



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Write *London* on the board. Ask students to name tourist attractions in London.

- 1 Ask students to work in pairs and match the pictures with the places. Elicit answers from the whole class. **KEY 1**
- 2 Ask students to discuss the questions. Elicit answers from various pairs. **KEY 2**

WHILE WATCHING**25 MINS**

- 3 Ask students to read the adjectives. Be prepared to help them with meaning if necessary. Play the full video clip and ask students to tick the adjectives they hear. Elicit answers from the whole class. **KEY 3**
- 4 Ask students to decide which of the adjectives they ticked in 1 are positive (P), which are negative (N), and which could be both (P/N). Elicit answers from the whole class. **KEY 4**
- 5 Play *What do you think of London?* and ask students to complete the table. You might need to play this section twice. Students can then compare their answers in pairs before feeding back to the rest of the class. **KEY 5**
- 6 Play *Museums and galleries* and ask them to complete the information. You might need to play this section twice. Students can then compare their answers in pairs before feeding back to the rest of the class. **KEY 6**
- 7 Play *More things to do* and ask students to answer the questions. Elicit answers from the whole class. **KEY 7**
- 8 Ask students to read the sentences. Play *Positives and negatives* and ask students to write the names of the speakers. You might need to play it twice. Elicit answers from the whole class. **KEY 8**

AFTER WATCHING**15 MINS**

Students discuss the questions in pairs. Encourage students to use adjectives from the video during the discussions. Monitor and make a note of any errors and also of any good examples of language. Have a class feedback session eliciting ideas from various pairs, then focus on any language issues.

RESEARCH

Students can find information on the Internet or from other resources to help them write their leaflets. Ask students to bring their leaflets to the next lesson. They can read each other's leaflets. Encourage them to peer-correct any errors or collect in the leaflets yourself and correct them. Ask the class to decide which leaflet is the best, or which village/town/city would be the most interesting place to visit.

ANSWER KEY**KEY 1**

1 d, 2 c, 3 a, 4 b

KEY 2

Possible answers

- 1 To see the sights – the museums, galleries, old buildings, to go shopping, to go to the theatre.
- 2 Answers will vary.

KEY 3

interesting, old, beautiful, easy, international, free, wonderful, big, great, good, friendly, expensive, busy, difficult, bad, nice, amazing

KEY 4

interesting (P), old (P/N), beautiful (P), easy (P), international (P), free (P), wonderful (P), big (P/N), great (P), good (P), friendly (P), expensive (N), busy (P/N), difficult (N), bad (N), nice (P), amazing (P)

KEY 5**Gabriel:** Brazil; it's interesting and fun**Andrea:** Montreal, Quebec, Canada; it's an

old city, it's interesting, there's lots to learn

Wayne: the US; it's a beautiful city**Peter:** Canada; it's international**KEY 6**

Number of museums and galleries in London: over 200

Price of most museums and galleries: free

Location of the Tate Modern: near the River Thames

Type of art in the Tate Modern: modern art

Restaurant has a: great view of the city

KEY 7

- 1 Westminster Abbey
- 2 Buckingham Palace
- 3 good food
- 4 they are very expensive
- 5 different cultures, the music scene, the arts, going to the theatre

KEY 8

- | | | |
|----------|----------|----------|
| 1 Anit | 2 Karmel | 3 Trulie |
| 4 Junior | 5 David | |

BEFORE WATCHING

1 Work with a partner. Match places 1–4 with pictures a–d.

- 1 The London Eye
- 2 London Bridge
- 3 Buckingham Palace
- 4 River Thames

2 Discuss these questions with a partner.

- 1 Why do tourists visit London?
- 2 Do you like London? Why? / Why not?



WHILE WATCHING

3 ▶ Look at the list of adjectives in the box. Watch the video and tick (✓) the ones you hear.

interesting	cheap	old	beautiful	easy	international	free
wonderful	noisy	big	fast	great	good	friendly
expensive	busy	difficult	bad	horrible	nice	amazing

4 Which of the adjectives are positive (P) and which are negative (N)? Which could be positive OR negative (P/N)?

5 ▶ Watch *What do you think of London?* Complete this table.

Name	Home country / city	Why do they like London?
Gabriel		
Andrea		
Wayne		
Peter		

6 ▶ Watch *Museums and galleries.* Complete the information.

Number of museums and galleries in London: _____ Type of art in the Tate Modern: _____
 Price of most museums and galleries: _____ Restaurant has a: _____
 Location of the Tate Modern: _____

7 ▶ Watch *More things to do.* Answer the questions.

- 1 What famous building is near The Houses of Parliament and Big Ben?
- 2 Where is The Changing of the Guard?
- 3 What's for sale at Borough Market?
- 4 What is the problem with some shops in London?
- 5 What does Emilia like about London?

8 ▶ Watch *Positives and negatives.* Write the names.

- 1 _____ loves London.
- 2 _____ is in London to visit family.
- 3 _____ thinks the people in London are friendly.
- 4 _____ likes the buildings.
- 5 _____ isn't happy about the weather in London.

AFTER WATCHING

Work with a partner. Discuss the questions.

- 1 Name some positive and negative things about London?
- 2 What are the positive and negative things about your home village/town/city?
- 3 What is your favourite town/city? Why?

RESEARCH

Write a leaflet for tourists visiting your village/town/city. Think about: things to see, shopping, places to eat, transport.



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Write *outdoor jobs* on the board and ask students to brainstorm as many as they can.

- 1 Ask students to work in pairs and discuss the questions. Elicit answers from the whole class. **KEY 1**
- 2 This activity allows you to check that students understand the meaning of some key words in the video. Ask the students to complete the sentences. They can then check their answers in pairs before feeding back to the rest of the class. Remind students that *elevator* is American English, whilst *lift* is British English. Make sure that students know how to pronounce these words and check that they can identify the part of speech (noun, verb, adjective, etc.). **KEY 2**

WHILE WATCHING**25 MINS**

- 3 ▶ Play the full video clip and ask students to complete the information. Elicit answers from the whole class. **KEY 3**
- 4 ▶ Play *It's morning!* and ask students to order the activities. They can then check their answers in pairs before feeding back to the rest of the class. **KEY 4**
- 5 ▶ Ask students to read the sentences about Alex's routine, then play *Work, work, work*. Ask students to decide if the sentences are true (T) or false (F) and remind them to correct any false sentences. They can then check their answers in pairs before feeding back to the rest of the class. **KEY 5**
- 6 ▶ Play *Lunchtime* and ask students to answer the questions. Elicit answers from the whole class. **KEY 6**
- 7 This activity allows students to review the *he/she/it* form of the Present Simple. Ask students to complete the text with the correct form of the verbs first. Don't elicit the answers yet.
- 8 ▶ Play *The end of the day* and ask them to check their answers. Elicit answers from the whole class. **KEY 8**

AFTER WATCHING**10 MINS**

Students discuss the questions in pairs. Monitor and make a note of any errors and also of any good examples of language. Have a class feedback session eliciting answers from various pairs, then focus on any language issues.

RESEARCH

Students can find information about a famous person on the Internet or from other resources. If they don't want to find information about a famous person they could write about the daily routine of a friend or relative. Ask them to bring their texts to the next lesson to exchange with other students. You can also collect the texts in for correction.

ANSWER KEY**KEY 1**

- 1 A bike messenger cycles around delivering parcels and messages.
- 2 Answers will vary.

KEY 2

- 1 tired (adj)
- 2 elevator (noun)
- 3 uniform (noun)
- 4 check (verb)
- 5 traffic (noun)
- 6 collects (verb)
- 7 delivers, packages (verb, noun pl)
- 8 busy (adj)

KEY 3

Name: Alex	Married?: no
Age: 35	Free-time activities: plays guitar/ writes songs

KEY 4

- 1 He makes his breakfast.
- 2 He eats his toast and checks his email.
- 3 He fills his water bottle.
- 4 He takes the elevator.
- 5 He takes his bike.

KEY 5

- 1 T
- 2 F Alex reads a **newspaper** when he drinks his coffee.
- 3 F Alex collects and delivers **small** packages all over the city.
- 4 T
- 5 F Alex **knows** all the streets of the city.

KEY 6

- 1 pizza
- 2 in the park
- 3 about 10 hours

KEY 8

love, do, arrives, has, cooks, isn't, lives, uses, plays, enjoys, is, goes

BEFORE WATCHING

1 **Work with a partner. Look at the picture of a New York bike messenger. Discuss the questions.**

- 1 What does a bike messenger do? Is it an easy job?
- 2 What do you know about New York?



