



Total lesson time

BEFORE WATCHING 5 MINS

Warmer Explain that this video is about a married couple who come from different cultural backgrounds. Brainstorm some vocabulary about family life and check students know the meaning of *autism*, *adopted*, and *biological parents*.

- 1 Ask students to discuss the questions in groups. Elicit answers from the whole class. **KEY 1**
- 2 Ask students to complete the sentences. Elicit answers from the whole class. **KEY 2**

WHILE WATCHING 25 MINS

- 3 Play the whole video and ask students to make notes to answer the questions. After this elicit answers from the whole class. **KEY 3**
- 4 Before watching *The Paz Family*, ask students to read the summary carefully. Explain that it contains seven mistakes. The first one is given as an example. Play *The Paz Family* and ask students to correct the other six mistakes. Students can compare their answers in pairs. Elicit answers from the whole class. **KEY 4**
- 5 Before watching *Cultural identity*, ask students to work in pairs and predict the answers to the questions. Play *Cultural identity* and ask the students to answer the questions. They should write (J) for Jerry or (M) for Michelle. Elicit answers from the whole class. **KEY 5**
- 6 Before watching *Challenges and hopes*, ask students to predict the answers in pairs. Play *Challenges and hopes* and ask students to choose the correct options. **KEY 6**

AFTER WATCHING 10 MINS

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

RESEARCH

Students think about important aspects of their culture and write the article. Ask students to bring their articles to the next lesson. They should read each other's articles and discuss the similarities and differences between the aspects of their culture that they feel are important to pass on.

ANSWER KEY

KEY 1

Answers will vary.

KEY 2

1 backgrounds, 2 decision, 3 role,
4 communicator, 5 family

KEY 3

- 1 Four
- 2 Jerry: Peruvian. Michelle: Filipino (biological parents) and Irish American (adopted parents)
- 3 Jerry: Lima. Michelle: New York
- 4 Peruvian
- 5 Helping their autistic son
- 6 To be happy

KEY 4

The Paz family lives **45 minutes** away from New York in a four-bedroomed **house**. Jerry's parents moved from Peru to America when he was **13 years old** because they felt there would be better opportunities for the family. Jerry now works in a hospital. He **finds** his job very rewarding, and he **has** been able to learn about business in general. His wife, Michelle, was adopted by an Irish-American family when she was just six **days** old. She grew up in the New York area. She used to work **for a women's clothing retailer**, but now she spends her time bringing up her children.

KEY 5

1 M, 2 J, 3 J, 4 M, 5 J, 6 M

KEY 6

1 b, 2 a, 3 b, 4 b

BEFORE WATCHING

1 Discuss these questions in groups.

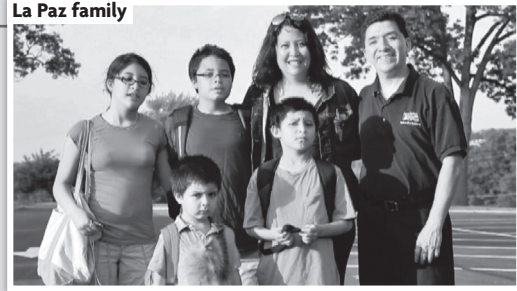
- Do you know anyone from a family of different cultural backgrounds?
- Where are the parents from?
- Where does the family live?
- What are the advantages and disadvantages of this type of family?

2 Complete the sentences with words from the box.

communicator decision backgrounds family role

- My parents come from different cultural _____. My mum is Indian and my dad is from the UK.
- My sister made the difficult _____ to give up a highly-paid job when her baby was born.
- Our grandma played an important _____ in our childhood, because our parents worked full-time.
- My oldest son is a good _____, so he often helps resolve family arguments.
- We are a very close-knit _____. We do everything together!

La Paz family



WHILE WATCHING

3 Watch the video about Michelle and Jerry Paz, a couple from different cultural backgrounds. Make notes to answer the questions.

- | | |
|-------------------------------------|--|
| 1 How many children do they have? | 4 What is the family's strongest cultural influence? |
| 2 Where do their parents come from? | 5 What major challenges do the family face? |
| 3 Where were they born? | 6 What do they hope for their children's future? |

4 Read the text. There are seven mistakes. Watch *The Paz Family*. Then correct the mistakes in the text. The first is given as an example.

The Paz family lives ^{45 minutes} a few hours away from New York in a four-bedroomed apartment. Jerry's parents moved from Peru to America when he was a baby because they felt there would be better opportunities for the family. Jerry now works in a hospital. However, he doesn't find his job very rewarding, and he hasn't been able to learn about business in general. His wife, Michelle, was adopted by an Irish-American family when she was just six weeks old. She grew up in the New York area. She used to work as a nurse, but now she spends her time bringing up her children.

5 Watch *Cultural identity* and answer the questions. Write (J) for Jerry or (M) for Michelle.

Who ... ?

- | | |
|--|---|
| 1 was a high-school student when they met | 4 is trying to learn about Filipino culture |
| 2 told a lie about where he/she was from | 5 has passed on his/her culture to their children |
| 3 has parents who play an important role in the family | 6 has learnt to cook Peruvian food |

6 Watch *Challenges and hopes* and choose the correct option.

- Jerry looks forward to the end of the working day because ...
a his job is stressful. b he wants to spend time with his family.
- The family ... together as a team.
a enjoys working b finds it hard to work
- Jerry and Michelle are happy, because ... an autism research project.
a their son is going to take part in b they recently raised money for
- Jerry and Michelle worry that in the future their children may ...
a want to live with a person from a different race. b not find a suitable job.

AFTER WATCHING

Work in a group. Discuss the questions.

- In your country, what are the main ways in which people learn about different cultures?
- What roles do grandparents play in family life in your culture and in your own family?

RESEARCH

A student magazine is running a series of articles on family life. This week's article is about the importance of passing on your culture to your children and grandchildren. Write an article describing the aspects of your culture which you would pass on.



Total lesson time

BEFORE WATCHING 5 MINS

Warmer Explain that this video is about the coast of Cornwall in south-west England, and the work of the Royal National Lifeboat Institution there. Write *lifeguards* and *lifeboats* on the board and ask students to brainstorm ideas and vocabulary associated with them.

- 1 Ask students to discuss the question in pairs. 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 students to match the words in the box to their definitions. Elicit answers from the whole class. **KEY 2**

WHILE WATCHING 25 MINS

- 3 **▶▶** Before playing the video, ask students to read the sentences and write whether they think they are true (✓) or false (✗). Play the full video clip and ask students to check their answers and correct the false sentences. Elicit answers from the whole class. **KEY 3**
- 4 **▶▶** Before playing *Free time by the sea*, ask students to read the prompts and try to complete the information from memory. Play *Free time by the sea* and ask students to check their answers. Elicit answers from the whole class. **KEY 4**
- 5 **▶▶** Ask students to read the information carefully. Tell them they are going to match the numbers to their significance while they watch the video. Play *The RNLI*, then elicit answers from the whole class. As an additional activity, you might like to tell students to write questions for each number, then go around the whole class, making a 'chain' of questions and answers. e.g.
Student A *When was the RNLI charity established?*
Student B 1824
Student C *How many beaches do the lifeguards watch?*
Student D 160 etc. **KEY 5**
- 6 **▶▶** Ask students to read sentences 1–7 and answer from memory whether they are about Robin Howell (R) or Ben Ellington (B). Play *RNLI volunteers* and ask students to check their answers. Elicit answers from the whole 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 opinions from various pairs, then focus on any language issues.

RESEARCH

Students find information on the Internet about charitable organizations. They should choose one and write an advertisement asking for volunteers. They need to describe the job, conditions, qualifications, and qualities required. Ask students to bring their advertisements to the next lesson. They should read each other's advertisements and decide which sound most interesting. This could lead onto another activity where they prepare job interview questions for their advertisements and then interview candidates for the job.

ANSWER KEY

KEY 1

Possible answers

- 1 Risks to surfers and swimmers include pollution, strong currents, and dangerous wildlife such as sharks and jellyfish.
- 1 Risks to fishermen and sailors include strong currents, unpredictable weather, storms, and rough seas.
- 2 These risks can be reduced through education, safety equipment such as lifejackets, knowledge of first aid, and the presence of lifeguards and lifeboats.

KEY 2

- 1 lifeguard, 2 charity, 3 kayak, 4 volunteer, 5 crew, 6 rescue, 7 wetsuit

KEY 3

- 1 ✗ The Cornish coastline **can be dangerous**.
- 2 ✓
- 3 ✗ Most people who work for the RNLI **don't earn a salary**.
- 4 ✗ Robin Howell works **part-time** as a senior lifeguard.
- 5 ✗ **Some** of Ben Ellington's lifeboat crew are fishermen.

