



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Write the words *exciting* and *challenge* on the board. Ask students if they think living far from home is exciting or a challenge. Explain that this video is about people who have moved to another country. Ask students what they would miss most about their own country if they moved away (or that they do miss if they are already in a new country). Write some responses on the board.

- 1 Ask students to discuss the questions in groups. Elicit answers from the whole class. **KEY 1**
- 2 This activity allows you to check that students understand the meaning of some key verbs in the video. Ask students to complete the sentences. Remind them that they may need to change the verb form to fit the sentence. Elicit answers from the whole class. **KEY 2**

WHILE WATCHING**25 MINS**

- 3 Before watching the video, ask students to read the sentences carefully. Play the full video clip and ask students to fill in the missing names. Elicit answers from the whole class. **KEY 3**
- 4 Ask students to read the questions. Play *Living abroad* and ask the students to answer the questions. Elicit answers from the whole class. **KEY 4**
- 5 Before playing *Adriana: Life in England*, ask the students to read the sentences and choose the correct options from memory. Play *Adriana: Life in England* and ask the students to check their answers. Elicit answers from the whole class. **KEY 5**
- 6 Ask the students to read the sentences. Play *Anita: Life in Barcelona* and ask the students to decide if the sentences are true or false. Remind them to correct the false answers. Elicit answers from the whole class. **KEY 6**

AFTER WATCHING**10 MINS**

Ask the students to 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 research and prepare their presentations and bring them to the next lesson. Suggest students consider the experiences of Adriana and Anita in the video to help them develop their own list of advantages and disadvantages of moving away from home. Finish the activity by compiling a list of the top three advantages and disadvantages presented by students.

ANSWER KEY**KEY 1**

Answers will vary.

KEY 2

- 1 stay in touch
- 2 runs
- 3 missed
- 4 enjoy
- 5 trained
- 6 experience

KEY 3

- 1 Eva
- 2 Mary
- 3 Jann
- 4 Adriana
- 5 Anita

KEY 4

- 1 to work
- 2 20 years ago
- 3 to study theatre (at Shakespeare's Globe)
- 4 the international feel of London
- 5 the culture, the language, and his family
- 6 having children in her life

KEY 5

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

KEY 6

- 1 ✗ Anita was born in **the** USA.
- 2 ✓
- 3 ✗ Anita **spoke fluent** Spanish when she went back to Barcelona.
- 4 ✗ Anita **has many** friends in Barcelona.
- 5 ✓



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Explain that this video is about a new park in New York City. Ask students to talk about their favourite park. How often do they go to the park? What activities do they enjoy doing there?

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

WHILE WATCHING**25 MINS**

- 3 Before watching 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 *New York City living*, ask students to read the questions and try to answer them from memory. Play the clip 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 what they describe. Play *The High Line*, and then elicit answers from the whole class. **KEY 5**
- 6 Before playing *A great success*, ask the students to read the sentences and choose the correct options from memory. Play *A great success* and ask the students to check their answers. Elicit answers from the whole class. **KEY 6**

AFTER WATCHING**10 MINS**

Ask the students to 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 look for more information about their favourite city on the Internet. Students can then design leaflets and bring them to the next lesson. They can look at each other's leaflets and decide which one they like best, and which is the most informative.

ANSWER KEY**KEY 1**

Answers will vary.

KEY 2

- 1 demolish
- 2 architecture
- 3 stress
- 4 protect
- 5 residents
- 6 attractions

KEY 3

- 1 **X** 8 million people live in New York.
- 2 **X** Manhattan is the **smallest** borough in New York. / **Queens** is the largest borough in New York.
- 3 **X** There **are many** beautiful parks in Manhattan.
- 4 ✓
- 5 **X** The High Line park **is very** popular.

KEY 4

- 1 There are five boroughs in New York.
- 2 New York has amazing shopping and great restaurants, exciting theatres and famous architecture.
- 3 It can be stressful if you don't know many people, or don't like crowds.
- 4 New Yorkers relax in the many parks.
- 5 Over 35 million people visit Central Park each year.

KEY 5

- a 1 ½ miles
- b 1934
- c 1850s to 1930s
- d 2011
- e 1930s to 1980

KEY 6

- 1 guides
- 2 there are lots of places
- 3 amazing
- 4 haven't got
- 5 architecture

BEFORE WATCHING

1 Discuss these questions in groups.

- 1 What can be difficult about living in a city?
- 2 Where do you think you could go to relax in a big city?