2 **Complete the sentences with words from the box.**

check busy elevator uniform delivers packages traffic collects tired

- | | |
|---|---|
| 1 After work I am _____, so I go to bed at 10.30. | 5 I don't like driving in London, because of the _____. |
| 2 Isabel takes the _____, because she lives on the 7 th floor. | 6 Jane _____ the children from school at 4.00 p.m. |
| 3 I am a policewoman, so I wear a _____ to work. | 7 A bike messenger _____ important _____. |
| 4 The first thing I do at work is _____ my emails. | 8 My cousin works in a very _____ office. |

WHILE WATCHING

3 **▶ Watch the video. Complete the information about the bike messenger.**

Name:	Married?:
Age:	Free-time activities:

4 **▶ Watch *It's morning!* Order the activities (1–5).**

- | | |
|--|---|
| <input type="checkbox"/> He takes his bike. | <input type="checkbox"/> He fills his water bottle. |
| <input type="checkbox"/> He takes the elevator. | <input type="checkbox"/> He makes his breakfast. |
| <input type="checkbox"/> He eats his toast and checks his email. | |

5 **▶ Watch *Work, work, work.* Are the sentences true (T) or false (F)? Correct the false sentences.**

- | | |
|---|---|
| 1 Alex goes to a coffee shop before work. ____ | 4 There's a lot of traffic, but he doesn't stop. ____ |
| 2 He reads a book when he drinks his coffee. ____ | 5 He doesn't know all the streets of the city. ____ |
| 3 He collects and delivers big packages all over the city. ____ | |

6 **▶ Watch *Lunchtime.* Answer the questions.**

- 1 What food does Alex buy?
- 2 Where does Alex eat lunch?
- 3 How many hours does Alex work?

7 **Complete the extract with the correct form of the verbs in the box.**

have love play go live use enjoy do arrive cook be (x2)

'I ¹ _____ my job, but at the end of the day I'm always tired. In the evenings, I don't ² _____ much at all? When he ³ _____ home, Alex ⁴ _____ a shower. Then he ⁵ _____ his dinner. Tonight it's pasta and salad. Alex ⁶ _____ married. His girlfriend ⁷ _____ in Chicago. He ⁸ _____ the Internet to talk to her every evening. In his free time Alex ⁹ _____ the guitar. He ¹⁰ _____ writing songs. Because he ¹¹ _____ tired, he ¹² _____ to bed at about 11 o'clock, ready for another busy day tomorrow.

8 **▶ Watch *The end of the day* and check your answers.**

AFTER WATCHING

Work with a partner. Discuss the questions.

- 1 What do you like about Alex's daily routine?
- 2 What don't you like about his day?
- 3 What are the similarities and differences between Alex's day and your day?

RESEARCH

- Find information about a famous person's daily routine OR talk to a person you know well about their daily routine.
- Use the information to write a text called 'A day in the life'. Include a photo if possible.



Total lesson time

BEFORE WATCHING

10 MINS

Warmer If your students work, write the following questions on the board.
What do you do? What hours do you work? Do you like your job? Why? / Why not?
If your students don't work, write the following questions on the board.
What does your mother/father/brother/sister do? What hours does he/she work? Does he/she like his/her job? Why?/Why not?
Ask students to discuss the questions in pairs before feeding back to the rest of the class.

- 1 Ask students to work in pairs and match the jobs with the pictures. You might need to explain what a *paramedic* is (someone who is trained to do medical work, especially in emergencies). **KEY 1**
- 2 & 3 Ask students to complete the sentences and match them to a person. Don't give them the answers at this point. Wait until they have watched the video in the *While watching* section.

WHILE WATCHING

25 MINS

- 4 ▶ Play the full video clip and ask students to check their answers to 3 in *Before watching*. Elicit answers from the whole class. **KEY 4**
- 5 ▶ Ask students to complete the paragraphs from memory. Then play *A hairdresser* and *A paramedic* and ask them to check their answers. You might need to play these sections twice. **KEY 5**
- 6 ▶ Play *A cake decorator* and *A florist* and ask students to decide if the sentences are true (T) or false (F). Remind students to correct the false sentences. You might need to play these sections twice. Students can then compare their answers in pairs before feeding back to the rest of the class. **KEY 6**

AFTER WATCHING

10 MINS

Students discuss the questions in pairs. Monitor and make a note of any errors and also of any good examples of language. Have a class feedback session eliciting ideas from various pairs, then focus on any language issues.

RESEARCH

Students can find information about the jobs on the Internet, or from other resources, e.g. books, careers advisors, etc. Ask students to bring their written work to the next lesson. They can read each other's work and ask questions. Encourage students to peer-correct any errors or collect in the work yourself and correct it.

ANSWER KEY

KEY 1

- 1 d, 2 b, 3 c, 4 a

KEY 4

- 1 take orders F
- 2 salon H
- 3 night shifts P
- 4 bouquets F
- 5 style H
- 6 emergency P
- 7 decorate C

KEY 5

- 1 salon
- 2 bus
- 3 5.30 p.m.
- 4 Sundays
- 5 shopping
- 6 centre
- 7 calls
- 8 ambulance car
- 9 7.00 p.m.
- 10 university

KEY 6

- 1 F She works in a cake shop.
- 2 T
- 3 F Sally travels to work by van.
- 4 T
- 5 F Rob works in a **Flower shop / Florist's**.
- 6 T
- 7 F He works from 9.00 a.m. to 5.00 p.m.
- 8 F He enjoys going out with his friends.

BEFORE WATCHING

1 Work with a partner. Match jobs 1–4 with pictures a–d.

- 1 florist
- 2 paramedic
- 3 cake decorator
- 4 hairdresser

2 Complete the sentences with words from the box.

emergency decorate take orders salon style night shifts bouquets

- 1 I talk with customers everyday, I also _____ on the phone.
- 2 Five people work at the _____.
- 3 I work days and _____.
- 4 I make _____ of flowers every day.
- 5 I like changing people's _____.
- 6 He answers medical _____ calls.
- 7 I _____ birthday cakes with special designs.

3 Match each sentence in 2 to a person. Write H (hairdresser), P (paramedic), C (cake decorator) or F (florist).



WHILE WATCHING

4 Watch the video. Check if your answers in *Before watching* were correct.

5 What do you remember? Complete the paragraphs then watch *A hairdresser* and *A paramedic* and check.

Hannah is a hairdresser. She works in a ¹ _____ called Philosophy. She travels to work by ² _____. She works from 9.00 a.m. until ³ _____ on Saturdays. She doesn't work on Fridays or ⁴ _____. In her free time she likes to go ⁵ _____, relax, and socialize with friends.

Matt is a paramedic. He works in a 999 medical emergency control ⁶ _____. He answers medical emergency ⁷ _____ and he drives an ⁸ _____. His night shifts start at ⁹ _____ and finish at 7.00 a.m. He studies part-time at ¹⁰ _____.

6 Watch *A cake decorator* and *A florist*. Are the sentences true (T) or false (F)? Correct the false sentences.

- | | |
|---|--|
| 1 Sally works in a cake factory. _____ | 5 Rob works in a garden centre. _____ |
| 2 She works from 9.00 a.m. to 5.00 p.m. _____ | 6 He travels to work by train. _____ |
| 3 She travels to work by bus. _____ | 7 He works from 9.00 a.m. to 6.30 p.m. _____ |
| 4 She enjoys gardening and cooking at home. _____ | 8 He enjoys going out with his girlfriend. _____ |

AFTER WATCHING

Work with a partner. Discuss the questions.

- 1 Do the four people in the video have a good work–life balance?
- 2 Which job in the video would you like to do? Why?
- 3 Which job in the video *wouldn't* you like to do? Why?
- 4 What is the perfect job for you? Why?

RESEARCH

Find information to help you write about one of the four jobs in the video. Answer these questions about the UK and your country: *What qualifications do you need to do the job? How much money can you earn? Is this job different in your country than in the UK?*

OR find a job in a newspaper or on the Internet that you would like to apply for. Write about: what the job is, the qualifications you need, where you do the job (i.e. in an office, a school, outdoors, etc.), why you would be good at it.



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Elicit the difference between *rent a house / buy a house*. Explain that if you rent you don't own the house you live in and you pay the owner money every month. Whereas when you buy a house you often need to borrow money from a bank to pay for it (this is called a *mortgage*) – then you have to pay this money back every month. Ask students: Do most people in your country rent or buy and do most people live in flats or houses?

- 1 Ask students to work in pairs and discuss the questions. Elicit answers from various students.
- 2 Ask students to look at the pictures and match them with the descriptions. Don't give them the answers at this point. Wait until they have watched the video in the *While watching* section.