KEY 4

- 1 Two of the following: stunning scenery, pretty villages, beautiful beaches
- 2 Two of the following: walk the dog, catch up with friends, spend time with family
- 3 Three of the following: surfing, playing with a bat and ball, swimming, kayaking, fishing
- 4 Strong currents, unpredictable weather conditions

KEY 5

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

KEY 6

- 1 R, 2 B, 3 B, 4 R, 5 R, 6 B, 7 B

BEFORE WATCHING

1 Look at the pictures. Discuss the questions with a partner.

- 1 The sea can be a dangerous place. What risks are there for ...?
 - surfers and swimmers
 - fishermen and sailors
- 2 What can be done to reduce the risks?

2 Match the words in the box to their definitions.

flag charity crew volunteer rescue lifeguard wetsuit kayak

- 1 a person who watches swimmers and helps them if they are in danger
- 2 an organization to which you give money so that it can help people in need
- 3 a light, narrow canoe
- 4 a person who works without being paid, usually helping others
- 5 people who work on a ship or plane
- 6 to help someone in a dangerous situation
- 7 a type of rubber clothing you wear in water to keep you warm



WHILE WATCHING

3 Watch the video. Are the sentences true (✓) or false (✗)? Correct the false sentences.

- 1 The Cornish coastline is very safe.
- 2 The RNLI rescues people at sea and helps prevent accidents.
- 3 Most people who work for the RNLI earn a small salary.
- 4 Robin Howell works full-time as a senior lifeguard.
- 5 Most of Ben Eglington's lifeboat crew are fishermen.

4 Watch *Free time by the sea*. Make notes to answer the questions.

- 1 Why is Cornwall famous?
- 2 What relaxing activities can you do there?
- 3 Name three active sports you can do there.
- 4 What are some of the dangers of the Cornish coast?

5 Watch *The RNLI*. Match the numbers to what they refer to.

1 1824	a The number of people whose lives have been saved.
2 160	b The year the RNLI charity was established.
3 More than 139,000	c The number of beaches the lifeguards watch.
4 More than 4,500	d The number of seasonal lifeguards.
5 More than 900	e The proportion of volunteers' time spent preventing accidents.
6 95%	f The number of people working on lifeboats.

6 Read sentences 1–7. Are they about Robin Howell (R) or Ben Ellington (B)?

▶ Watch *RNLI volunteers* and see if your predictions were correct.

- 1 He sometimes finds it hard to find time to do everything he wants.
- 2 He works on a lifeboat.
- 3 He loves working for the RNLI because he wants to contribute to the community.
- 4 While working, he maintains contact with the lifeguard base.
- 5 He works for about five months of the year for the RNLI.
- 6 He has worked for the organization for eight years.
- 7 His other job is a long way from his home.

AFTER WATCHING

Work with a partner. Discuss the questions.

- 1 Have you or someone you know ever been in danger in the water? When? Where? What happened?
- 2 Name two charitable organizations in your country. What do they do?

RESEARCH

Find information on the Internet about charitable organizations. Choose one and write an advertisement asking for volunteers. Describe the job, working conditions, qualifications, and qualities required.



Total lesson time

BEFORE WATCHING 10 MINS

Warmer Write *playwright* on the board and elicit the meaning. Ask students to brainstorm playwrights from their own country and around the world. How much do they know about them? What plays did they write?

- 1 Ask students to work in pairs and try to match the items with the pictures. **KEY 1**
- 2 Ask students to discuss the questions in pairs. You could also ask students to write down three things they would like to know about Shakespeare. Elicit answers from the whole class. Write on the board some Shakespearian quotations. Ask students what they think they mean. **KEY 2**

WHILE WATCHING 25 MINS

- 3 ▶ Play the full video clip and ask students to check their answers to 1 in *Before watching*. They should also say if the video told them what they wanted to know about Shakespeare. **KEY 3**
- 4 ▶ Before playing *Who was William Shakespeare?* ask students to read the sentences and write from memory if they think they are true (✓) or false (✗). Play *Who was William Shakespeare?* and ask students to check their answers and correct the false sentences. Elicit answers from the whole class. **KEY 4**
- 5 ▶ Before playing *Shakespeare and the theatre*, ask students to work in pairs and try to complete the information from memory. Play *Shakespeare and the theatre* and ask students to check their answers. Elicit answers from the whole class. As an additional activity, you might like to tell students to write questions for each answer, then go around the whole class, making a 'chain' of questions and answers. e.g.
Student A *When was Shakespeare born?*
Student B *23rd April 1564*
Student C *How old was he when he died?*
Student D *He was 52 etc.* **KEY 5**
- 6 ▶ Before playing *Shakespeare in the modern world*, ask students to read the sentences carefully and choose the correct options from memory. Play *Shakespeare in the modern world* and ask students to check their answers. Elicit answers from the whole 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 examples of good language. Have a class feedback session eliciting opinions from various groups, then focus on any language issues.

RESEARCH

Students can look for information about famous writers on the Internet. Ask students to bring short biographies (120 to 150 words) and three comprehension questions based on the biographies to the next lesson. This could lead on to a pairwork activity where they read each other's biographies and answer the questions.

ANSWER KEY**KEY 1**

Give answers to students after doing *While watching* 3. (See Key 3 below.)

KEY 2

- 1 Answers will vary. **Possible answers:**
How long ago did Shakespeare live? Was he rich? Did he have any family?
- 2 Answers will vary.
- 3 **Possible answers:**
To be or not to be: that is the question – Hamlet (Is it better to live or die?)
O Romeo, Romeo! Wherefore art thou Romeo? – Romeo and Juliet (I wish the man I love wasn't called Romeo Montague, because the Montagues are enemies of my family, so he and I can't be together.)
The course of true love never did run smooth – A Midsummer Night's Dream (True love must overcome many challenges.)

KEY 3

1 c, 2 d, 3 b, 4 a

KEY 4

- 1 ✓
- 2 ✗ What we know about Shakespeare is mainly from the time he lived in **Stratford-upon-Avon**.
- 3 ✗ The Royal Shakespeare Company has some of the best Shakespearian actors in **the world**.
- 4 ✗ Anne and Mariesa **didn't learn** a lot about Shakespeare's life at school.
- 5 ✗ Danny says that Shakespeare moved to London when he was quite **young**.
- 6 ✓

KEY 5

1 23rd April, 1564, 2 52, 3 18, 4 Three, 5 37, 6 Glove maker, 7 Seven, 8 3,000, 9 All types of people, 10 Cheap, 11 None, 12 Daytime

KEY 6

- 1 feels almost part of
- 2 over a month
- 3 was
- 4 creative way he used words
- 5 themselves
- 6 they are used to learning new words

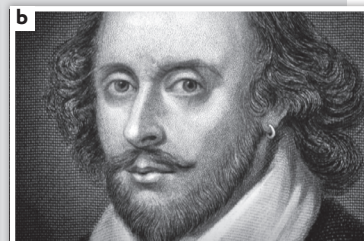
BEFORE WATCHING

1 Work with a partner. Try to match items 1–4 with pictures a–d.

- 1 William Shakespeare's birthplace
- 2 The Globe Theatre
- 3 William Shakespeare
- 4 The Royal Shakespeare Company

2 Discuss the questions with a partner.

- 1 What do you know about William Shakespeare?
- 2 What would you like to know?
- 3 Do you know any famous quotations from Shakespeare plays?



WHILE WATCHING

3 Watch the video and check your answers to *Before watching*. Did you find out what you wanted to know?

4 Watch *Who was William Shakespeare?* Are the sentences true (✓) or false (X)? Correct the false sentences.

- 1 Shakespeare's work has had a great influence on the English language.
- 2 What we know about Shakespeare is mainly from the time he lived in London.
- 3 The Royal Shakespeare Company has some of the best Shakespearian actors in Britain.
- 4 Anne and Mariesa learnt a lot about Shakespeare's life at school.
- 5 Danny says that Shakespeare moved to London when he was quite old.
- 6 Mike says that Shakespeare ran the Globe Theatre when he lived in London.