2 Complete the sentences with words from the box.

architecture stress demolish residents attractions protect

- 1 The old school building isn't safe so they are going to _____ it.
- 2 I love the _____ in Shanghai. It has some amazing buildings.
- 3 Some people have a lot of _____ at work.
- 4 It's important to _____ historic buildings so we can understand our history.
- 5 In some American cities, _____ are worried about crime.
- 6 The London Eye is now one of London's most popular _____.



WHILE WATCHING

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

- 1 12 million people live in New York.
- 2 Manhattan is the largest borough in New York.
- 3 There aren't many parks in Manhattan.
- 4 Before the High Line was a park it was a train line.
- 5 The High Line park is not very popular.

4 ▶ Watch *New York City living*. Answer these questions.

- 1 How many boroughs does New York have?
- 2 What is there to see and do in New York?
- 3 Why do some people dislike city life?
- 4 Where do New Yorkers go to relax?
- 5 How many people visit Central Park every year?

5 ▶ Watch *The High Line*. Match the numbers with the correct descriptions (a–e).

1850s to 1930s	a the length of the High Line park
1 ½ miles	b when the High Line train track first opened
2011	c when trains travelled on the streets of Manhattan
1930s to 1980	d when the second section of the park opened
1934	e when trains travelled above street level

6 ▶ Watch *A great success*. Underline the correct options.

- 1 In the park, *gardeners / guides* are helping visitors.
- 2 In the park, *there are lots of places / there aren't many places* to sit and relax.
- 3 Visitors think it is an *amazing / lonely* place.
- 4 The park is in a neighbourhood where many people *have got / haven't got* gardens.
- 5 It's an opportunity to explore New York's *architecture / culture* in a different way.

AFTER WATCHING

Work with a partner. Discuss these questions.

- 1 Have you visited New York or another large, modern city? What did you enjoy most about it?
- 2 What is the most interesting park you have been to? Why was it interesting?
- 3 Why do you think that it is important to have parks in large cities?

RESEARCH

What is your favourite city? Find more information about this city and design a leaflet to advertise it. In your leaflet, describe places to visit and things to do there. Include information about the best park in the city.



Total lesson time

BEFORE WATCHING**10 MINS**

Warmer Elicit or give the word *ship*, and write it on the board. Ask students to think of the names of any famous ships. Write the names of these ships on the board. Discuss why they are famous as a class, but limit any discussion on *Titanic* at this stage. Tell students that, when we talk about a ship, we often say *she* and ask them if it is the same in their language.

- 1 Ask students to discuss the questions in pairs. After a few minutes, ask the whole class these questions. Encourage students to tell you everything they know about *Titanic*. Use this feedback session to elicit *iceberg* if it was not mentioned in the warmer. **KEY 1**
- 2 Ask students to complete the sentences. Elicit answers from the whole class and check pronunciation. **KEY 2**

WHILE WATCHING**25 MINS**

- 3 Before playing the video, ask students to read the exercise and complete the sentences (1–5) with the correct time period (a–e). Play the full video clip and ask students to check their answers. Elicit answers from the whole class. **KEY 3**
- 4 Before watching *A tragic story*, ask students to work in pairs and complete some of the table from memory. Play *A tragic story* and ask students to complete the table with the missing numbers. Students check their answers. Elicit answers from the whole class.
As an additional activity, tell students to cover up their information from the table and ask them to work in pairs, remembering the important facts and figures. They must see if, together, they can remember all ten numbers from the table. **KEY 4**
- 5 Before watching *Building the Titanic*, ask students to read the text and fill in the gaps from memory. Play *Building the Titanic* and ask students to check their answers. Elicit answers from the whole class and write them on the board. **KEY 5**
- 6 Ask students to read the sentences (1–5) about the human side to the story of the *Titanic*. Ask students to decide if the sentences are true or false. Remind them to correct any false sentences. Then play *My great-grandfather's story* and ask students to check their answers. After watching, students can check their answers in pairs before whole class feedback. **KEY 6**

AFTER WATCHING**10 MINS**

Write *heroic* and *cowardly* on the board and elicit L1 equivalents, or adjectives in English to check students understand these words. e.g. *strong* and *brave*, *not brave* and *easily frightened*, respectively. Highlight the word endings, *heroic* and *cowardly*, and check pronunciation. Ask students to discuss their ideas in small groups. For question 2 ask students to discuss their experiences of travelling by boat. Monitor and make a note of any errors, in particular those related to past verb forms, and also any examples of good language. Have a class feedback session eliciting ideas and opinions from various groups. Then focus on any necessary language issues.