WHILE WATCHING**30 MINS**

- 3 ▶ Play the full video clip and ask students to check their answers in *Before watching*. Elicit answers from the whole class. During feedback you might want to remind students that the American English for *flat* is *apartment*. You might also need to explain that an *estate agent* is someone who works for an agency that rents and/or sells houses. Students may also be surprised that Alex and Lucy are looking in the city *and* in the countryside. If so, point out to them that the house in the countryside is still fairly near the city (only 25 minutes by car). **KEY 3**
- 4 ▶ Play *A new place to live* and ask students to answer the questions. You might need to play this section twice. Elicit answers from the whole class. **KEY 4**
- 5 ▶ Play *A flat in the city* and ask students to decide if the sentences are true (T) or false (F). Remind students to correct the false sentences. You might need to play this section twice. Students can then compare their answers in pairs before feeding back to the rest of the class. **KEY 5**
- 6 ▶ Play *A house in the country* and ask students to answer the questions. Encourage students to form complete sentences when they give their answers – this provides more practice with *there is* and *there are*. They can then compare their answers in pairs before feeding back to the rest of the class. **KEY 6**
- 7 Ask students to complete the table before you play the video again.
- 8 ▶ Play *A flat in the city* and *A house in the country* again so that they can check their answers. **KEY 8**

AFTER WATCHING**10 MINS**

Students discuss the questions in pairs. Monitor and make a note of any errors and also of any good examples of language. Have a class feedback session eliciting ideas from various pairs, then focus on any language issues.

RESEARCH

Students can find information about flats and houses on the Internet. If students are not sure where to look, you could direct them to the UK website www.rightmove.co.uk. They will need to search under places to rent and they will also need to choose a location (e.g. Oxford, Manchester, etc.). Ask students to prepare their presentations for the next lesson. You might need to help them with some preparation during class. When they give their presentations, make notes about the content and the presentation style. Ask them to bring photos of the house or flat if possible.

ANSWER KEY**KEY 3**

- | | |
|-----|-----|
| 1 H | 5 H |
| 2 H | 6 F |
| 3 F | 7 H |
| 4 F | 8 F |

KEY 4

- 1 She works for a large computer company. He's a Geography teacher. They want to rent somewhere.

KEY 5

- 1 F There isn't one bedroom. There are two bedrooms (in the flat).
- 2 T
- 3 F There aren't six chairs. There are four chairs.
- 4 F There is a bus stop nearby.
- 5 T
- 6 F Alex thinks the rent is expensive.

KEY 6

- 1 Yes, there are. (a 30-minute walk away.)
- 2 The kitchen is very nice and there are two cookers.
- 3 There is a sofa and an armchair and there are some bookshelves in the living room.
- 4 There are two bedrooms.
- 5 The rent is £225 a week.
- 6 They decide to look at some more places.

KEY 8**Flat**

Good things = modern and new, near work, near shops and restaurants, bus stop opposite

Bad things = busy road, kitchen isn't good, rent is expensive, isn't very big

House

Good things = quiet and relaxing, nice garden, nice kitchen with two cookers, modern bathroom, beautiful views, rent is cheaper

Bad things = rooms are small, long way from work, no buses, far from shops and restaurants

BEFORE WATCHING

1 Work with a partner. Discuss the questions.

- 1 Where do you live?
- 2 Do you live in a house or a flat?
- 3 Is it in the city or the countryside?
- 4 Do you like living there? Why / Why not?

2 Look at the pictures. Do descriptions 1–8 match the Flat (F) or the House (H)?

- | | | |
|---------------------------|--------------------------|----------------------------|
| 1 quiet and relaxing ____ | 4 near shops ____ | 7 about 150 years old ____ |
| 2 you need a car ____ | 5 lovely garden ____ | 8 expensive rent ____ |
| 3 really modern ____ | 6 busy road outside ____ | |



WHILE WATCHING

3 ▶ Watch the video. Check if your ideas in *Before watching* were correct.

4 ▶ Watch *A new place to live*. Answer the questions.

What is Lucy's job? What is Alex's job? Do they want to buy or rent somewhere to live?

5 ▶ Watch *A flat in the city*. Are the sentences true (T) or false (F)? Correct the false sentences.

- | | |
|---|---|
| 1 There is one bedroom in the flat. ____ | 4 There isn't a bus stop nearby. ____ |
| 2 There is a dishwasher and a washing machine. ____ | 5 There are restaurants and shops near the flat. ____ |
| 3 There's a dining table and there are six chairs. ____ | 6 Alex thinks that the rent is very cheap. ____ |

6 ▶ Watch *A house in the country*. Answer the questions.

- | | |
|-----------------------------------|--------------------------------|
| 1 Are there any shops? | 4 How many bedrooms are there? |
| 2 What is good about the kitchen? | 5 How much is the rent? |
| 3 What is in the living room? | 6 What do they decide to do? |

7 What do you remember? Work in groups to complete the chart with good and bad things about the flat and the house.

	Good things	Bad things
Flat		
House		

8 ▶ Watch *A flat in the city* and *A house in the country* again and check your answers.

AFTER WATCHING

Work with a partner. Discuss the questions.

- 1 Which place does Lucy like best? Why? What about Alex?
- 2 Which place did you like best? Why?
- 3 What kind of home do you think Alex and Lucy should live in?
- 4 What is important to you in a home? Number the following 1–6 (1 is the most important).
 - location (e.g. city or countryside)
 - number of bathrooms
 - age of the building
 - garden
 - number of bedrooms
 - big rooms

RESEARCH

Find information about a house or flat that you would like to rent – it could be in any country.

Prepare a short presentation about it and make notes on the following: location, size, number of rooms, shops/restaurants/schools nearby, furniture, garden, why you want to live there.



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Write *musical instruments* on the board. Ask students to brainstorm as many musical instruments as they can. Give them an example to get them started (e.g. *piano*). You might need to have a dictionary to hand to explain what the instruments are. Don't ask them if they play any instruments at this point as there is chance for this discussion later in the lesson.

- 1 Ask students to match the words with the definitions. They can then compare their answers in pairs before feeding back to the rest of the class. You might need to help students with the pronunciation of these words – or they can check the pronunciation when they watch the video. Students might find the phrasal verb *get by* a bit tricky. Give them an example sentence to help them contextualize it: *I can play the guitar really well but I can only get by on the trumpet.* **KEY 1**
- 2 Ask students to work in pairs and discuss the questions. Don't give them the answers to 1 and 2 yet as they will need to watch the video to check their ideas.

WHILE WATCHING**25 MINS**

- 3 Play the full video clip and ask students to check their ideas for 2 in *Before watching*. Elicit answers from the whole class. **KEY 3**
- 4 Play *An unusual school* and ask students to decide if the sentences are true (T) or false (F). Remind them to correct the false answers. You might need to play this section twice. Be prepared to explain difficult vocabulary. Students might ask about what *cotton* is – explain that it is a fibre that is used to make clothes and ask them to check if they are wearing any clothes made of *cotton*. **KEY 4**
- 5 Play *A passion for music* and ask students to complete the information. Students can then check their answers in pairs before feeding back to the rest of the class. **KEY 5**
- 6 Play *A talented young musician* and ask students to note down what each of the numbers refers to. You might need to play this section twice. Again, students can check their answers in pairs before feeding back to the rest of the class. **KEY 6**
- 7 Play *A talented young musician* again and ask students to answer the questions. Elicit feedback from the whole class. **KEY 7**

AFTER WATCHING**10 MINS**

Students discuss the questions in pairs. Monitor and make a note of any errors and also of any good examples of language. Have a class feedback session eliciting ideas from various pairs, then focus on any language issues.

RESEARCH

Students can find information on the Internet or from other resources. Ask students to bring their written work to the next lesson. They can then read each other's work. Encourage students to peer-correct, or you could collect them in for correction.

ANSWER KEY**KEY 1**

- 1 1 f, 2 g, 3 b, 4 e, 5 c, 6 d, 7 a

KEY 3

- 1 The school opened in the 1650s so it is over 360 years old.
- 2 He is playing the trombone.

KEY 4

- 1 F It was a **rich and important industrial city**.
- 2 T
- 3 F Chetham's is the largest **music** school in Britain
- 4 F It wasn't a music school when it opened.
- 5 F It is a public library, so anybody can read the books there.

KEY 5

- 1 eight years old
- 2 Stephen Threlfall
- 3 about 3 hours
- 4 professional musicians

KEY 6

- 14 = Peter's age.
 2008 = This was the year that Peter won the BBC Young Musician of the Year competition.
 12 = Peter was 12 when he won the BBC Young Musician of the Year competition.
 6 = Peter first started to read music when he was six.
 7 = Peter's dad started teaching him the trombone when he was seven.
 8 = Peter was eight when he moved from Northern Ireland to Manchester. He also started playing the piano when he was eight (a year after his dad starting teaching him the trombone).
 2005 = He started at Chetham's in 2005 when he was 9.