5 Watch *Shakespeare and the theatre*. Complete the information.

<p>Shakespeare's biography</p> <p>1 Born: _____</p> <p>2 Died aged _____</p> <p>3 Got married aged _____</p> <p>4 Number of children: _____</p> <p>5 Number of plays written: _____</p>	<p>The Globe Theatre in Shakespeare's time</p> <p>8 Theatre size: _____</p> <p>9 Type of people in audience: _____</p> <p>10 Cost of tickets: _____</p> <p>11 Number of female performers: _____</p> <p>12 Time of performances: _____</p>
<p>Shakespeare's family</p> <p>6 Father's profession: _____</p> <p>7 Number of brothers and sisters: _____</p>	

6 Watch *Shakespeare in the modern world*. Underline the correct options.

- 1 In the new Royal Shakespeare theatre, the audience *participates in* / *feels almost part of* the plays.
- 2 The Twitter version of *Romeo and Juliet* lasted *over a month* / *almost a week*.
- 3 The Twitter play *was* / *wasn't* popular with people who didn't know Shakespeare's plays.
- 4 Shakespeare was a genius because of the *amount of language he used* / *creative way he used words*.
- 5 When people read or watch his plays they learn a lot about *themselves* / *others*.
- 6 Foreign students often find it easy to understand Shakespeare's plays because *some of the words are similar to their own language* / *they are used to learning new words*.

AFTER WATCHING

Work with a partner. Discuss the questions.

- 1 Do you know the story of any Shakespeare plays? Explain the story to your partner.
- 2 Have you ever performed in a play? Which play? What was the story? What role did you play?

RESEARCH

Find information about a famous writer from your country and write a short biography. Write three comprehension questions based on the information in the biography. Bring the biography and questions to class. In pairs, take turns to read each other's biographies and answer the questions. Check the answers with your partner.



Total lesson time

BEFORE WATCHING 10 MINS

Warmer Elicit or give the adjective *strict*, and write it on the board.

Ask students (depending on their ages): *Are/were your parents strict with you? Are you a strict parent? In what ways?* Write students' answers on the board.

- 1 Ask students to work in small groups. Ask them to think of rules that parents make about: household chores, meal times, social events, bedtime, manners, going out, TV, homework, etc. Explain that students should use the words in the box:

have to / don't have to (be) allowed to / (be) not allowed to should / shouldn't

Monitor and help students if they make any errors. Have a class feedback session eliciting ideas from various groups, then focus on any language issues. **KEY 1**

WHILE WATCHING 25 MINS

- 2 Ask students to read the sentences carefully. Check they understand them. Pre-teach *paper round* and *lenient*, as these words occur in the video. Play the full video clip and ask students to complete the sentences with the speakers' names. Tell them that each speaker says two of the sentences. Elicit answers from the whole class. **KEY 2**
- 3 Before playing *Keith*, ask students to read the sentences and try to complete them from memory. Play *Keith* and ask students to check their answers. Elicit answers from the whole class. **KEY 3**
- 4 Before playing *Maria*, ask students to read the sentences and try to answer them from memory. Play *Maria* and ask students to check their answers. Elicit answers from the whole class. **KEY 4**
- 5 Before playing *Merinda and Amy*, ask students to read the sentences and write from memory if they think they are true (✓) or false (✗). Play *Merinda and Amy* and ask students to check their answers. Remind them to correct the false sentences. Elicit answers from the whole class. **KEY 5**

AFTER WATCHING 10 MINS

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

RESEARCH

Explain that a *Problem Page* is the part of a newspaper or magazine which contains readers' letters about their problems, and where an expert gives advice on each problem. Students can use information from the Internet or from personal experience. Ask students to bring their letters (150 words) to the next lesson. This could lead on to a pairwork activity where they read each other's letters and give each other advice.

ANSWER KEY
KEY 1
1 Possible answers:

You have to go to bed early on a school night; You should do one chore every day; You're not allowed to watch TV before doing your homework; You should eat dinner at the table; You shouldn't stay out later than 11pm.

2 Answers will vary.
KEY 2

1 A, 2 Ma, 3 Me, 4 K, 5 K, 6 Ma, 7 Me, 8 A

KEY 3

- 1 Keith's wife
- 2 Keith's mother
- 3 Keith
- 4 Keith's children
- 5 Keith's children
- 6 Keith
- 7 Keith's children

KEY 4

- 1 She quite liked being different.
- 2 Her mum was from a busy city, and her dad was from a rural area of Thailand.
- 3 Her brothers were allowed to go out more and sooner, and her parents worried about them less. They were allowed to have part-time jobs. They were treated more leniently.
- 4 They are more intercultural because communities are more mixed now. They are more understanding of other cultures.

KEY 5

- 1 ✗ Merinda felt her children **were quite adventurous**.
- 2 ✗ **Merinda** put rules on the wall.
- 3 ✓
- 4 ✗ Merinda noticed that her children behaved badly when they didn't **sleep** enough.
- 5 ✓
- 6 ✓
- 7 ✗ Merinda **sometimes** read the children a story at bedtime.
- 8 ✗ Amy **was** allowed to go to discos.

BEFORE WATCHING

1 Work in small groups.

- 1 Think of rules parents often make for their children. Use the words in the box and the topics to help.

have to / don't have to (be) allowed to / (be) not allowed to should / shouldn't

- household chores
- bedtimes
- mealtimes
- social events
- TV
- homework.

- 2 When you were young, what did you think of your parents' rules? Do you understand them now?



WHILE WATCHING

- 2 ▶ Watch the video. Complete the sentences with the speakers' names: Keith (K), Maria (Ma), Merinda (Me), or Amy (A).

- 1 ___ believes that his/her mother was almost always right.
- 2 ___ sometimes felt frustrated because he/she was treated differently from his/her brothers.
- 3 ___ thinks rules about mealtimes and bedtimes are important.
- 4 ___ thinks children are under a lot of pressure these days.
- 5 ___ had very little electronic equipment.
- 6 ___ liked being different.
- 7 ___ didn't always feel completely in control of his/her children.
- 8 ___ sometimes disagreed with his/her mother.

- 3 ▶ Watch *Keith*. Who are the sentences about: Keith, Keith's wife, Keith's mother, or Keith's children?

- 1 _____ had very strict rules about homework.
- 2 _____ had a difficult life.
- 3 _____ played outside a lot.
- 4 _____ couldn't have a TV in the bedroom at first.
- 5 _____ had to make many choices.
- 6 _____ had to be home on time for meals.
- 7 _____ spent a lot of time at home.

- 4 ▶ Watch *Maria*. Answer the questions.

- 1 How did Maria feel about being mixed-race?
- 2 In what ways were her mum and dad's childhoods different?
- 3 In what way was her childhood different to her brothers' childhood?
- 4 How are children today different from her?

- 5 ▶ Watch *Merinda and Amy*. Are the sentences true (✓) or false (X)? Correct the false sentences.

- 1 Merinda felt her children weren't adventurous enough.
- 2 Merinda's children put rules on the wall.
- 3 Merinda thinks it is important for children to behave correctly at the table.
- 4 Merinda noticed that her children behaved badly when they didn't eat enough.
- 5 Amy is pleased that her mum didn't let her eat fast food.
- 6 Merinda made her children help around the house.
- 7 Merinda always read the children a story at bedtime.
- 8 Amy was never allowed to go to discos.

AFTER WATCHING

Work in groups. Discuss the questions.

- 1 What problems do you think parents have bringing up children today?
- 2 What problems do you think children have today?

RESEARCH

Choose one of the problems that your group mentioned in *After watching*. Write a letter to a *Problem Page* in a magazine or newspaper. Bring your letter to class and give it to your partner. Your partner reads your letter and gives you advice.



Total lesson time

BEFORE WATCHING 10 MINS

Warmer Write *Space exploration* on the board. Ask students: *Would you like to go into space? Should governments do more space exploration? Is it a waste of money?* Discuss the questions as a class. Write some responses on the board.

- 1 Ask students to work in pairs and match the pictures with the words. Elicit answers from the whole class. **KEY 1**
- 2 This activity gives students further practice with word building. Ask students to read the sentences and use the word in capitals to form the correct word for each sentence. The first one has been done for them. Elicit answers from the whole class. **KEY 2**

WHILE WATCHING 25 MINS

- 3 **▶** Before playing the video, ask students to read the exercise, then, in pairs, try to match the time periods 1–5 with the descriptions a–e. Play the full video clip and ask students to check their answers. Elicit answers from the whole class. **KEY 3**
- 4 **▶** Ask students to read the sentences carefully. Check they understand them. Play *The history of space exploration* and ask students to underline the correct options. Elicit answers from the whole class. **KEY 4**
- 5 **▶** Before playing *Space technology today*, ask students to read the sentences and try to answer them from memory. Play *Space technology today* and ask students to check their answers. Elicit answers from the whole class. **KEY 5**
- 6 **▶** Before playing *Space tourism*, ask students to read sentences 1–7 and write from memory if they think they are true (✓) or false (✗). Play *Space tourism* and ask students to check their answers. Remind them to correct the false sentences. Elicit answers from the whole class. **KEY 6**

AFTER WATCHING 10 MINS

Check students understand *invention*. Brainstorm some major inventions of the past 200 years on the board, e.g. *the motor car, electricity, penicillin, TV, radio*. Explain that students should decide how useful space exploration has been, compared with these other things. Monitor and make a note of any errors and also of any examples of good language. Have a class feedback session eliciting opinions from various pairs, then focus on any language issues.