RESEARCH

To end on a positive note, ask students to consider the survivors from the *Titanic*. Write *Eva Hart* on the board and tell them she was one famous survivor. Students can find information about Eva Hart on the Internet or from other resources. Ask students to bring the information about her to the next lesson. In this next lesson, students work in pairs and exchange their information about *Eva Hart*.

ANSWER KEY**KEY 1**

Answers will vary.

KEY 2

- 1 passengers
- 2 crew
- 3 shipyard
- 4 deck
- 5 shipwreck

KEY 3

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

KEY 4

- 1 270
- 2 53
- 3 9
- 4 2228
- 5 1343
- 6 885
- 7 710
- 8 2
- 9 2 ½

KEY 5

- 1 Wolff
- 2 Samson
- 3 Quarter
- 4 bow
- 5 offices
- 6 1900

KEY 6

- 1 ✓
- 2 ✗ Susie's great-grandfather wanted to stay in America.
- 3 ✓
- 4 ✗ Tommy asked his sons **not to spend the money until the family was together again.**
- 5 ✓

BEFORE WATCHING

1 Discuss the questions with a partner.

- 1 What do you know about the Titanic?
- 2 Have you seen a film about the Titanic? Did you think it was a good film? Why?

2 Complete the sentences with words from the box.

deck crew passengers shipwreck shipyard

- 1 The _____ bought their tickets for the voyage.
- 2 The _____ worked hard on the ship.
- 3 A lot of men worked in the _____ where they built big ships.
- 4 People stood on the _____ of the ship and waved goodbye to their friends and families.
- 5 The divers discovered the _____ at the bottom of the sea.



WHILE WATCHING

3 Watch the video. Complete sentences 1–5 with the correct time period (a–e).

- | | |
|--|-----------------------|
| 1 Titanic started her journey from England _____. | a on 14th April, 1912 |
| 2 Titanic hit an iceberg _____. | b in 1985 |
| 3 An underwater expedition discovered the shipwreck _____. | c in the 20th century |
| 4 Belfast was famous for ship building _____. | d Today |
| 5 _____, people in Belfast are proud that the Titanic was built in their city. | e on 10th April, 1912 |

4 Watch *A tragic story*. Complete the sentences in the table with a number from the box.

2228 2 710 9 2 ½ 270 885 53 1343

The ship	Passengers and crew	The shipwreck
Titanic was _____ ¹ metres long.	There were _____ ⁴ people aboard the ship.	Titanic took over _____ ⁸ hours to sink.
Titanic was _____ ² metres high and had _____ ³ decks.	There were _____ ⁵ passengers and _____ ⁶ crew members. Only _____ ⁷ people survived.	Titanic rests _____ ⁹ miles underwater.

5 Watch *Building the Titanic* and complete the summary.

The Harland and _____¹ shipyard, where they built *Titanic*, still exists today. They don't make ships here anymore, but you can still see the yard's two massive cranes, _____² and Goliath. Today, the old shipbuilding area of Belfast is called the Titanic _____³. There's a new Titanic building at the old shipyard where you can learn more about the ship. From the outside it looks like the _____⁴ of the *Titanic*. Behind the new building you can still see the old _____⁵ where they designed the ships for the White Star Line. This building is empty today, but in _____⁶ there were hundreds of people working there.

6 Watch *My great-grandfather's story*. Are the sentences true (✓) or false (X)? Correct the false sentences.

- 1 In the past, people in Belfast didn't like to talk about the Titanic and how she was built in their city.
- 2 Susie Millar's great-grandfather wanted to return to Ireland after the Titanic voyage.
- 3 Tommy Millar worked for both Harland & Wolff and The White Star Line.
- 4 Tommy gave his sons two new pennies and asked them to spend the money immediately.
- 5 The Millar family never spent the two new pennies.

AFTER WATCHING

Work in small groups. Discuss these questions.

- 1 What kind of behaviour do you think would be heroic or cowardly in this terrible situation?
- 2 Have you travelled on a big ship? If so, did you enjoy it? Why? / Why not?