KEY 7

- 1 His family are very musical. His parents were professional musicians and they both play the horn. His brother plays the trumpet and his sister plays the piano.
- 2 He was interested in music from a young age and started to read music when he was six. He then started to play the trombone and the piano.
- 3 He started at Chetham's when he was nine. He likes the musical opportunities he gets there and he plays in orchestras, jazz bands, and brass bands at the school.
- 4 He likes to relax and play football or tennis. He also likes to see his favourite football team play – Manchester City.

BEFORE WATCHING

1 Match the words 1–7 with their definitions a–g.

- | | |
|-------------------------|---|
| 1 canal | a the chance/possibility to do something |
| 2 competition | b someone who plays an instrument or sings as their job |
| 3 professional musician | c someone who directs musicians when they play together |
| 4 get by | d he/she decides who wins a competition |
| 5 conductor | e able to do something, but with difficulty |
| 6 judge | f a man-made river, made for boats to travel along |
| 7 opportunity | g an organized event where people try to win a prize |

2 Work with a partner. Discuss the questions.

- How old are the school buildings in picture a?
- What instrument is the boy in picture b playing?
- How old is/was your school? How many students were there?
- Can you play a musical instrument? If so, what can you play and how well can you play it?



WHILE WATCHING

- ▶ Watch the video. Check if your ideas in *Before watching* were correct.
- ▶ Watch *An unusual school*. Are the sentences true (T) or false (F)? Correct the false sentences.

- In the mid-nineteenth Century Manchester was a small village. ____
- Chetham's has 295 students. ____
- Chetham's is the largest school in the United Kingdom. ____
- Chetham's was a music school when it opened in the 1650s. ____
- Only students at the school are allowed to read the books in the library. ____

5 ▶ Watch *A passion for music*. Complete the information.

School: Chetham's
 Youngest age when students can start at the school: ¹ _____
 Director of music: ² _____
 Students study music for ³ _____ hours a day.
 Before they came to the school, most teachers were ⁴ _____

6 ▶ Watch *A talented young musician*. Find out what these numbers refer to.

14 2008 12 6 7 8 2005

7 ▶ Watch *A talented young musician* again. What does Peter say about ...

- his family?
- music?
- Chetham's?
- his free time?

AFTER WATCHING

Work with a partner. Discuss the questions.

- Would you like to go to Chetham's? Why? / Why not?
- Why are some young people brilliant at music? Is it a natural talent or hard work? Is it because of parents and/or teachers?

RESEARCH

Find information to help you write about a famous musician. Write about: what instrument he/she plays, when he/she started playing, when and how he/she became famous.

OR write about an interesting school. Write about: the location of the school, the history of the school, why it is special.



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Write *films* on the board. Ask students to brainstorm different kinds of films (e.g. *action, romance, comedy, musical, horror, etc.*) and ask students which kinds of films they like best and why. Then ask them to brainstorm different jobs in the film industry (e.g. *actor/actress, singers, dancers, director, producer, cameraman, etc.*).

- 1 Ask students to work in pairs and discuss the questions. Elicit answers from various pairs.
- 2 Ask students to match the words and the definitions. They can then check their answers in pairs before feeding back to the rest of the class. You might want to check that students know which part of speech each word is (verb, noun, etc.). Point out that in this case, *graduate* /'grædʒueɪt/ is the verb, but it can also be a noun and is then pronounced differently /'grædʒʊət/. **KEY 1**

WHILE WATCHING**30 MINS**

- 3 ▶ Play the full video and ask students to complete the information about Natalie. They can then compare their answers in pairs before feeding back to the rest of the class. If you have time you could ask students to make questions for each answer to give them extra practice with Past Simple question formation (e.g. *Where was her mother born?*). **KEY 3**
- 4 ▶ Ask the students to read the questions. Then play *Starting out* and ask them to choose the correct answers. They can then check their answers in pairs before feeding back to the rest of the class. **KEY 4**
- 5 ▶ Play *The next step* and ask students to decide if the sentences are true (T) or false (F). Remind them to correct the false sentences. You might need to play this section twice. **KEY 5**
- 6 ▶ Play *The downs* and ask students to answer the questions. Elicit answers from the whole class. **KEY 6**
- 7 ▶ Before they watch this section again, ask students to complete the sentences with the correct form of the verbs. This provides extra practice at forming the Past Simple. Then play *The ups* so that they can check their answers. **KEY 7**

AFTER WATCHING**5 MINS**

Students discuss the questions in groups of three. Monitor and make a note of any errors and also of any good examples of language. Have a class feedback session eliciting ideas from various groups, then focus on any language issues.

RESEARCH

Students can find information on the Internet or from other resources. Ask students to bring their written work to the next lesson to exchange with another student. Encourage them to peer-correct any errors or collect them in yourself and correct them.

ANSWER KEY**KEY 2**

- 1 fit (adj)
- 2 studio (noun)
- 3 professional dancer (noun)
- 4 earn (verb)
- 5 injure (verb)
- 6 graduate (verb)
- 7 experience (noun)
- 8 grow up (verb)
- 9 ups and downs (phrase)

KEY 3

- 1 London, 2 10 years old, 3 dance, 4 2006, 5 2007, 6 2009

KEY 4

- 1 c, 2 a, 3 b, 4 b, 5 b, 6 c

KEY 5

- 1 F Natalie studied dance and musical theatre at a college in **London**.
- 2 F The course was **three** years long.
- 3 T
- 4 F She earned about £300 a **week** in her first job.
- 5 F Her first job was **very exciting and** she learned a lot.

KEY 6

- 1 It's tiring and you have to work long hours. She worries about what she eats, injuries, and money.
- 2 She works in shops, or as a waitress.

KEY 7

- 1 earned
- 2 starred
- 3 were
- 4 filmed
- 5 built
- 6 worked
- 7 opened
- 8 was

BEFORE WATCHING

1 Work with a partner. Discuss the questions.

- Do you like dancing? Why? / Why not?
- Did you have a hobby when you were a small child?
- Do you still do this hobby? Could this hobby be your job? Why? / Why not?

2 Match the words in the box with their definitions.

professional dancer grow up earn ups and downs fit injure graduate studio experience

- | | | |
|--------------------------------|--|---------------------------------|
| 1 healthy/strong | 4 to get money for work you do | 7 something that happens to you |
| 2 where films are made | 5 to hurt a part of your body | 8 to become an adult |
| 3 someone whose job is dancing | 6 finish college/university successfully | 9 good things and bad things |



WHILE WATCHING

3 Watch the video. Complete the paragraph about Natalie.

Natalie's father was born in Cyprus and her mother was born in ¹_____. She started dancing when she was four, but she wanted to stop when she was ²_____. She studied for A-Levels between the ages of 16 and 18 and she studied at a ³_____ college in London between the ages of 18 and 21. In ⁴_____ she graduated from dance college and in ⁵_____ she got a job as a dancer on the film Mamma Mia! In ⁶_____ she worked on the theatre production of Mamma Mia!

4 Watch *Starting out*. Choose the correct answers (a, b, or c).

- Where did Natalie grow up? a Cyprus b London c small town outside London
- When did her parents get married? a 1983 b 1985 c 1984
- What type of dance did she study first? a tap and jazz b ballet c A-Level dancing
- How often did she go to dance lessons? a once a week b three times a week c four times a week
- Why did she want to stop dancing? a Her parents wanted her to stop. b She didn't like her teacher. c She wanted to study more.
- Which exams did her parents want her to do? a ballet exams b dancing exams c A-Level exams.

5 Watch *The next step*. Are the sentences true (T) or false (F)? Correct the false sentences.

- She studied at a dance college in Colchester. _____
- The course was four years long. _____
- She studied a lot of different types of dance. _____
- Her first job was in London. _____
- She earned about £300 a month in her first job. _____
- Her first job was boring, but she learned a lot. _____

6 Watch *The downs*. Answer the questions.

- Why does Natalie find life as a dancer difficult and what three things does she worry about?
- What jobs does she do when she can't find work as a dancer?

7 Complete the sentences with the correct form of the verbs in the box.

be (x2) star film earn build open work

- The film, Mamma Mia! _____ over 600 million dollars.
- The film _____ Meryl Streep and Amanda Seyfried.
- The writer, director, and producer _____ British.
- They _____ Mamma Mia! inside the huge 007 studio.
- They _____ a Greek village inside the studio.
- Natalie _____ on the film for two months.
- Mamma Mia! _____ in the West End in 1999.
- Mamma Mia! _____ Natalie's favourite dancing job.