RESEARCH

Remind students of simple conditional phrases they will need to write their essays, e.g. *Without space exploration, X wouldn't exist*. Students can find information on the Internet or from other resources to help them write their essays. Ask students to bring their essays to the next lesson. They can read and correct each other's essays.

ANSWER KEY

KEY 1

1 b, 2a, 3c

KEY 2

- 1 flight
- 2 exploration
- 3 discoveries
- 4 environmental
- 5 investment
- 6 risky

KEY 3

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

KEY 4

- 1 demonstrate political power
- 2 individual countries
- 3 several different countries
- 4 are investing more in

KEY 5

- 1 Three of the following: GPS; sat navs in cars; global telecommunications: signals, international news and sport coverage; global communications
- 2 They have saved thousands of lives. They tell us about climate change.
- 3 500
- 4 Because wanting to know what is 'over the horizon' is part of human nature.

KEY 6

- 1 ✓
- 2 ✗ Anu says that many things which seem like fantasies today **won't** be reality in 50 years' time.
- 3 ✗ Virgin Galactic **has just built** a spaceport in the desert of New Mexico.
- 4 ✗ Space tourists will experience zero gravity for a few **minutes**.
- 5 ✗ Space tourists **will** be able to see the curvature of the Earth.
- 6 ✓
- 7 ✓

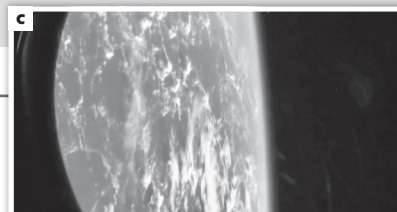
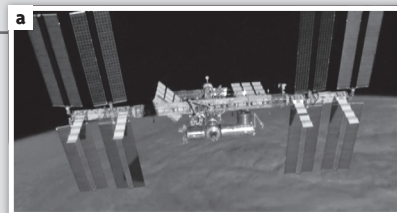
BEFORE WATCHING

1 Work with a partner. Match words 1–3 with pictures a–c.

- 1 astronaut
- 2 space station
- 3 curvature of the Earth

2 Use a form of the word given in capitals to complete each sentence. The first one has been done for you.

- 1 The astronauts had a medical check-up before the space flight. FLY
- 2 The USA has spent a lot of money on space _____. EXPLORE
- 3 Some important _____ have been made through exploring space. DISCOVER
- 4 Space travel has caused some _____ damage. ENVIRONMENT
- 5 Some countries have reduced _____ in space exploration in recent years. INVEST
- 6 Travelling into space is _____. RISK



WHILE WATCHING

3 Work with a partner to try and match the time periods with the descriptions a–e.

- | | |
|----------------------------|---|
| 1 1950s to 1960s | a mass space tourism still unlikely |
| 2 1969 | b network of environmental satellites established |
| 3 during the last 20 years | c great progress in space exploration made |
| 4 in the last 10 years | d first man on the moon |
| 5 in the next 50 years | e international cooperation in space exploration |

▶ Watch the video and check your answers.

4 ▶ Watch *The history of space exploration*. Underline the correct options.

- 1 The original purpose of space exploration was to *develop new technology / demonstrate political power*.
- 2 When space exploration first started, research was carried out by *individual countries / countries working together*.
- 3 The International Space Station is run by *the USA / several different countries*.
- 4 Today, other countries *can't afford / are investing more in* space exploration.

5 ▶ Watch *Space technology today*. Answer the questions.

- 1 What three things would stop existing if we switched off space satellites?
- 2 What are two benefits of weather satellites?
- 3 How many people have ever gone into space?
- 4 According to Anu, why do people want to explore?

6 ▶ Watch *Space tourism*. Are the sentences 1–7 true (✓) or false (X)? Correct the false sentences.

- 1 Developments in space tourism have been slower than predicted.
- 2 Anu says that many things which seem like fantasies today will be reality in 50 years' time.
- 3 Virgin Galactic is planning to build a spaceport in the desert of New Mexico.
- 4 Space tourists will experience zero gravity for a few hours.
- 5 Space tourists won't be able to see the curvature of the Earth.
- 6 So far 18 astronauts have been killed during space flights.
- 7 Space flights allow scientists to carry out experiments which are not possible on Earth.

AFTER WATCHING

Discuss with a partner.

How influential has space exploration been in our day-to-day lives compared with earth-based inventions of the past 200 years, such as the motor car?

RESEARCH

Find more information on the Internet about technologies that wouldn't exist without space satellites. Write a short essay (150 words) called *A world without space exploration*, discussing some of the most important of these technologies. Read your essay to the class.



Total lesson time

BEFORE WATCHING 10 MINS

Warmer Write *treasured possessions* on the board. Ask students to talk about some of their treasured possessions.

- 1 Ask students to discuss the question in pairs. Elicit answers from various pairs. **KEY 1**
- 2 Ask students to match the words in boxes **A** and **B** to form eight compound nouns. Elicit answers from the whole class. Then put students in groups of three. Give them five minutes to write as many sentences as they can using the compound nouns. Elicit answers from various groups. **KEY 2**

WHILE WATCHING 15 MINS

- 3 Ask students to read the charts carefully. Play *A treasured possession* and ask students to complete the missing information. Elicit answers from the whole class. **KEY 3**
- 4 Ask students to read the sentences. Play *Traveller's possessions* and ask students to decide if the sentences are true (✓) or false (✗). Remind them to correct the false answers. Elicit answers from the whole class. **KEY 4**
- 5 Ask students to read the sentences. Play *Family ties* and ask students to decide if they refer to Laura (L) or Ahlam (A). Elicit answers from the whole class. **KEY 5**

AFTER WATCHING 10 MINS

Students write their descriptions and read them to each other, then discuss the questions in small groups. Have a feedback session eliciting ideas from various groups, then focus on language issues.

RESEARCH

Students make their posters and bring them to the next lesson. They can read each other's posters and decide which one is the best.

ANSWER KEY
KEY 1

Answers will vary.

KEY 2

album cover, suede hat, cell phone, tennis ball, work colleague, guitar strings, jewellery box, bass player

KEY 3

- 1 his father
- 2 it doesn't fit him
- 3 luck
- 4 1979
- 5 the best rock photo ever taken
- 6 20 years
- 7 desk
- 8 16th or 17th birthday
- 9 Any of the following: GPS; texts; emails; Internet; a mirror
- 10 the screen is cracked

KEY 4

- 1 ✗ You use the metal straw to **drink** the tea.
- 2 ✓
- 3 ✗ It **is** very comfortable to hold.
- 4 ✗ It has **shorter** strings than those on a classical guitar.
- 5 ✓
- 6 ✗ In the future he plans to learn **to play it properly**.

KEY 5

1 L, 2 A, 3 A, 4 L, 5 A, 6 A, 7 L

BEFORE WATCHING

1 Discuss the questions with a partner.

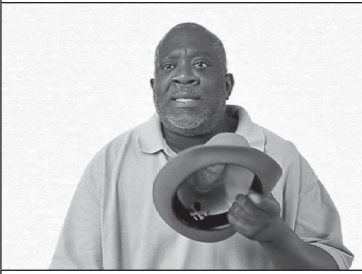


Have you ever received a very special present? What was it? Why was it special?

2 Match words from boxes A and B to make eight compound nouns. In groups, write as many sentences as you can with them.

- | | |
|---|--|
| A album suede cell tennis work guitar jewellery bass | B phone colleague box cover hat ball player strings |
|---|--|

WHILE WATCHING

3 ▶ Watch *A treasured possession* and complete the charts.

Vincent's hat	John's album	Leah's cell phone
		
1 Belonged to _____	4 Made in _____	8 Was given it on her _____
2 Problem: _____	5 Thinks photo is _____	9 Uses it for _____
3 Keeps it for _____	6 Listened to the music for _____	10 Problem: _____
	7 Keeps it on his _____	

4 ▶ Watch *Traveller's possessions*. Are the sentences true (✓) or false (X)? Correct the false sentences.