RESEARCH

Find information about the famous Titanic survivor, Eva Hart. Bring your notes to class and compare with a partner.



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Write *healthy* and *diet* on the board and elicit the meaning of each. Explain that this video is about healthy diets around the world. Brainstorm some healthy and unhealthy foods with the class and write the words on the board. Discuss why the foods are healthy or unhealthy.

- 1 Ask students to write down three types of food which they like and the reasons why. Ask them to compare their list with their partner. Then ask students to discuss the questions in pairs. Circulate and help pairs who can't think of countries with a healthy diet e.g. Mediterranean, Japanese. 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. Mention that *grill* is *broil* in American English. **KEY 2**

WHILE WATCHING**25 MINS**

- 3 Ask students to read sentences 1–6 and to predict if they are about traditional American food (TA), Italian food (I) or Japanese food (J). Ask students to watch the video and see if their predictions were correct. **KEY 3**
- 4 Ask students to read the questions. Play *A diet for a long life* and ask students to write the answers. Elicit answers from the whole class. **KEY 4**
- 5 Before playing the video, ask students to read the sentences. Play *Italian food* and ask students to decide whether the sentences are true or false and to correct the false sentences. Elicit answers from the whole class. **KEY 5**
- 6 Before watching *Japanese food* ask students to read the notes and to try to complete them from memory. Play *Japanese food* and ask students to check their answers. Elicit answers from the whole class. **KEY 6**

AFTER WATCHING**10 MINS**

Ask the students to 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

Ask students to research the cuisine of a foreign country. Suggest that they choose a country which they don't know much about. Explain that they should write a description of the country's traditional dishes, main ingredients, and cooking methods. Ask them to bring their description to class and present it to the other students. You can ask the class to vote on which country's dishes they would most like to try, and elicit reasons for their choice.

ANSWER KEY**KEY 1**

Answers will vary.

KEY 2

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

KEY 3

1 I, 2 J, 3 TA, 4 J, 5 I, 6 TA

KEY 4

- 1 Having enough food and eating the right food.
- 2 We have busy lives.
- 3 It is quick and cheap.
- 4 Dan
- 5 Anne-Marie
- 6 Angus

KEY 5

- 1 ✓
- 2 ✗ The area around PJ Charlton's restaurant **has changed a lot** in the last thirty years.
- 3 ✗ Marinara sauce is made with **garlic, onions, olive oil, and tomatoes.**
- 4 ✓
- 5 ✓

KEY 6

- 1 longest
- 2 fish / Omega 3
- 3 grilling, sautéing
- 4 ingredients
- 5 beautiful

BEFORE WATCHING

1 Discuss these questions with a partner.

- Write down three types of food which you like and why. Compare your list with your partner. Who likes the healthiest food?
- How healthy are the traditional foods from your country?
- Which countries in the world have a healthy diet? What do they eat?

2 Match the words (1–7) to their definitions (a–g).

- | | |
|---------------|---|
| 1 fresh | a to gently fry food |
| 2 garlic | b plant from onion family with strong flavour and smell |
| 3 fast food | c natural |
| 4 olive oil | d to cook using strong heat from above or below |
| 5 sauté | e liquid used for frying |
| 6 grill/broil | f quickly prepared food which is not healthy |



WHILE WATCHING

3 Read sentences 1–6. Are they about traditional American food (TA), Italian food (I) or Japanese food (J)?

▶ Watch the video and check your answers.

- They cook with olive oil.
- The food changes with the seasons.
- They don't use a lot of fresh vegetables or salad.
- They don't eat large quantities of food.
- They take their food traditions with them when they move to other parts of the world.
- The food is often fried.

4 ▶ Watch *A diet for a long life*. Make notes to answer the questions.

- | | |
|--|--|
| 1 What is one of the secrets to a long life? | 4 Which speaker eats a healthy diet almost all the time? |
| 2 Why is it sometimes difficult to eat well? | 5 Which speaker eats too much sugar? |
| 3 What are the advantages of fast food? | 6 Which speaker thinks olive oil and fish are healthy? |

5 ▶ Watch *Italian food*. Are the sentences true (✓) or false (✗)? Correct the false sentences.

- The life expectancy in Italy is one of the highest in the world.
- The area around PJ Charlton's hasn't changed much in the last 30 years.
- Marinara sauce is made with garlic, onions, olive oil, and fish.
- Pasta is made of flour and eggs.
- Phil Mouquinho avoids frying food because it's unhealthy.