8 Watch *The ups* and check.

AFTER WATCHING

Work in groups of three. Discuss these questions.

- Would you like to have Natalie's job? Why? / Why not?
- What's your dream job? What are the possible 'ups and downs' of this job?

RESEARCH

Write about a famous actor, actress, or dancer. Find out about: how they started, where they studied, their first job, their job now, and the 'ups and downs'.



Total lesson time

BEFORE WATCHING**10 MINS**

Warmer Brainstorm different kinds of special occasions with the students (e.g. weddings, Christmas, graduation, etc.). Ask students to talk about any special occasions they have been to in the last year.

- 1 Ask students to work in pairs and discuss the pictures. Don't discuss the answers at this point. Wait until they have watched the video in the *While watching* section.
- 2 Ask students to work in pairs and discuss the questions. Elicit answers from various students.
- 3 Ask students to match the words with the definitions. They can then compare their answers in pairs before feeding back to the rest of the class. Be prepared to help with pronunciation or ask students to check the pronunciation when they watch the video. **KEY 3**

WHILE WATCHING**25 MINS**

- 4 Play the full video clip and ask students to check their answers to 1 in *Before watching*. Elicit answers from the whole class. Be prepared to answer questions on vocabulary from the video. **KEY 4**
- 5 Play *A small English wedding* and ask students to answer the questions. When they watch they should take notes. They can then write full sentences afterwards. You might need to play this section twice. Students can then compare their answers in pairs before feeding back to the rest of the class. **KEY 5**
- 6 Play *A big Asian wedding* and ask students to choose the correct answers. You might need to play this section twice. Students can then compare their answers in pairs before feeding back to the rest of the class. **KEY 6**
- 7 Ask students to work in pairs and write questions for the answers in 6. This provides additional practice with Past Simple question formation. **KEY 7**
- 8 Play *A memorable childhood birthday party* and *A recent birthday party* and ask students to note who talks about the topics listed. **KEY 8**
- 9 Ask students to write notes about the parties. They can then watch *A memorable childhood birthday party* and *A recent birthday party* again and check. **KEY 9**

AFTER WATCHING**10 MINS**

Students discuss the questions in pairs. Monitor and make a note of any errors and also of any good examples of language. Have a class feedback session eliciting ideas from various pairs, then focus on any language issues.

RESEARCH

Students can find information on the Internet or from other resources. Ask students to prepare their presentations for the next lesson. You might need to help them with some preparation during class. When they give their presentations, make notes about the content and the presentation style. They should also be ready to answer questions about their presentations.

ANSWER KEY**KEY 3**

1 a, 2 g, 3 b, 4 f, 5 c, 6 e, 7 a

KEY 4

Picture 1 shows a small English wedding.
 Picture 2 shows an Asian wedding.
 Picture 3 show a little girl's birthday party.
 Picture 4 shows a cake for a 40th birthday party.

KEY 5

- 1 Stuart and Becky got married in December 2009.
- 2 There were about one hundred people at their wedding ceremony.
- 3 The ceremony took about one hour.
- 4 Rebecca wore a long white wedding dress.
- 5 They had a party.

KEY 6

- 1 in a restaurant
- 2 300
- 3 three
- 4 dress
- 5 Manchester

KEY 7

- 1 Where did Maleeha meet her husband?
- 2 How many people were there at their wedding?
- 3 How many wedding cakes did they have?
- 4 What did Maleeha wear for the wedding party?
- 5 Where was the fourth ceremony?

KEY 8

1 N, 2 C, 3 N, 4 C, 5 C, 6 N, 7 N, 8 N, 9 C

KEY 9**Suggested answers**

It was Nicole's seventh birthday and she had a party with four school friends. Her birthday is in June and it was her first birthday in Scotland. They wore their favourite dresses and they ate snacks and Nicole's mum made a chocolate cake. They played games and danced.

It was Carolyn's fortieth birthday. She decided to have a 1970s birthday party because she was born in 1970. Everyone dressed up in 1970s clothes and they danced to 1970s music. She wore a long orange dress from 1970 that she bought in Rome.

BEFORE WATCHING

1 Work with a partner. Describe the celebrations in pictures a–d.

2 Work in small groups. Choose *weddings* or *birthdays* and discuss the questions.

- 1 What do people do on these special occasions in your country?
- 2 What do people wear at these special occasions in your country?

3 Discuss the meanings of these words in your group.

- | | |
|---------------------|---------------------|
| 1 ceremony (noun) | 5 dress (noun) |
| 2 celebrate (verb) | 6 traditional (adj) |
| 3 fashionable (adj) | 7 honeymoon (noun) |
| 4 dress up (verb) | 8 suit (noun) |



WHILE WATCHING

4 ▶ Watch the video. Check if your ideas in *Before watching* were correct.

5 ▶ Watch *A small English wedding*. Answer the questions. Write full sentences.

- 1 When did Stuart and Becky get married?
- 2 How many people were at their wedding ceremony?
- 3 How long did the ceremony take?
- 4 What did Becky wear?
- 5 What did they do after the ceremony?

6 ▶ Watch *A big Asian wedding*. Choose the correct option from the words in italics.

- 1 Maleeha met her husband *in a bar / in a restaurant / at a party*.
- 2 There were about *100 / 200 / 300* people at their wedding.
- 3 They had *one / two / three* wedding cakes.
- 4 Maleeha wore a traditional Indian *hat / dress / suit* for the wedding party.
- 5 The fourth ceremony was in *London / India / Manchester*.

7 Work with a partner. Write questions for the answers in 6. For example: *Where did Maleeha meet her husband?*

8 ▶ Watch *A memorable childhood birthday party* and *A recent birthday party*. Who talks about the following topics? Write N for Nicole or C for Carolyn.

- | | | |
|--------------------|------------------|-----------------------|
| 1 candles ____ | 4 the 1970s ____ | 7 playing games ____ |
| 2 dressing up ____ | 5 Italy ____ | 8 chocolate cake ____ |
| 3 rain ____ | 6 Scotland ____ | 9 disco music ____ |

9 ▶ Watch again and make notes about Nicole and Carolyn's parties. Compare your notes with a partner.

AFTER WATCHING

Work with a partner. Discuss the questions.

- 1 Which special occasion from the video looks most fun? Why?
- 2 What was the last special occasion you celebrated? Talk about: place, people, food, events, presents.

RESEARCH

Research your birthday or birth date. Find out about: historic events, famous people born on that day, special festivals, etc.



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Write the following questions on the board. Students can discuss the questions in pairs before feeding back to the rest of the class.

Do you like cooking?

Who cooks in your house/flat?

What do you/they cook?

- 1 Ask students to work in pairs and match the restaurants with the countries. They should then discuss which restaurant they would like to visit. Elicit answers from the whole class. You might need to explain *chopsticks* (wooden sticks used to eat food in some Asian countries). Be prepared to explain that Bodrum is a town in Turkey and Santorini is a Greek island. **KEY 1**
- 2 Ask students to complete the sentences. They can then check their answers in pairs before feeding back to the rest of the class. **KEY 2**

WHILE WATCHING**30 MINS**

- 3 ▶ Play the full video clip and ask students to answer the questions. Elicit answers from the whole class. **KEY 3**
- 4 ▶ Play *What's your favourite food?* Ask students to tick the foods they hear. You might need to play it twice. Students can then compare their answers in pairs before feeding back to the rest of the class. You might need to explain what *chilli con carne* is (a Mexican dish with minced beef, chilli, kidney beans, and tomato). **KEY 4**
- 6 ▶ Play *International food* and ask students to decide if the sentences are true (T) or false (F). Remind students to correct the false sentences. You might need to play it twice. Students can then compare their answers in pairs before feeding back to the rest of the class. **KEY 6**
- 7 ▶ Play *What's cooking?* and ask students to answer the questions. They can then compare their answers in pairs before feeding back to the rest of the class. **KEY 7**
- 8 ▶ Ask students to read the summary before they watch. Play *Everybody loves a curry!* You might need to play it twice. Students complete the summary with numbers and dates. **KEY 8**

AFTER WATCHING**10 MINS**

Students discuss the questions in pairs. Monitor and make a note of any errors and also of any good examples of language. Have a class feedback session eliciting ideas from various pairs, then focus on any language issues.

RESEARCH

Students can find recipes on the Internet or from other resources. Ask students to prepare their presentations for the next lesson. Remind them that the presentation should last no more than five minutes. If possible they should bring pictures of the dish or even samples for the other students to try. You might need to help them with some preparation during class. When they give their presentations, make notes about the content and the presentation style.