Ben's maté

- You use the metal straw to mix the tea.
- It is supported by a small stand.
- It isn't very comfortable to hold.



Sean's charango

- It has longer strings than those on a classical guitar.
- The sound reminds him of his time in Ecuador.
- In the future he plans to learn a few chords.



5 ▶ Watch *Family ties*. Do the sentences refer to Laura's (L) or Ahlam's (A) possession?

- Its original owner has died.
- Its owner spent a period of time living on her own.
- It is less than 10 years old.
- It has been important to three people.
- Its owner takes it with her when she goes on journeys.
- It has helped the owner gain a sense of identity.
- The owner's relative kept it next to some other things.



AFTER WATCHING

Work in small groups. Discuss the questions.

- What is your most treasured possession? Write two sentences to describe it, but don't name it. Read the sentences to your group. Can they guess what it is?
- Do you buy souvenirs when you go on holiday? What kinds of things do you buy? Who for?

RESEARCH

Think of a treasured possession. Imagine you have lost it. Make a poster to put up in your neighbourhood in the hope that someone will return it. Include: a brief description, the place you last saw it, why it is so precious to you, and your contact details.



Total lesson time

BEFORE WATCHING 10 MINS

Warmer Write *New York Yankees*, *Boston Red Sox*, *Chicago Cubs*, and *Los Angeles Dodgers* on the board. Ask students what these names have in common (they are all American baseball teams.) Brainstorm the things that students know about baseball.

- 1 Ask students to discuss the questions in pairs. Elicit answers from the whole class. **KEY 1**
- 2 Give the students five words associated with baseball: *minor league*, *major league*, *pitching*, and *batting*. Ask students to work in pairs and write definitions for these words. Ask students to join with another pair and say their definitions. The other pair has to guess their words. Elicit words from various pairs. **KEY 2**

WHILE WATCHING 25 MINS

- 3 **▶** Before playing the video, ask students to read the descriptions and look at the pictures in pairs. Then, ask pairs to try to match the photos to the descriptions. Play the full video clip and ask students to check their answers. Elicit answers from the whole class. **KEY 3**
- 4 **▶** Before playing *An American passion*, ask students to read the chart carefully and try to complete the missing information from memory. Play *An American passion* and ask students to check their answers. Elicit answers from the whole class. **KEY 4**
- 5 **▶** Before playing *A family affair*, ask students to read the sentences and try to answer them from memory. Play *A family affair* and ask students to check their answers. Elicit answers from the whole class. **KEY 5**
- 6 **▶** Before playing *Baseball around the world*, ask students to read the sentences and write from memory if they think they are true (✓) or false (✗). Play *Baseball around the world* and ask students to check their answers. Remind them to correct the false sentences. Elicit answers from the whole 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 examples of good language. Have a class feedback session eliciting opinions from various pairs, then focus on any language issues.

RESEARCH

Students choose a sporting event to write a newspaper article about. They can find information on the Internet, or use personal experience to help them write their articles. Ask students to bring their articles to the next lesson. They can read each other's articles and discuss the similarities and differences between the events they have described.

ANSWER KEY

KEY 1

Answers will vary.

KEY 2

Answers will vary.

KEY 3

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

KEY 4

- 1 the US national baseball league began
- 2 a game called baseball was played in England
- 3 they have similar origins
- 4 baseball cap
- 5 the green grass, the smell of hotdogs and popcorn
- 6 pitching, catching, batting

KEY 5

- 1 Catch a baseball.
- 2 The local media covers the games; professional talent-hunters watch the games.
- 3 \$25–30 million in one season.
- 4 Three or four years old.
- 5 It allows families to share an experience and be together.
- 6 'Every hit and run.'

KEY 6

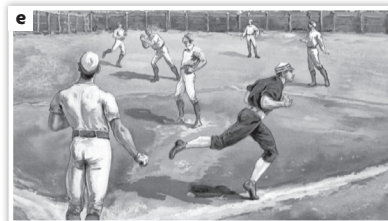
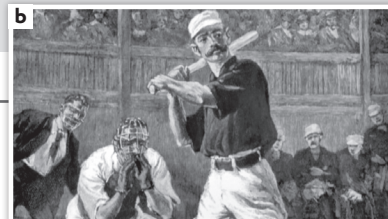
- 1 ✓
- 2 ✗ Ichiro Suzuki **moved to the USA** to play major league baseball there.
- 3 ✗ **One third** of all minor league players are from the Dominican Republic and Venezuela.
- 4 ✓
- 5 ✗ In Europe, interest in baseball is **growing**.
- 6 ✓

BEFORE WATCHING

1 Discuss the questions with a partner.

- 1 Is baseball popular in your country?
- 2 Have you ever been to a baseball match, or any other live sports matches? Which sport was it, and which teams did you see? What was the atmosphere like? Who won?

2 Your teacher will give you five words connected with baseball. With your partner write definitions. Can another pair guess the word from your definition?



WHILE WATCHING

3 Look at the pictures. Match them with descriptions 1–5. Watch the video and check your answers.

- | | |
|----------------------------------|-------------------------------------|
| 1 a professional baseball player | 4 early English version of the game |
| 2 early baseball match in the US | 5 game merchandise |
| 3 baseball diamond | |

4 Watch *An American passion* and complete the chart.

The history of baseball
1 In 1876:
2 In the early 1800s:
3 Relationship between cricket and baseball:
Clothing
4 Item of very popular baseball clothing:
Personal experiences
5 Two things Vince remembers about his first baseball game:
Baseball diamonds
6 Three activities carried out at baseball diamonds:

5 Watch *A family affair* and answer the questions.

- 1 What are most American children able to do before they start school?
- 2 What happens at some high school games?
- 3 How much money can top baseball players earn?
- 4 How old was Mike when he first started playing?
- 5 According to Vince, why is baseball such a popular spectator sport?
- 6 What do baseball fans like to record?

6 Watch *Baseball around the world*. Are the sentences true (✓) or false (X)? Correct the false sentences.

- 1 Baseball used to be an Olympic sport.
- 2 Ichiro Suzuki returned to Japan to play major league baseball.
- 3 Half of all minor league players are from the Dominican Republic and Venezuela.
- 4 The hope of a professional baseball career in the US encourages some young men to leave the Dominican Republic.
- 5 In Europe, interest in baseball is declining.
- 6 Baseball has become very popular in the Netherlands.

AFTER WATCHING

Work in pairs. Discuss the questions.

- 1 Do you think sportspeople should only play for local teams in their own cities and countries? Why/Why not?
- 2 What is the most popular sport in your country? What do fans usually do during important matches?

RESEARCH

Imagine that you have been asked to write a newspaper article about a recent sporting event that you attended. Write your article and include information about the atmosphere, the players, the fans, the game, and the final score.



Total lesson time

BEFORE WATCHING 10 MINS

Warmer Write *Peru* on the board. Ask students to brainstorm what they know about the country, its people, and its history. Elicit the name *Machu Picchu* and explain that it is a very important Peruvian archaeological site that millions of tourists have visited.

- 1 Ask students to work in pairs and match the pictures to 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 **▶** Before playing the video, ask students to read questions 1–6 carefully. Check they understand them. Play the full video clip and ask students to choose the correct options. Elicit answers from the whole class. **KEY 3**
- 4 **▶** Before playing *A dream destination*, ask students to read the questions. Play *A dream destination* and ask students to answer the questions. Elicit answers from the whole class. **KEY 4**
- 5 **▶** Before playing *A lost city*, ask students to read the sentences. Play *A lost city* and ask students to underline the correct options. Elicit answers from the whole class. **KEY 5**
- 6 **▶** Before playing *The Inca Trail*, ask students to read the sentences and write from memory if they think they are true (✓) or false (✗). Play *The Inca Trail* and ask students to check their answers and correct the false sentences. Elicit answers from the whole class. **KEY 6**

AFTER WATCHING 10 MINS

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

RESEARCH

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

- 1 A Mayan was considered beautiful if he or she had ...
a long hair b crossed eyes c small feet

Then tell them that option **b** is the correct answer. Ask students to bring their quizzes to the next lesson. This could lead on to a pairwork activity where they read and do each other's quizzes. Have a class feedback session and find out who got the highest score.

ANSWER KEY
KEY 1

1 b, 2 d, 3 a, 4 c

KEY 2

Answers will vary.