6 ▶ Read the notes and complete the sentences. Watch *Japanese food* and check your answers.

- Why do the Japanese have the _____ life expectancy in the world?
- In Japan they eat a lot of _____ and it contains a nutrient called _____ which is really healthy.
- They cook using these three methods _____, _____, and braising.
- They always use fresh _____.
- They make sure their food always looks _____.

AFTER WATCHING

Work with a partner. Discuss these questions.

- Which of the restaurants or food stalls shown in the video would you like eat at? Why?
- Do you usually sit down with your family at mealtimes? Why? Why not?

RESEARCH

Research the traditional dishes of another country. Write a description of the main ingredients and cooking methods they use. Bring your description to class and present it to the other students.



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Write *renewable* and *alternative* on the board and elicit the meaning of each. Explain that this video is about alternative energy and cities which are designed to reduce energy consumption. Elicit other terms that are used to talk about alternative energy, e.g. *green, ecological, environmentally friendly, sustainable*.

- 1 Ask students to discuss the questions in pairs. Circulate and help students with vocabulary e.g. *hydro-electric, solar, wind, coal, gas, oil*, etc. Elicit answers from the whole class. **KEY 1**
- 2 Ask students to work in pairs and try to match the items with the pictures. Elicit answers from the whole class. **KEY 2**

WHILE WATCHING**25 MINS**

- 3 Ask students to look at the sentences in pairs and to try to predict whether they are true or false. You might need to highlight the following vocabulary *damage, renewable, recycle, waste*, and ask students to guess the meaning from context. Play the video and ask students to check their answers and to correct the false sentences. Elicit answers from the whole class. **KEY 3**
- 4 Before playing *Fuel for the future*, ask students to read the prompts and try to complete the information from memory. Play *Fuel for the future* and ask students to check their answers. Elicit answers from the whole class. **KEY 4**
- 5 Ask students to read the information carefully. Explain that they have to match the numbers to the statements while they watch the video. Play *Alternative living* then elicit answers from the whole class. **KEY 5**
- 6 Ask students to read the sentences and to try to predict the correct option. Watch *A green city*. Elicit answers from the whole class. **KEY 6**

AFTER WATCHING**10 MINS**

Ask the students to 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 choose a city and then look for information on the Internet. They should prepare a short five minute presentation describing what renewable energy sources the city is using, or planning to use. Ask them to give their presentation in the next lesson. Then ask students to work in groups to decide on the five best ways to make a city green. Have a class feedback session on their ideas.

ANSWER KEY**KEY 1**

Answers will vary.

KEY 2

- 1 a – future
- 2 c – future
- 3 b – traditional

KEY 3

- 1 People are using **more and more** energy worldwide.
- 2
- 3 Iceland is lucky because the country is able to use a lot of **geothermal** power.
- 4 Masdar City will recycle **most of** its water.
- 5

KEY 4

- 1 Supplying enough fuel for everyone in the future.
- 2 oil / gas / coal
- 3 Any two of the following; traditional sources won't last forever, they cause environmental problems, e.g. climate change, they can be harmful, e.g. nuclear power.
- 4 They should be safe, cheap, renewable (won't run out), and green (won't damage environment).
- 5 solar / hydro / wind

KEY 5

- a 1
- b 60
- c 40,000
- d 2009
- e 2030
- f 50,000
- g 11

KEY 6

- 1 shade and wind
- 2 the majority
- 3 only electric
- 4 destination
- 5 staircases
- 6 all over the world

BEFORE WATCHING

1 Discuss these questions with a partner.

- 1 List all the forms of energy you can think of.
- 2 What are the advantages and disadvantages of renewable energy?

2 Work with a partner. Match 1–3 with the pictures (a–c). Which photos show future energy developments and which show traditional energy sources?

- 1 a pod car 2 solar power station 3 coal



WHILE WATCHING

3 ▶ Read the sentences below. Watch the video and decide whether they are true (✓) or false (✗). Correct the false sentences.

- 1 People are using less energy worldwide.
- 2 We need an energy source that won't damage the environment.
- 3 Iceland is lucky because the country is able to use a lot of solar power.
- 4 Masdar City will recycle half of its water.
- 5 Masdar City has been designed to minimize energy use.

4 ▶ Watch *Fuel for the future*. Make notes to answer the questions.