ANSWER KEY**KEY 1**

1 c, 2 a, 3 b

KEY 2

- 1 ingredients
- 2 fry
- 3 recipe
- 4 prepare
- 5 mix
- 6 spices
- 7 chop
- 8 dish

KEY 3

We see inside the Majliss restaurant. It serves traditional Bangladeshi and Indian food.

KEY 4

pizzas, chilli con carne, Cornish Pasties, rice, Thai food, peas, chicken, Fish and Chips, Japanese food, jacket potato, meat, cereal, vegetables

KEY 6

- 1 F Cowley Road is in Oxford.
- 2 T
- 3 F There are a lot of restaurants on Cowley Road.
- 4 F Indian restaurants are also known as 'Curry Houses'.

KEY 7

- 1 fresh vegetables and spices
- 2 chicken, fish and some lamb
- 3 a curry with chicken and prawns
- 4 Answers will vary, but could be as follows.
He prepares and cooks the prawns, cooks and chops the chicken, fries the onions and spices, adds the cooked meat and puts the naan bread in the Tandoor.

KEY 8

- 1 8,000
- 2 100,000
- 3 1945
- 4 two
- 5 60



Total lesson time

BEFORE WATCHING

5 MINS

Warmer Write a list of cities you have visited on the board. Ask students the following questions:

Where are these cities located?

How many of these cities are capital cities?

- 1 Ask students to work in pairs and discuss the questions. Focus students' attention on the maps. Students may know very little about Reykjavik and Cape Town, but encourage them to make some guesses based on the location of the cities.

Elicit ideas and suggested answers from various pairs. Don't comment on their answers at this point as they will now have the chance to compare their ideas with what they see in the video clip.

WHILE WATCHING

25 MINS

- 2 ▶ Play the full video clip and ask students to check their ideas for 1 from the *Before watching* section. Elicit answers from the whole class. **KEY 2**
- 3 ▶ Ask students to read the questions, then play *Cities around the world*. Ask students to compare their answers in pairs before feeding back to the rest of the class. **KEY 3**
- 4 ▶ Play *Reykjavik* and ask students to decide if the sentences are true (T) or false (F). Remind them to correct the false sentences. They can then check their answers in pairs before feeding back to the rest of the class. During the feedback session make sure that students have used comparatives and superlatives correctly. **KEY 4**
- 5 ▶ Play *Cape Town* and ask students to complete the sentences. They can then check their answers in pairs before feeding back to the rest of the class. You may need to help with vocabulary during the feedback stage. Make sure students understand the noun *poverty* (being really poor). **KEY 5**
- 6 ▶ This activity gives students a chance to review what they have learnt from the video. Give them a few minutes to complete the table, then play *Reykjavik* and *Cape Town* again to allow them to check their answers. **KEY 6**

AFTER WATCHING

10 MINS

Ask students to discuss the questions in pairs. Encourage students to use comparative forms during their discussions (e.g. *I would prefer to visit Cape Town because it's warmer. / Reykjavik is much smaller than my city, but it's also much cleaner*). Monitor and make a note of any errors and also of any good examples of language. Have a class feedback session eliciting opinions from various pairs, then focus on any language issues.

RESEARCH

Students can find facts on the Internet or from other resources. Give them this example to help them start their research:

Which of these cities has the largest population?

a Cairo b Madrid c Bangkok

Answer = Cairo with about 17 million people
(Bangkok = c.10 million, Madrid = c.3 million)

ANSWER KEY

KEY 2

- 2 The video mentions: *amazing architecture, multicultural populations, museums, galleries, shops, parks*. Students might also talk about: *traffic, buses, underground systems, train stations, theatres, office buildings, restaurants, bars, pollution, etc.*
- 3 Suggested answers: Reykjavik is the capital of Iceland – it is quite cold in the summer and very cold in the winter, it has a lot of geysers /'geɪ səz/ and hot pools; Cape Town is a large city in South Africa – there are lots of activities to do there, e.g. surfing, seeing wildlife, etc.

KEY 3

- 1 New York, Paris, London
- 2 Vancouver is on the west coast of Canada. Melbourne is in the south east of Australia. Both are famous for being great places to live, with a very high quality of life.

KEY 4

- 1 False: Reykjavik is one of the **smallest** capital cities in Europe.
- 2 False: July is the **warmest** month. **January** is the coldest month in Reykjavik.
- 3 True (The water is naturally hot.)
- 4 True (There are only 4 hours of sunshine in winter.)
- 5 False: The water in the pools is **38°C**.
- 6 False: Reykjavik is one of the **cleanest and greenest** cities in the world.
- 7 True

KEY 5

- 1 Table Mountain
- 2 smaller than
- 3 wettest
- 4 the Mother City
- 5 poverty

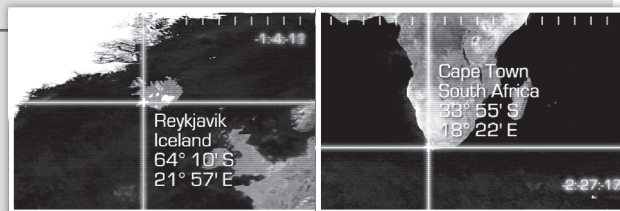
KEY 6

- 1 200,000
- 2 over 3.5 million
- 3 Icelandic
- 4 11
- 5 around 2°C
- 6 November to March
- 7 Blue
- 8 surfing
- 9 40
- 10 markets, handicrafts, food

BEFORE WATCHING

1 Work with a partner. Discuss the questions.

- 1 What is your favourite city? Why?
- 2 What can you find in most big cities?
- 3 Look at the location of Reykjavik and Cape Town on the maps. What do you know about these cities?



WHILE WATCHING

2 ▶ Watch the video and check your ideas in *Before watching*.

3 ▶ Watch *Cities around the world*. Answer the questions.

- 1 Which three cities are described as 'world-famous cities'?
- 2 Where are Vancouver and Melbourne and why are they famous?

4 ▶ Watch *Reykjavik*. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Reykjavik is one of the largest capital cities in Europe. ____
- 2 July is the coldest month in Reykjavik. ____
- 3 They don't need electricity to heat the lagoon. ____
- 4 In winter it is dark for most of the day. ____
- 5 The water in the hot pools is 14°C. ____
- 6 Reykjavik is one of the most polluted cities in the world. ____
- 7 The Hallgrímskirkja is the tallest building in Iceland. ____

5 ▶ Watch *Cape Town*. Complete these sentences.

- 1 The most famous mountain in Cape Town is called ____.
- 2 Cape Town is ____ Johannesburg.
- 3 June is the ____ month in Cape Town.
- 4 People who live in Cape Town call it ____.
- 5 Not everyone in Cape Town is rich. There is a lot of ____ in and around the city.

6 ▶ What do you remember? Complete the table, then watch again and check.

	Reykjavik	Cape Town
population	1 _____	2 _____
language	3 Residents speak _____	4 There are ____ official languages.
weather	5 Temperature in January = _____	6 Summer: from _____ to _____
activities	7 Visit the _____ Lagoon. 9 The lagoon is _____ minutes by bus from Reykjavik.	8 Try _____ at the beach. 10 Visit the busy _____ and buy traditional African _____ and _____.

AFTER WATCHING

Work with a partner. Discuss the questions.

- 1 Would you prefer to visit Reykjavik or Cape Town? Why?
- 2 Is there anything you don't like about these cities?
- 3 Are these cities different from your city/your favourite city? How?

RESEARCH

Find facts to help you write a short quiz about cities around the world. Bring your quiz to the next lesson and test other students. Think about: location, size, weather, languages, mountains, parks, museums, etc. For each question, give three possible answers (a/b/c) – only one should be correct.



Total lesson time

BEFORE WATCHING**10 MINS**

Warmer Write *food shops* and *clothes shops* on the board. Ask students to work in groups of three and tell each other what their favourite food shops and clothes shops are, and why. During class feedback, elicit ideas from various students.

- 1 Ask students to work in pairs, then ask them to look at the photo and discuss the questions. You might want to pre-teach the word *stalls*. **KEY 1**
- 2 Ask students to complete the sentences with words from the list. These words all appear in the video. They can then check their answers in pairs. If they are still unclear about the meaning of the words you might need to help or you could refer them to their dictionaries. **KEY 2**

WHILE WATCHING**25 MINS**

- 3 ▶ Ask students to read the items in the list. You might need to explain the word *accessories* (something worn in addition to clothes which is useful or decorative, e.g. a bag, jewellery, scarf, hat, etc.). Then play the full video clip and ask students to tick the things you can buy in Camden Town. Students can check their answers in pairs before feeding back to the rest of the class. **KEY 3**
- 4 ▶ Play *Shopping in London* and ask students to answer the questions. **KEY 4**
- 5 ▶ Play *What are you doing in Camden?* and ask students to write the correct names. You might need to play it twice. Students can then check their answers in pairs before feeding back to the rest of the class. Check that students understand the adjective, *unusual* (different in a surprising way). **KEY 5**
- 6 ▶ Play *What are you wearing?* and ask students to correct the mistakes in the sentences. You will probably need to play this section more than once. Students can check their answers in pairs before feeding back to the rest of the class. **KEY 6**
- 7 ▶ Play *The Stables Market* and ask students to complete the notes. Elicit answers from the whole class. **KEY 7**

AFTER WATCHING**15 MINS**

Students discuss the questions in pairs. Encourage students to use vocabulary from this lesson. Monitor and make a note of any errors and also of any good examples of language. Have a class feedback session eliciting ideas from various pairs, then focus on any language issues.