KEY 3

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

KEY 4

- 1 Around 30 million
- 2 Any of the following: beach, desert, mountains, rainforest, wilderness
- 3 Any of the following: visit museums and palaces; buy handicrafts and art at markets
- 4 Floating homes
- 5 1911
- 6 The USA

KEY 5

- 1 because he had heard about a lost ruin near Machu Picchu.
- 2 before
- 3 the winter estate for Pacha Kuti
- 4 had to build a different palace
- 5 communicated very well
- 6 went back a year later

KEY 6

- 1 ✗ Taking the Inca Trail is a **difficult** way to get to Machu Picchu.
- 2 ✗ It takes **four to five** days to walk the Trail.
- 3 ✓
- 4 ✗ At night, the tourists stay in **campsites** along the Trail.
- 5 ✓

BEFORE WATCHING
1 Work with a partner. Match the places in Peru 1–4 with pictures a–d.

1 The Amazon 2 _____ 3 _____ 4 _____

2 Discuss the questions with a partner.

- Would you like to visit Peru? Which places would you be interested in seeing?
- How would you prepare for the trip? What problems might you encounter?


WHILE WATCHING
3 ▶ Read the questions. Watch the video and choose the correct options.

- Peru has borders with ... other countries.
a four b five c six
- Machu Picchu attracts ... visitors every year.
a nearly a million b over a million c nearly two million
- Machu Picchu is known as the Lost City of the ...
a Aztecs b Mayans c Incas
- Machu Picchu was built during the ...
a 1400s b 1500s c 1900s
- The Inca Trail extends from ... to Machu Picchu.
a Lima b Cusco c the mouth of the Amazon
- Only about ... people are allowed on the Inca Trail each day.
a 400 b 5000 c 500

4 ▶ Watch *A dream destination*. Answer the questions.

- How many people live in Peru?
- What different natural environments does Peru offer to 'eco-tourists'?
- What things can tourists do in Cusco?
- What can you see on Lake Titicaca?
- In what year was Machu Picchu 're-discovered'?
- What country was Hiram Bingham from?

5 ▶ Read the sentences. Watch *A lost city* and underline the correct option.

- Hugh Thomson first went to Peru *to find Machu Picchu / because he had heard about a lost ruin near Machu Picchu.*
- Experts believe Machu Picchu was built *before / after* the Spanish arrived.
- Machu Picchu was really *a city built in the mountains / the winter palace of Pacha Kuti.*
- When Pacha Kuti died, the next emperor *had to build a different palace / became the owner of Machu Picchu.*
- The explorer Hiram Bingham *had problems communicating / communicated very well* in Spanish.
- Hiram Bingham *never went back / went back a year later* to Machu Picchu.

6 ▶ Watch *The Inca trail*. Are the sentences true (✓) or false (X)? Correct the false sentences.

- Taking the Inca Trail is an easy way to get to Machu Picchu.
- It takes two to three days to walk the Inca Trail.
- Tourists walking the Inca Trail do not have to carry all their bags.
- At night, the tourists stay in hotels along the Inca Trail.
- The food is often very good.

AFTER WATCHING
Work in a group. Discuss the questions.

- Have you ever visited any ancient ruins? Where were they? What was their history?
- Which place of great cultural interest would you most like to visit?

RESEARCH

In small groups, write a quiz about ancient ruins or ancient civilizations around the world. The quiz should have at least five questions. For each question give three options, a, b, and c. Only one option should be correct.



Total lesson time

BEFORE WATCHING 10 MINS

Warmer Write *charity* on the board and elicit or give its meaning. Brainstorm different charities and good causes. Ask students: *Which of these really 'makes a difference'? Why?*

- 1 Ask students to work in pairs and discuss the questions about the pictures. Elicit ideas from various pairs. **KEY 1**

WHILE WATCHING 25 MINS

- 2 Before playing the video, ask students to read the chart carefully. Check they understand any new vocabulary. Play the full video clip and ask students to match 1–8 to their labels a–h. Elicit answers from the whole class. **KEY 2**
- 3 Before playing *Words into actions*, ask students to read the chart. Play *Words into action* and ask students to match the numbers to their significance. Ask students to compare their answers in pairs. Elicit answers from the whole class. **KEY 3**
- 4 Before playing *A different world*, ask students to read the questions. Play *A different world* and ask students to answer the questions. Elicit answers from the whole class. **KEY 4**
- 5 Before playing *A life-changing experience*, ask students to read the sentences and write from memory if they think they are true (✓) or false (✗). Play *A life-changing experience* and ask students to check their answers. Remind them to correct the false sentences. Elicit answers from the whole class. **KEY 5**

AFTER WATCHING 10 MINS

Students discuss the questions in small groups. Explain that in question 2, 1 means the most important and 5, the least. Stress that students must come to a group agreement about the ranking, and give reasons to support it. Monitor and make a note of any errors and also of any examples of good language. Have a class feedback session eliciting responses from various groups, then focus on any language issues.

RESEARCH

Ensure students understand *fundraising* and *sponsored/sponsorship*. Students can find information on the Internet or from other resources to come up with ideas. Brainstorm a few ideas too, e.g. sponsored sports activities; lotteries; auctions; quizzes; tickets for events; sales of homemade food or unwanted possessions. Ask students to bring their work to the next lesson. This could lead on to a group activity where they read each other's posters and vote on the best one.

ANSWER KEY
KEY 1

- 1 Picture a: Children in the developing world receiving vaccine treatment through a charity health programme.
- 2 The man is Bill Gates. He is famous for being the owner of Microsoft and a multi-billionaire, but in recent years he has also become famous for his charity work and for donating billions of dollars to good causes around the world. He has funded many projects like these through donations and the work of his charitable foundation.

KEY 2

1 g, 2 c, 3 b, 4 h, 5 f, 6 d, 7 e, 8 a

KEY 3

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

KEY 4

- 1 From a pump.
- 2 45 years.
- 3 Gave out mosquito nets; educated people about malaria prevention and other health issues.
- 4 She took tablets/medication and used a mosquito net.
- 5 You can use a cashpoint/'hole in the wall' to get money out; there are shops.
- 6 Sometimes the cashpoint/'hole in the wall' doesn't work; sometimes there is no electricity.

KEY 5

- 1 ✗ Since Pam returned from Uganda, she **hasn't been to any large supermarket chains**.
- 2 ✓
- 3 ✗ Before leaving England, Pam **didn't speak to enough** people who had lived in Uganda.
- 4 ✗ Pam thinks she **had** confidence because of her age.
- 5 ✓

BEFORE WATCHING

1 Look at the pictures. Discuss the questions with a partner.

- 1 What do you think is happening in picture a?
- 2 Name the man in picture b. What is he famous for? What is his connection with picture a?



WHILE WATCHING

2 ▶ Look at the chart. Watch the video and match 1–8 to the lines a–h.

People	
1 Bill Gates	a charity that supports health programmes in poorer countries
2 Pam Llewellyn	b remote rural area in Uganda, Africa
Places	
3 Miirya	c retired nurse and charity worker from England
4 Lucky 7	d type of house found in rural Uganda
Things	
5 mosquito net	e organization that sends volunteers to poorer countries
6 mud huts	f bed covering that protects people against the disease malaria
Organizations	
7 Voluntary Services Overseas (VSO)	g American billionaire who now works for his own charity
8 Bill and Melinda Gates Foundation	h Ugandan supermarket chain

3 ▶ Watch *Words into actions*. Match the numbers with what they refer to.

1 1975	a The year Bill and Melinda Gates set up their charitable foundation
2 1999	b approximate number of people killed by malaria each year
3 24 billion	c Pam Llewellyn's age when she moved to Uganda
4 95%	d the percentage of total malaria deaths that occur in Africa
5 1 million	e the amount of money donated by Bill and Melinda Gates Foundation by 2010
6 60	f The year Bill Gates started Microsoft

4 ▶ Watch *A different world*. Answer the questions.

- 1 How do people get water in Miirya?
- 2 On average, how long do people live in Uganda?
- 3 What work did Pam and her team do in Miirya? Name two things.
- 4 What two things stopped Pam from catching malaria in Miirya?
- 5 What similarities does Pam mention between life in Uganda and life in Britain?
- 6 What differences does she mention between life in Uganda and life in Britain?

5 ▶ Watch *A life-changing experience*. Are the sentences true (✓) or false (X)? Correct the false sentences.

- 1 Since Pam returned from Uganda, she has been to many large supermarket chains.
- 2 Pam thinks she didn't do enough preparation for her stay in Uganda.
- 3 Before leaving England, Pam spoke to many other people who had lived in Uganda.
- 4 Pam thinks she lacked confidence because of her age.
- 5 The best thing about Pam's experience in Uganda was the people she met there.