- 1 What is one of the greatest global challenges facing us today?
- 2 Name three types of fossil fuels.
- 3 Name two problems of traditional energy sources.
- 4 What are we looking for in new energy sources?
- 5 What alternative energy sources are mentioned by the people interviewed?

5 ▶ Watch *Alternative living*. Match the numbers to the statements (a–g) they refer to.

50,000	a The approximate width of Masdar City in miles.
2009	b The percentage of energy provided by geothermal power in Iceland.
2030	c The number of people who they think will live in Masdar City.
60	d The year people first started living in Masdar City.
40,000	e When Masdar is expected to be completed.
11	f The number of people they think will travel to Masdar City each day to work.
1	g The distance in miles from Abu Dhabi to Masdar City.

6 ▶ Watch *A green city*. Underline the correct option.

- 1 The buildings and streets in Masdar City will use *shade and wind* / *air conditioning* to keep them cool.
- 2 The city will recycle *all* / *the majority* of its rubbish.
- 3 The transport system will use *both electric and traditional* / *only electric* vehicles.
- 4 Passengers will be able to control the *speed* / *destination* of the car pods by using a touchscreen.
- 5 People will be encouraged to use *staircases* / *lifts*.
- 6 It is hoped that the technology from Masdar City will be used *all over the world* / *in other Arab States* in the future.

AFTER WATCHING

Work with a partner. Discuss these questions.

- 1 Would you like to live in a city like Masdar? Why? / Why not?
- 2 What is your country doing to reduce traditional energy consumption?
- 3 How can you help to reduce energy consumption? Do you do these things already? Why? / Why not?

RESEARCH

Reykjavik, Malmö, Vancouver, and Bogotá are cities which are working hard to become environmentally friendly. In groups, choose one of these cities or another city you know. Find information on the Internet about what renewable energy sources the city is using, or planning to use. Prepare a short presentation of their plans. Present your research to the class.



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Write *Scotland* on the board and ask students to think of things they associate with Scotland. Pre teach *Edinburgh festival, fringe theatre, show*. Write their ideas on the board.

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

WHILE WATCHING**25 MINS**

- 3 **▶** Ask students to work in small groups and to underline the answers they think are correct in the quiz about Scotland. You might suggest that they underline their guesses in one colour and use another colour to correct any answers while they watch. Play the full video clip and ask students to check their answers. Elicit answers from the whole class. After this ask which group had the most correct answers first time round. **KEY 3**
- 4 **▶** Play *The country* and ask students to complete the information. Elicit answers from the whole class. **KEY 4**
- 5 **▶** Before playing *The people*, ask students to read the sentences and decide whether they think they are true or false. Play the video clip and ask students to check their answers and correct the false sentences. Elicit answers from the whole class. **KEY 5**
- 6 **▶** Before playing *Edinburgh* ask students to read the questions and try to answer them from memory. Play *Edinburgh* and ask students to check their answers. Elicit answers from the whole class. **KEY 6**

AFTER WATCHING**10 MINS**

Ask the students to 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

Ask the students to plan a weekend trip to Edinburgh. Explain that they should use the Internet to research accommodation and entertainment. Ask them to choose a hotel, a restaurant and a show or exhibition. Explain that they should write an email to their friend with all the details. Ask them to bring their email to class. Ask them to present their plans to the class and try to convince other students to choose their hotel, restaurant, and show. Encourage students to use comparatives and superlatives. At the end of the activity they should vote on the best weekend. Have a class feedback session and ask them explain their choice.

ANSWER KEY**KEY 1**

Answers will vary.

KEY 2

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

KEY 3

- 1 larger
- 2 Ben Nevis
- 3 deepest
- 4 Edinburgh
- 5 Scots
- 6 lake
- 7 most popular
- 8 August

KEY 4

- 1 Sandra
- 2 Isabelle
- 3 Jazz
- 4 Robin and Isabelle
- 5 Cassandra
- 6 Jackie

KEY 5

- 1 **X** The Scottish Parliament is in **Edinburgh**.
- 2 ✓
- 3 **X** The word *bairn* means **child** in Scottish dialect.
- 4 **X** The English sometimes have problems understanding the Scots, because **their accent is very strong**.
- 5 **X** Rory thinks the Scots are **often very loud**.
- 6 ✓

KEY 6

- 1 during the Edinburgh Festival / August / in summer
- 2 450,000 people
- 3 three weeks
- 4 over 2000
- 5 Prices rise. / It becomes more expensive.
- 6 Answers could include: music / magic / street theatre.