RESEARCH

Students can find information on the Internet or from other resources. Ask students to prepare their presentations for the next lesson. You might need to help them with some preparation during class. Each student should give a presentation at the next lesson. When they give their presentations, make notes about the content and the presentation style.

ANSWER KEY**KEY 1****Possible answers**

- 1 People could buy clothes and accessories.
- 2 Answers will vary.
- 3 Answers will vary, although students may mention Camden Market or Portobello Market.

KEY 2

- 1 bikini, 2 leggings, 3 denim, 4 scarf,
- 5 belt, 6 leather, 7 cardigan, 8 fashionable

KEY 3

strange clothes, boots, belts, old clothes, bikinis, accessories, old and new music, international food

KEY 4

- 1 Knightsbridge, Oxford Street, Regent Street, Carnaby Street
- 2 Camden Town

KEY 5

- 1 Richard, 2 Kanzaki, 3 Claudia, 4 Natalie,
- 5 Leigh, 6 Jasmine

KEY 6

Laura: grey tight skirt, purple sunglasses
Kate: a gold dress
Jasmine: a white striped T-shirt, a black skirt
Walker: a tie and a waistcoat
Hayley: a blue denim jacket, a pair of leather boots
Elizabeth: a black and white dress
Alfie: dark blue tie, black skinny jeans, black shoes
Nell: a flowery dress

KEY 7

- 1 best
- 2 unusual
- 3 old
- 4 cheap
- 5 stylish

BEFORE WATCHING

1 Work with a partner. Discuss the questions.

- 1 What do you think people could buy from the market in the photo?
- 2 Do you like shopping in malls or do you prefer outdoor markets? Why?
- 3 Have you visited any London markets? If so, what were they like?



2 Complete the sentences with words from the box.

fashionable belt bikini leather denim scarf cardigan leggings

- | | |
|---|--|
| 1 A _____ is a two-piece swimming costume for women. | 5 My trousers are too big so I'm wearing a _____ to hold them up. |
| 2 She wore tight trousers called _____ under her black skirt. | 6 Shoes and bags are often made from _____. |
| 3 Jeans are made from a material called _____. | 7 A _____ has buttons at the front and you wear it over other clothes. |
| 4 It's cold today so I'm wearing a _____ around my neck. | 8 I wear clothes that are popular at the moment – I like to be _____. |

WHILE WATCHING

3 Watch the video. Tick (✓) the things you can buy in Camden Town.

old photographs	strange clothes	boots	belts	computers	bikinis
accessories	pets	old cars	old clothes	old and new music	international food

4 Watch *Shopping in London*. Where can you find ...

- | | |
|-----------------------|------------------------------------|
| 1 World-famous shops? | 2 things that no one else has got? |
|-----------------------|------------------------------------|

5 Watch *What are you doing in Camden?* Complete these sentences with the correct name. Who ...

- | | |
|---|--------------------------|
| 1 can't buy anything? | 4 wants to buy a bikini? |
| 2 wants to buy some unusual clothes? | 5 needs some boots? |
| 3 is being a tourist guide for friends? | 6 is looking for work? |

6 Watch *What are you wearing?*

Laura I'm wearing a black leather jacket, and a pink top with a light grey skirt and black leggings, and I have black dolly shoes on and my new sunglasses.

Kate I'm wearing a grey coat, an old dress, black jeans and brown shoes.

Jasmine I'm wearing a white striped skirt, a black T-shirt, black tights, and silver shoes.

Walker I'm wearing a green overcoat, grey jacket, black trousers, white shirt, and a tight waistcoat.

Hayley I'm wearing a blue denim coat, a blue and white floral dress, black tights, and a pair of new boots.

Elizabeth I'm wearing a red jacket, a striped dress, and gold shoes.

Alfie Today, I'm wearing a black overcoat with a black scarf, grey cardigan, blue tie, black shirt, black shorts, and shoes.

Nell I'm wearing a lovely dress, black tights and black shoes.

7 Watch *The Stables Market*. Complete these notes.

Go to the Stables Market! It's one of the ¹_____ places to shop.
Cyberdog = great for ²_____ things. Buy some ³_____ clothes in one of the vintage shops.
Eat international food – it's delicious and ⁴_____. Try the most ⁵_____ cake in town – the Camden Cupcake.

AFTER WATCHING

Work with a partner. Discuss these questions.

- 1 What would you buy in Camden Town?
- 2 Which clothes on the DVD did you like? Which clothes didn't you like?
- 3 What was the last thing you bought?

RESEARCH

Prepare a short presentation about a famous market or shopping mall. It could be in any city around the world.
Find out about: location, how to get there, when it is open, what you can buy there, food and drink.



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Elicit the meaning of *charity* (an organization that raises money to help people/animals). Be aware that in some cultures, charities do not tend to be very high-profile and there is a certain amount of cultural sensitivity with this topic, so be careful. If you know that it will not be an issue for your students you could ask them to name any charities they know.

- 1 Ask students to match the words with the definitions. They can then compare their answers in pairs before feeding back to the rest of the group. You might need to help students with the pronunciation of these words – or they can check the pronunciation when they watch the video. **KEY 1**
- 2 Ask students to work in pairs and discuss the questions. Again, be sensitive to any cultural issues here and move on from the first question swiftly if you think there may be a problem. Don't give the answers for the second question at this point as students will watch the video to check their ideas.

WHILE WATCHING**25 MINS**

- 3 ▶ Play the full video clip and ask students to check their ideas in the *Before watching* section. Note that this video clip is fairly challenging in terms of vocabulary. Be prepared to support students where necessary. **KEY 3**
- 4 ▶ Play *An amazing journey* and ask students to complete the summary. You might need to play this section twice. Be prepared to explain difficult vocabulary. Students can then compare their answers in pairs before feeding back to the rest of the class. **KEY 4**
- 5 ▶ Play *Ben's experience* and ask students to answer the questions. You might need to play this section twice. Students can then check their answers in pairs. Note that Ben uses a complex structure in this section (*be going to + be + -ing*). Students have not studied this structure yet, so avoid drawing attention to it unless they ask about it – just allow them to focus on general comprehension. If they do ask why he uses it, explain that he is focusing on the future action so he uses the *-ing* form rather than just *be going to + verb* to show this focus. **KEY 5**
- 6 ▶ Play *Amy's plans* and *How you can follow that fire engine*. Ask students to note down who is going to do which action – only Amy (A) or the crew (C). You might need to play these sections twice. Students can then compare their answers in pairs before feeding back to the rest of the class. **KEY 6**
- 7 This exercise provides further practice with *going to*. When they have written their sentences, ask students to compare their answers in pairs. **KEY 7**

AFTER WATCHING**10 MINS**

Students discuss the questions in pairs. Monitor and make a note of any errors and also of any good examples of language. Have a class feedback session eliciting ideas from various pairs, then focus on any language issues.

RESEARCH

If this topic is culturally sensitive for your students, avoid this activity. If the website is still running you could direct students to www.followthatfireengine.com, but check that the content is suitable before you do so. Alternatively students can find information about other charities on the Internet or from other resources.

Ask students to bring their written work to the next lesson. They can then read each other's work. Encourage students to peer-correct, or you could collect the work in for correction.

ANSWER KEY**KEY 1**

- 1 raise, charity
- 2 crew
- 3 Fire-fighters, fire engine
- 4 ship
- 5 expedition, achievement
- 6 border

KEY 3

They're driving a fire engine around the world to raise money for charity.

KEY 4

- 1 9, 2 26,00, 3 28, 4 3, 5 25, 6 5, 7 9, 8 33

KEY 5

- 1 Ben travelled from London, through Europe to Russia (Moscow).
- 2 Ben's going to join the expedition in Gray's Harbour in North America.
- 3 Ben's going to travel through Las Vegas, San Francisco and Los Angeles.
- 4 He's going to cross the Mexican border.
- 5 He's really looking forward to going to San Francisco, especially driving the fire engine across the Golden Gate Bridge.