AFTER WATCHING

Discuss in groups.

- 1 Have you ever done voluntary work or donated money to charity? Which charity did you support? What did you do? Why?
- 2 Make a list of five international or local charities or good causes. Discuss each one and rank them in order of importance.

RESEARCH

You work for a local school which needs to raise money to buy new equipment. You are in charge of organizing a fundraising day. Write a plan and design a poster for the day and decide on activities to raise the money. Consider: sponsored activities, games, things to sell, etc.



Total lesson time

BEFORE WATCHING 10 MINS

Warmer Ask students to look at the three pictures in *Before watching*. Tell them they are all images from Dubai, a city in the United Arab Emirates. Brainstorm what they know about Dubai and any ideas associated with the pictures. Ask students: *Would you like to visit Dubai? Why / Why not?*

- 1 Ask students to work in pairs and match the words to form five compound nouns. Elicit answers from the whole class. **KEY 1**
- 2 This activity allows you to check students understand the meaning of some key words from the video. Ask pairs to match three compound nouns with the pictures. Encourage students to use a dictionary to help them. **KEY 2**

WHILE WATCHING 25 MINS

- 3 Before playing the video, ask students to read questions 1–6 carefully. Check they understand them. Play the full video clip and ask students to choose the correct options. Students can compare their answers in pairs. Elicit answers from the whole class. **KEY 3**
- 4 Before playing *Small beginnings*, ask students to read the questions carefully. Play *Small beginnings* and ask students to answer the questions. Elicit answers from the whole class. **KEY 4**
- 5 Before playing *An ultramodern city*, ask students to read the exercise. Play *An ultramodern city* and ask students to match the numbers to their significance. Students can compare their answers in pairs. Elicit answers from the whole class. **KEY 5**
- 6 Before playing *Keeping traditions alive*, ask students to read the summary carefully. Explain that it contains six factual mistakes. The first one is given as an example. Play *Keeping traditions alive* and ask students to find and correct the other five mistakes. **KEY 6**

AFTER WATCHING 10 MINS

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

RESEARCH

Students can find information on the Internet to help them write their description of a famous building. Remind them to include personal opinions about the building, as well as facts. Ask them to bring their descriptions to the next lesson. This could lead on to a pairwork activity in which they read their descriptions to each other, without naming the building. Students then have to guess which building is being described.

ANSWER KEY

KEY 1

shopping malls, skyscrapers, courtyard, observation deck, trading port

KEY 2

Picture a: courtyard.

Picture b: observation deck

Picture c: skyscrapers

KEY 3

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

KEY 4

1 A small, thriving port

2 1833.

3 Any of the following: fish; spices; pearls; fabric.

4 A traditional boat (with a large, distinctively-shaped sail).

5 Because oil was discovered in the region.

KEY 5

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

KEY 6

In Dubai, rich merchants used to live in **square or rectangular** houses which had a courtyard **in the middle**. This offered **shade** during the hot summer days. The houses also had a wind tower, which was an idea introduced by **Iranian** merchants. The wind tower captured air and circulated it around the **house** to keep it cool. In Dubai today, wind towers are **increasingly** common. Dubai is proud of its past, but it is also proud of technological innovation and its boundary-breaking, modern buildings.

BEFORE WATCHING

1 Work with a partner. Match the words to form compound nouns.

shopping sky court
observation trading

yard deck ports
malls scrapers

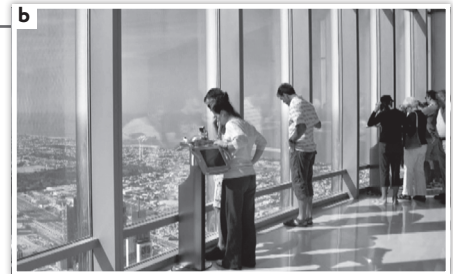
2 Match a compound noun from exercise 1 with pictures a–c.



WHILE WATCHING

3 Read the questions. Watch the video and choose the correct options.

- The United Arab Emirates is a federation of ... states.
a five b six c seven
- Dubai's ... is its most recognizable feature.
a port b architecture c desert
- Dubai has more than ... buildings over 200m in height.
a 60 b 80 c 30
- The design of the Burj Al-Arab hotel is based on the shape of a traditional Arabian ...
a wind tower b man-made island c dhow
- Wind towers were an early form of ...
a air-conditioning b central heating c observation deck
- The Burj Al-Arab hotel is a symbol of ... in Dubai.
a tradition b old and new c energy-efficiency



4 Watch *Small beginnings* and answer the questions.

- Fifty years ago, what type of town was Dubai?
- In what year did the Bani Yas tribe settle in the Dubai area?
- Fifty years ago, what goods did foreign traders sell in Dubai?
- What is a *dhow*?
- Why did everything start to change in Dubai in the 1960s?



5 Watch *An ultramodern city*. What do the numbers refer to?

1 321	a number of days it took to build the Burj Khalifa hotel
2 1999	b the Burj Khalifa hotel opened
3 1,325	c cost in dollars of the Burj Khalifa hotel
4 280	d distance in metres between the Burj Al-Arab hotel and the coast
5 1.5 billion	e height in metres of the Burj Al-Arab hotel
6 2010	f the year the Burj Al Arab hotel opened

6 Read the summary. There are six mistakes. Watch *Keeping traditions alive* and correct the five mistakes. The first one is given as an example.

In Dubai, rich merchants used to live in ~~circle~~ ^{square or rectangular} houses which had a courtyard at the back. This offered fresh air during the hot summer days. The houses also had a wind tower, which was an idea introduced by Indian merchants. The wind tower captured air and circulated it around the tower to keep it cool. In Dubai today, wind towers are no longer common. Dubai is proud of its past, but it is also proud of technological innovation and its boundary-breaking, modern buildings.

AFTER WATCHING

Work with a partner. Discuss the questions.

- Do you like the architecture in your town/country? Why/Why not?
- What architectural traditions are there in your country? Have they been well-preserved?

RESEARCH

Use the Internet to research famous building, modern or historical. Write a description of the building. Include its history, what is special about it, and what you think of it.



Total lesson time

BEFORE WATCHING 10 MINS

Warmer Write *forensic science* on the board and elicit or give its meaning. (The use of science to investigate and solve crimes.) Brainstorm ideas and vocabulary on the topic.

- 1 Ask students to work in pairs and discuss the questions. Elicit ideas from the whole class. **KEY 1**
- 2 This activity allows you to check students understand the meaning of some key words from the video. Ask students to match the words from the box with their definitions. Elicit answers from the whole class. **KEY 2**

WHILE WATCHING 25 MINS

- 3 Before playing the video, ask students to read the sentences carefully. Check they understand them. Play the full video clip and ask students to underline the correct options. Elicit answers from the whole class. **KEY 3**
- 4 Before playing *The first detective*, ask students to read the sentences. Play *The first detective* and ask students to write if they are true (✓) or false (✗). Remind them to correct the false sentences. Elicit answers from the whole class. **KEY 4**
- 5 Before playing *Fact or fiction?*, ask students to read the summary carefully. Explain that it contains seven factual mistakes. The first one is given as an example. Play *Fact or fiction?* and ask students to find and correct the other six mistakes. Students can compare their answers in pairs. Elicit answers from the whole class. **KEY 5**
- 6 Before playing *The CSI effect*, ask students to read the sentences. Ask them to work in pairs and decide who they think each statement refers to: real crime scene investigators (R); or TV crime scene investigators (TV). Play *The CSI effect* and ask students to check their answers. Elicit answers from the whole class. **KEY 6**

AFTER WATCHING 10 MINS

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

RESEARCH

Students can find information on the Internet to help them. They should also use vocabulary and information from the video. Ask them to bring their notes to the next lesson and discuss their findings in groups.

ANSWER KEY

KEY 1

Answers will vary.

KEY 2

- 1 DNA
- 2 evidence
- 3 fingerprint
- 4 post mortem
- 5 suspect
- 6 jury
- 7 offender

KEY 3

- 1 medicine
- 2 Many types of evidence
- 3 2000
- 4 his house
- 5 no one is
- 6 juries

KEY 4

- 1 ✓
- 2 ✗ Sherlock Holmes influenced the development of forensic science at the time.
- 3 ✗ DNA and fingerprints.
- 4 ✓

KEY 5

We have learnt more about forensic science from TV crime programmes as we have from factual sources. The TV series, *CSI*, started with a team investigating crimes in **one city**. The programme has become very popular **all around the world**. Sherlock Holmes investigated crimes in a **very similar** way to the *CSI* investigators. The difference is that science has developed. Each episode of *CSI* has **the same** structure. *CSI* gives people the impression that science **is 100%** certain. And this is what people really want: a system which shows us the truth about who is good and who is bad.

