in the photo?
- What do you think is happening?
- How do you think the crew on the *Discovery* felt at this moment?

Summary of video

The video is about the ship the RRS *Discovery*, which sailed to Antarctica with the famous explorers Robert Scott and Ernest Shackleton on board in 1901.

Background

Robert Falcon Scott was born in the naval town of Devonport, on the south west coast of England in 1868. He joined the navy as a cadet when he was just 13 years old and served on various Royal Navy ships for the next 20 years. In 1901, at the age of 33 he was given the job by the Royal Geographical Society to captain the RRS (Royal Research Ship) *Discovery* on a three-year expedition to the Antarctic.

The expedition went further south than anyone had been previously and when Scott returned to Britain he became a national hero. After this Scott became more interested in the Antarctic, and in 1910 he led a new expedition to reach the South Pole. When they arrived in Antarctica the teams set out with sledges, ponies and dogs, but due to the terrible weather conditions, the ponies couldn't cope and eventually the dog teams turned back. Scott and four of his men eventually reached the pole on foot, but were beaten there by a Norwegian party. All five of the men died on the 1,500 km return journey.

Think!

Read the questions with the class and elicit answers from individual students. Encourage students to tell you what they know and use their suggestions 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 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 try and tick the things they can remember seeing 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: a modern city, a river, a bridge, a ship, some ice, some sailors, a penguin, a newspaper

3 Now number the events 1–6 in the order that they happened. Watch again to check your answers.


Pre-watching: Ask students to try and put the event in order from memory before watching the video again. With **weaker classes**, go through the events together on the board before watching again.

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

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

4 Complete the sentences with the correct words from the video. The first letter is given for you.

Look at the questions with the students and ask them to choose the correct words. Ask students to think about the type of word they need to fill the gaps. With **weaker classes**, you could write the answers on the board in the wrong order for students to match.

 Only watch the video again if they can't answer the questions.

Answers: 1 explore 2 Scientists 3 camp
4 ice 5 oxygen 6 famous

Optional activity

- 1 Ask the students to tell you something they could do in the future and write one or two suggestions on the board. For example:

play video games all night

Ask the other students:

What do you think will happen if this student plays video games all night?

Elicit some answers. For example:

If he plays video games all night, he'll be tired in the morning.

Now ask:

What will happen if he is tired in the morning?

Elicit some answers.

- 2 Put students in groups of four. They take turns in saying something they will probably do in the future, and another student tells them a consequence of that, and then another says a consequence of the consequence and so on until everyone has spoken. Then ask the original person how realistic they think the final consequence is.

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 imagine they are going to walk to the South Pole. Ask them to make a list of ten things that they would take with them to help them survive.

Think!

Answer the questions.

- 1 What are typical problems for teenagers in your country?
- 2 What sorts of volunteering do young people do in your country?
- 3 Do you know anyone who is famous for volunteering or charity work? If so, what did they do?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 vInspired is an organization that ...
 - a helps young people to find volunteer work.
 - b teaches young people about crime.
 - c works with animals.
- 2 Lives Not Knives works with ...
 - a teenagers in gangs.
 - b primary school children.
 - c criminals.
- 3 How many young people do they work with?
 - a 65
 - b 1,000
 - c 10,000

2 Watch again. Number the things 1–6 in the order that you see them.

- a ___ people working in an office
- b ___ a girl playing the violin
- c ___ a volunteer working with children
- d ___ young people singing
- e ___ a volunteer working with animals
- f ___ students in a classroom

3 Are the sentences true (T) or false (F)? Watch again to check your answers.

- 1 vInspired work with young people who want to be famous. ___
- 2 Eliza Rebeiro comes from London. ___
- 3 She is a teacher in a primary school. ___
- 4 Lives Not Knives works in more than sixty schools. ___
- 5 Eliza wants to work with people across the country. ___
- 6 Next year, Lives Not Knives is organising some concerts for young musicians. ___

4 Complete the sentences with the correct words. The first letter is given for you.

- 1 Eliza Rebeiro is a c_____ young woman.
- 2 She started Lives Not Knives when she was f_____.
- 3 She wanted to teach young people about c_____.
- 4 Eliza is a b_____ role model for young people.
- 5 Eliza has some great p_____ for the future.
- 6 Lives Not Knives will continue to help young people make a d_____.