KEY 6

- 1 C, 2 C, 3 A, 4 C, 5 C, 6 A, 7 C

KEY 7

- 1 The crew is going to put the fire engine on a ship.
- 2 The crew is going to collect over £100,000 for charity.
- 3 Amy is going to fly to Perth in Western Australia in two weeks' time.
- 4 The crew is going to upload information onto the website.
- 5 The crew is going to have a big welcome home party.
- 6 Amy is going to drive the fire engine across Australia to Brisbane.
- 7 The crew is going to have an amazing time.

BEFORE WATCHING

1 Work with a partner. Complete these sentences with words from the box.

charity expedition ship crew fire-fighters achievement border raise fire engine

- I ran 10 km to _____ money for a _____ that helps poor children all over the world.
- The people in the _____ have worked together for many years.
- _____ drive to an emergency in a _____.
- We travelled from England to France by _____.
- The _____ through the Amazon rainforest took two months. It was a great _____.
- We have to show our passports when we cross the _____ into a new country.

2 Work with a partner. Discuss the questions.

- Have you raised money for charity? If so, what did you do and how much money did you raise?
- Look at the photos. How do you think these people are going to raise money?



WHILE WATCHING

3 Watch the video. Check if your ideas in *Before watching* were correct.4 Read this summary. Watch *An amazing journey* and complete the summary with the correct numbers.

The charity expedition is going to take ¹ _____ months. The fire engine is going to travel ² _____ miles and visit ³ _____ countries. The crew is going to raise money for ⁴ _____ charities. There are ⁵ _____ people in the crew, but only ⁶ _____ people can be in the fire engine together. Steve is going to drive for ⁷ _____ months. They are doing the expedition to remember Garth, who was a fire-fighter for ⁸ _____ years.

5 Watch *Ben's experience*. Answer the questions.

- Where did Ben drive the fire engine in stage 1?
- Where is Ben going to join the expedition again?
- Which three famous American cities is Ben going to travel through?
- Which border is Ben going to cross?
- What is Ben really looking forward to?

6 Watch *Amy's plans* and *How you can follow that fire engine!* Who is going to do the following? Only Amy (A) or the crew (C)?

- Put the fire engine on a ship. _____
- Collect over £100,000 for charity. _____
- Fly to Perth in Western Australia in two week's time. _____
- Upload information onto the website. _____
- Have a big welcome home party. _____
- Drive the fire engine across Australia to Brisbane. _____
- Have an amazing time. _____

7 Write full sentences for your answers in 6 using *Amy* or *the crew* + *going to*. For example:

The crew is going to put the fire engine on a ship.

AFTER WATCHING

Work with a partner. Discuss the questions.

- Do you think the crew is going to be successful?
- What might they find difficult? Think about: language, travelling, weather, what they are going to miss.
- Would you like to take part in an expedition like this? Why? / Why not?
- What would you like to do for charity?

RESEARCH

Find information about a charity and write about it. Include the following information:

What the charity does. Where it does its work. How people raise money for it. Why people should help this charity.



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Write the following three topics on the board: *music festivals*, *strange food*, and *adventures*. Check that students understand the meaning of *adventures* (exciting and possibly dangerous activities), then ask students to talk about any experiences they have of the three topics. You could have a whole class discussion or put the students into groups if you prefer. Don't let the discussion run too long.

- 1 Ask students to discuss the questions in pairs. Elicit answers from the whole class.

WHILE WATCHING**30 MINS**

- 2 ▶ Play the full video clip and ask students to match the experiences with the people. Elicit answers from the whole class. **KEY 2**
- 3 ▶ Play *Living abroad / Music festivals* and ask students to decide if the sentences are true (T) or false (F). Remind them to correct the false sentences. If necessary, play this section again. **KEY 4**
- 4 ▶ Play *Adventures / Food* and ask the students to complete the extracts. Be prepared to help with the meaning of the adjectives if necessary. **KEY 5**
- 5 ▶ Ask students to read the questions. Play *Work / Not yet!* and ask students to answer the questions. If necessary, play this section twice. Students can then check their answers in pairs before feeding back to the rest of the class. **KEY 6**

AFTER WATCHING**10 MINS**

- 1 Students discuss the questions with a partner. Monitor and make a note of any errors and also of any good examples of language. Elicit ideas and opinions from various pairs and deal with any language issues.
- 2 With a partner, students take turns to talk about experiences. Monitor and check that students are using the Present Perfect and the Present Simple appropriately.

RESEARCH

Students can find information on the Internet or from other resources. You might need to explain what a *quote* is (when you repeat the words that someone else has said – quotation marks are used in writing). Ask students to bring their adverts to the next lesson. They can exchange their adverts with other students. Ask them to choose the most interesting advert. They can also peer-correct each other's work, or you could collect in the adverts to give feedback if you prefer.

ANSWER KEY**KEY 2**

- 1 Becky
- 2 Sophie
- 3 Marlon
- 4 Stuart
- 5 Gemma
- 6 Eileen
- 7 Nicole
- 8 Jenni

KEY 3

- 1 F Becky found the culture in Germany **really interesting**.
- 2 T
- 3 T
- 4 F when she was **six**.
- 5 T
- 6 F Stuart's band played **4 to 5** gigs in Japan.
- 7 T
- 8 F on his **mobile phone**

KEY 4

- 1 nice, 2 warm, 3 busy, 4 dangerous,
- 5 frightening, 6 exciting, 7 difficult,
- 8 weird, 9 strange, 10 oily

KEY 5

- 1 It was too cold.
- 2 street children
- 3 a fear of flying course, going to the doctor
- 4 a music festival.
- 5 see the art treasures
- 6 meat or fish
- 7 driving test
- 8 scuba-dive

BEFORE WATCHING
1 Work with a partner. Discuss the questions.

- 1 Have you ever tried bungee jumping? If so, did you enjoy it?
- 2 Have you ever worked or studied abroad? If so, where were you?
- 3 Have you ever failed an important exam? If so, what was it?


WHILE WATCHING
2 Watch the video. Match the experiences with the people from the box.

Gemma	Nicole	Becky	Eileen	Marlon	Stuart	Jenni	Sophie
-------	--------	-------	--------	--------	--------	-------	--------

- | | |
|--|---------------------------------|
| 1 Who has lived in Germany? | 5 Who has ridden an elephant? |
| 2 Who has lived in Australia? | 6 Who has tried scuba-diving? |
| 3 Who has been to the Download festival? | 7 Who has tried bungee jumping? |
| 4 Who has eaten crocodile tail? | 8 Who has worked in India? |

3 Watch *Living abroad / Music festivals*. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Becky found the culture in Germany quite boring. ____
- 2 Cathy returned to the UK in 2005. ____
- 3 Sophie liked the lifestyle and the culture in Melbourne. ____
- 4 Nicole moved to Glasgow when she was a teenager. ____
- 5 Stuart's band have played festivals all over the world. ____
- 6 Stuart's band played 45 gigs in Japan. ____
- 7 The Download festival that Marlon went to has a lot of heavy metal music. ____
- 8 Marlon filmed the concert on his video camera. ____

4 Watch *Adventures / Food* and complete the extracts.

'I really enjoyed Egypt, there were lots of ¹_____ fish to see, lots of interesting coral, the water was ²_____, and it wasn't too ³_____.'

'It was really good, but it was quite ⁴_____ when we went there.'

'It was very ⁵_____ but ⁶_____ at the same time. The feeling is ⁷_____ to describe, but it was an amazing experience.'

'It was kind of like fish mixed with chicken. It was ⁸_____!'

'I've eaten mussels which I think look really ⁹_____.'

'They were very ¹⁰_____ and they didn't taste very nice.'

5 Watch *Work / Not yet!* Answer the questions.

- | | |
|---|--|
| 1 Why didn't Brenning go out at night in Canada? | 5 What does Carolyn want to do in St Petersburg? |
| 2 What kind of children did Jenni work with in Delhi? | 6 What has Gemma never eaten? |
| 3 What has Maleeha tried to help her fly again? | 7 What test did Jenni take? |
| 4 What has Cathy never been to? | 8 What does Eileen want to do in Thailand? |

AFTER WATCHING
1 Work with a partner. Discuss these questions.

Which experience in the video would you most like to have and which experience would you least like to have? Why?

2 Take turns to talk about the following experiences. Ask your partner questions about their experiences.

a place you've visited an activity you have done a food you have eaten

RESEARCH

Find information to help you write an advert for an activity/experience (e.g. bungee jumping, scuba-diving, teaching in India, riding elephants, etc.).

Think about price, location, how long?, special training needed, etc. Include quotes from people who have done the activity.