KEY 6

- 1 TV, 2 R, 3 TV, 4 R, 5 R

BEFORE WATCHING

1 Discuss with a partner.

Think of some fictional crime TV series/books. Which have you watched/read? Do they reflect the real world? In what ways? How realistic do you think they are? Give reasons.

2 Match the words from the box with definitions 1–7.

offender suspect evidence jury fingerprint DNA post-mortem

- 1 a unique chemical code found inside the cells of living organisms
- 2 information which helps to prove the truth
- 3 a mark made when the end of a finger touches a hard surface
- 4 a medical examination of a dead body to discover how they died
- 5 a person who the police believe may have committed a crime
- 6 the people who hear a legal case in court and decide if the defendant is guilty
- 7 a person who committed a crime



WHILE WATCHING

3 Read the sentences. Watch the video and underline the correct options.

- 1 Sir Arthur Conan Doyle studied *medicine / forensic science* at university.
- 2 *Only a few / Many* types of evidence can prove a person was at the scene of a crime.
- 3 The TV crime series, 'CSI', started in *2000 / 2004*.
- 4 Sherlock Holmes did crime experiments in *a laboratory / his house*.
- 5 At a real crime scene, *no one is / only the investigators are* allowed to enter.
- 6 The 'CSI effect' may be giving false expectations to *juries / forensic science students*.

4 Read the sentences. Watch *The first detective*. Are the sentences true (✓) or false (X)?

- 1 The Sherlock Holmes stories were first published at the end of the 19th century.
- 2 The character of Sherlock Holmes was influenced by developments in forensic science.
- 3 The best forensic evidence is DNA evidence.
- 4 Sir Arthur Conan Doyle used his scientific knowledge in his books.

5 Read the summary. There are seven mistakes. Watch *Fact or fiction?* and correct the mistakes. The first one is given as an example.

We have learnt as much about forensic science from crime ^{TV programmes} ~~films~~ as we have from factual sources. The TV series, *CSI*, started with a team investigating crimes in three cities. The programme has become very popular in English-speaking countries. Sherlock Holmes investigated crimes in a completely different way to the *CSI* investigators. The difference is that science has developed. Each episode of *CSI* has a unique structure. *CSI* gives the impression that science is not 100% certain. And this is what people want: a system which shows the truth about who is good and who is bad.

6 Read the sentences. With a partner, predict if they refer to real (R) or TV (TV) crime scene investigators.

- 1 They don't spend much time thinking about how to collect evidence.
- 2 At crime scenes, they always wear a protective suit, mask and gloves.
- 3 A small number of investigators work on a crime.
- 4 They never talk to the suspects.
- 5 It isn't certain that they will catch the offender.

Watch *The CSI effect* and check your answers.

AFTER WATCHING

Discuss with a partner.

How do you think television influences what we expect of doctors, nurses, lawyers, teachers, etc. in real life? Use examples of TV series you know to support your arguments.

RESEARCH

Find out about a famous criminal investigation in your country or abroad that used forensic evidence. Take notes about the role forensic science played in solving the crime. You can look on the Internet to help you.



Total lesson time

BEFORE WATCHING 10 MINS

Warmer Write *hero* on the board and elicit its meaning. Brainstorm adjectives to describe a hero (e.g. *brave, strong, unselfish, determined*). Ask students to name some of their heroes and explain why they admire them.

- Ask students to work in pairs and discuss the people in the pictures. Elicit answers from the class, and more information about each person. e.g. *Richard Feynman was a very important quantum physicist; Tina Fey is a famous American comedienne; Aung San Suu Kyi is a Burmese politician who was recently released from a long period of house arrest*. If they don't know them, encourage them to guess who they might be or where they are/were from. **KEY 1**
- This activity allows you to check students understand the meaning of some key words from the video. Ask students to match the adjectives from the box with their definitions. Elicit answers from the whole class. **KEY 2**

WHILE WATCHING 15 MINS

- ▶ Before playing *A scientist*, ask students to read the questions. Play *A scientist* and ask students to answer the questions. Elicit answers from the whole class. **KEY 3**
- ▶ Before playing *An entertainer*, ask students to read the sentences. Play *An entertainer* and ask students to write if they are true (✓) or false (✗). Remind them to correct the false sentences. Elicit answers from the whole class. **KEY 4**
- ▶ Before playing *A political campaigner*, ask students to read the sentences. Play *A political campaigner* and ask students to put the sentences in the correct order. Students can compare their answers in pairs. Elicit answers from the whole class. **KEY 5**

AFTER WATCHING 10 MINS

Students discuss the questions in pairs. Remind them to use some of the adjectives from *Before watching 2*. 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 groups, then focus on any language issues.

RESEARCH

Ensure students know how to find one of the things the worksheet mentions on the Internet. Remind them to watch / read it **in English**, and take notes. Students bring their notes to the next lesson. This could lead on to a pairwork activity in which pairs discuss what they watched / read and how much of the English they understood.

ANSWER KEY
KEY 1

- He was a famous American scientist.
- She is an American entertainer.
- She is a Burmese political campaigner.

KEY 2

- inspirational
- influential
- passionate
- outstanding
- quirky

KEY 3

- They think he was as important as Einstein in the development of science.
- Because they didn't allow him to teach regularly.
- Entertaining and educational.
- He joined a *samba* band.
- Because he was bored, and fascinated by how things worked.
- Listen to one of his lectures on the Internet.

KEY 4

- ✗ Tina Fey **started writing for Saturday Night Live** in 1997.
- ✗ She had dreamed of becoming a writer since **she was a child**.
- ✗ She has won **countless** awards.
- ✓
- ✓
- ✓

KEY 5

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

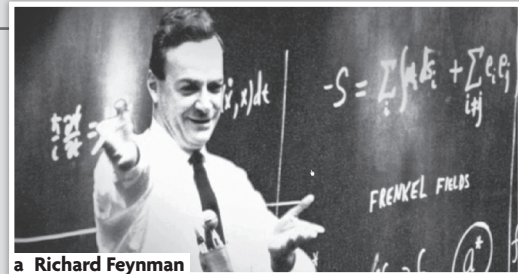
BEFORE WATCHING

1 In small groups, discuss the pictures of these famous people. Do you know anything about them?

2 Match the words from the box with their definitions.

outstanding influential inspirational quirky passionate

- 1 someone who motivates others, through their own example
- 2 someone who is able to make others do what they want
- 3 someone who believes very strongly in what they do
- 4 someone who is extremely good at what they do
- 5 an aspect of character that is unusual, unexpected, or unconventional



a Richard Feynman



b Tina Fey



c Aung San Suu Kyi

WHILE WATCHING

3 Read the questions. Watch *A scientist* and answer the questions.

- 1 Why do many people compare Richard Feynman to Einstein?
- 2 Why didn't he accept several jobs at prestigious universities?
- 3 What were his lectures like?
- 4 What unusual thing did he do while living in South America?
- 5 Why did he learn how to break into safes?
- 6 What does Keith recommend to viewers?

4 Read the sentences. Watch *An entertainer*. Are the sentences true (✓) or false (X)? Correct the false sentences.

- 1 Tina Fey performed on *Saturday Night Live* in 1997.
- 2 She had dreamed of becoming a writer since university.
- 3 She has won a few awards.
- 4 When Meagan was growing up, most comedians were male.
- 5 Meagan thinks women are funny.
- 6 Tina Fey is very frank.

5 Watch *A political campaigner*. Number the events in her life in the correct order of 1–6 (1 = first, 6 = last).

- | | |
|--|--|
| <input type="checkbox"/> arrested for the first time | <input type="checkbox"/> born in Rangoon, Burma |
| <input type="checkbox"/> left Burma | <input type="checkbox"/> lived abroad for many years |
| <input type="checkbox"/> spent most of the next 20 years in prison or under house arrest | <input type="checkbox"/> father assassinated |
| | <input type="checkbox"/> returned home |

AFTER WATCHING

Work with a partner. Discuss the questions.

Think of three public figures you admire. Make notes about them – what have they achieved? Why do you admire them? Tell your partner. Use some of the adjectives from *Before watching 2*.

RESEARCH

Look on the Internet and find (in English): a lecture by Richard Feynman; an interview with Tina Fey; or a political speech by Aung San Suu Kyi. Take notes to report back to the class on what you have learned and comment on how easy or difficult it was to understand the English.