Extension



Look at the photos and answer the questions.

Photo A

- Who are the people in the photo?
- Where are they and what are they doing?
- Why do you think the woman does this?
- Would you like to do something like this? Why? / Why not?

Photo B

- What can you see in the photo?
- What do you think they are doing?
- Do you enjoy working outside? Why? / Why not?
- Would you prefer to work with young children or older people? Why?

Summary of video

The video is about the work of Eliza Rebeiro and the organization she set up when she was only fourteen.

Background

Knife crime is a serious problem in the UK. In 2014/15 there were over 26,000 violent crimes committed with a knife in England and Wales.

Eliza Rebeiro grew up in an area of London where knife crime is a part of everyday life. At the age of thirteen she was excluded from her school and became involved with crime. But after a friend of hers died as a result of knife crime at the age of fourteen, she decided to do something about it and printed some T-shirts with the words *Lives Not Knives*. People began asking her about the T-shirts, and soon lots of people wanted to buy them. She used the money raised to organise a party with music and DJs and to begin the campaign. It wasn't long before it gained a lot of support and soon Eliza was being invited to speak on the radio, TV and also in the City Hall about the dangers of knife crime. Eventually, in 2008, she was invited to meet the then Prime Minister, Gordon Brown.

Since then, the campaign has attracted funding and support from her local council, and also from companies like O₂, enabling Eliza and her team to start working with primary school children across London, educating children with the simple message not to carry a knife.

Think!

Read the questions with the class and elicit answers from individual students. Encourage students to tell you what they know and use their suggestions 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 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 a 2 b 3 c

2 Watch again. Number the things 1–6 in the order that you see them.


Pre-watching: Ask students to try and put the things in order from memory 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: 1 d 2 b 3 f 4 a 5 c 6 e

3 Are the sentences true (T) or false (F)? Watch again to check your answers.


Pre-watching: Ask students to try and answer the questions on their own before watching the video again. With **weaker classes**, the students can work in pairs. With **stronger classes**, ask students to correct the false sentences.

 Play the video to check their answers. With **weaker classes**, pause the video after each answer.

Answers: 1 F 2 T 3 F 4 T 5 T 6 F

4 Complete the sentences with the correct words. The first letter is given for you.

Look at the questions with the students and ask them to choose the correct words. Ask students to think about the type of word they need to fill the gaps. With **weaker classes**, you could write the answers on the board in the wrong order for students to match.

 Only watch the video again if they can't answer the questions.

Answers: 1 confident 2 fourteen 3 crime
4 brilliant 5 plans 6 difference

Optional activity

- 1** Write on the board some problems there are in your city. For example:

There is too much litter on the streets.

There is nowhere for young people to go in the evening.

Cars drive too fast on the roads near schools.

- 2** Ask students to work in groups of three or four, talk about the problems and decide what they are going to do about them. Discuss as a class and encourage students to offer help to other groups using *will*. For example:

A We're going to organise a group to collect the litter.

B That's a good idea. I'll help!

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 fast finishers to write down five adjectives to describe Eliza Rebeiro.

UNIT 8 CULTURE QUEENSTOWN

Think!

Answer the questions.

- 1 What do you know about New Zealand?
- 2 Have you ever done any adventure sports? Where?
- 3 What adventure sport would you most like to do? Why?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 Where is Queenstown?
a on the north island
b on the south island
c by the sea
- 2 Where does the Skyline Gondola take people?
a to the lake
b to the top of a mountain
c along the river
- 3 What is the Shotover Jet?
a a boat b a plane c a mountain

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

- a ___ skiing
- b ___ skydiving
- c ___ paragliding
- d ___ white-water rafting
- e ___ bungee jumping
- f ___ mountain biking
- g ___ snowboarding
- h ___ jet boating

3 Circle the correct answers. Watch again to check your answers.

- 1 Queenstown is next to a lake / river.
- 2 In the 19th century Queenstown was a small farming / fishing town.
- 3 Bob's Peak is a mountain / lake near Queenstown.
- 4 Over two million people have been bungee jumping / on a jet boat.
- 5 The world's largest / first bungee jump is on the Kawarau Bridge.
- 6 Bungee jumping is quite safe / dangerous.

4 Complete the sentences with the correct adjective in the box. There are two extra words that you don't need to use.

scary safe interested frightened brave
incredible excited

- 1 The views from the top of the mountain are _____.
- 2 You have to be _____ to cycle down the mountain.
- 3 Not all the visitors to Queenstown were _____ in hiking and skiing.
- 4 Jet boating can be _____ and you always get wet.
- 5 Most people are very _____ before they go bungee jumping.

Extension



Look at the photos and answer the questions.

Photo A

- What are the people in the photo doing?
- How do you think they feel?
- Would you like to do this activity? Why? / Why not?

Photo B

- What is the girl in the photo going to do?
- How do you think she feels?
- Which activity would you prefer, A or B? Why?

Summary of video

The video is about the popular tourist destination of Queenstown, in New Zealand, and the different adventure sports that people can do there.

Background

Queenstown is a major tourist centre in New Zealand, and especially popular for winter sports. Since the 1960s it has also gained the reputation for being the adventure sports capital of the world. The Shotover Jet has been carrying passengers at high speeds along the Shotover River since 1965. Each boat takes 14 passengers and can reach speeds of 85 km/h as it travels through the Shotover Canyon. It has won many awards and has even carried such famous guests as the Duke and Duchess of Cambridge.

Bungee jumping is thought to be based upon an ancient ritual that takes place in Vanuatu, an island in the South Pacific, where young men jump from tall platforms with vines attached to their feet. This inspired the New Zealander A J Hackett to start organising commercial jumping in the 1980s, establishing the first permanent site at the Kawarau Bridge.

Serious bungee jumping accidents are rare, but a number of people have reported eyesight damage, and injuries to the neck caused by the sudden movements involved with the sport.

Think!

Read the questions with the class and elicit answers from individual students. Encourage students to tell you what they know and use their suggestions 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 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 adventure sports that you see people doing.

Pre-watching: Read through the things and ask students to try and tick the things they can remember seeing before watching the video again.



Play the video to check their answers. With **weaker classes**, pause the video after each answer.

Answers: a, b, c, e, h

3 Circle the correct answers. Watch again to check your answers.

Pre-watching: Ask students to try and choose the correct words on their own before watching the video again. With **weaker classes**, the students can work in pairs.



Play the video to check their answers. With **weaker classes**, pause the video after each answer.

Answers: 1 lake 2 farming 3 mountain
4 on a jet boat 5 first 6 safe

4 Complete the sentences with the correct adjective in the box. There are two extra words that you don't need to use.

Ask students to try and complete the sentences with the adjectives. With **weaker classes**, you could tell them what the two extra words are.



Only watch the video again if they can't answer the questions.

Answers: 1 incredible 2 brave 3 interested
4 scary 5 excited

Optional activity

- 1** Write on the board the following sentence openings:

I have seen

I have tried to

I have broken

I have visited

I have met

I have bought

I have had as a pet

I have eaten

Ask students to work on their own and complete the sentences so they are true for them.

- 2** Put the students into groups of three or four. Students take turns to tell the others in their group the end of one of their sentences, e.g. *a snake*. The others must ask questions to guess which sentence it comes from. For example:

B Have you eaten a snake?

A No, I haven't.

C Have you had a snake as a pet?

A Yes, I have.

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 down five things that make them feel scared.