BEFORE WATCHING

1 Work with a partner. Discuss these questions.

- 1 What are the best and worst things about your country?
- 2 What do you think the best and worst things about Scotland are?

2 Complete the sentences about Scotland (1–5) with the endings (a–e).

- 1 I hate the weather in winter – it is really _____.
 - 2 You'll have a wonderful time there, the people are _____.
 - 3 Be careful, because the lake is very _____.
 - 4 The landscape is beautiful – it's really _____.
 - 5 It's hard to understand the Scottish accent because it's very _____.
- a strong
b deep
c miserable
d bubbly and fun
e stunning



WHILE WATCHING

3 Watch the video. Underline the correct option in the sentences about Scotland.

- 1 Scotland has a *larger* / *smaller* population than Northern Ireland.
- 2 The highest mountain in Scotland is *Ben Nevis* / *Castle rock*.
- 3 The *deepest* / *biggest* lake in Britain is Loch Morar.
- 4 The capital city of Scotland is *Glasgow* / *Edinburgh*.
- 5 The people in Scotland are called *Scotch* / *Scots*.
- 6 In Scottish dialect a 'loch' is a *castle* / *lake*.
- 7 The *most popular* / *oldest* building to visit in Edinburgh is the castle.
- 8 The Edinburgh Festival takes place in *July* / *August*.

4 Watch *The country*. Complete the sentences with the speakers' names: Jazz, Isabelle, Robin, Cassandra, Sandra, or Jackie.

- 1 _____ loves life at the university.
- 2 _____ likes fish and chips.
- 3 _____ thinks the food is great.
- 4 _____ says the people are nicer than in his / her country.
- 5 _____ likes the way people share cultural differences.
- 6 _____ loves the light in summer.

5 Watch *The people*. Are the sentences true (✓) or false (X)? Correct the false sentences.

- 1 The Scottish Parliament is in Glasgow.
- 2 Many people whose ancestors came from Scotland return to the country to visit.
- 3 The word '*bairn*' means '*boy*' in Scottish dialect.
- 4 The English sometimes have problems understanding the Scots, because their vocabulary is very different.
- 5 Rory thinks the Scots are usually quiet.
- 6 Alex thinks there's a great sense of community in Scotland.

6 Watch *Edinburgh* and write notes to answer the questions.

- 1 When is the best time to visit Edinburgh?
- 2 How many people come to Edinburgh during the festival?
- 3 How long does the festival last?
- 4 How many shows are there?
- 5 What happens to prices during the festival?
- 6 What type of free shows can you see?

AFTER WATCHING

Work with a partner. Discuss these questions.

- 1 What are the similarities and differences between Scotland and your country?
- 2 Have you ever been to a festival like the one in Edinburgh? What was it like?

RESEARCH

Plan a weekend trip to Edinburgh for you and a friend. Use the Internet to research accommodation and entertainment. Choose a hotel, a restaurant, and a show or exhibition. Write an email to your friend with all the details. Bring your email to class. Present your plans to the class and try to convince them to come to your choice of hotel, restaurant, and show.



Total lesson time

BEFORE WATCHING**10 MINS**

Warmer Write the names of some famous novels your students might know on the board e.g. *Great Expectations*, *A Picture of Dorian Gray*, *Tom Sawyer*, *The Lord of the Rings*, *The Great Gatsby*. Alternatively, if you can, bring in some real examples of novels. Elicit or give vocabulary such as *novel*, *novelist*, *author*, *a classic*, *literature*, and *publisher*. Make sure that students know how to pronounce these words. Ask students if they have read any of the books you have mentioned. Elicit the names of other famous novels and novelists.

- 1 Ask students to discuss these questions in pairs. Before they start, elicit and write on the board, the names of some famous writers' houses e.g. *Shakespeare's house in Stratford-upon-Avon, UK*, *Victor Hugo's house in Paris, France*, *The Mark Twain House & Museum, Connecticut, USA*, that they can visit at home or abroad. Elicit answers from the whole class. **KEY 1**
- 2 Ask students to work in pairs and match an author (1–6) with a place (a–f). Explain that the author is connected to the place because they lived or stayed there for some time. Elicit answers from the whole class. **KEY 2**

WHILE WATCHING**25 MINS**

- 3 **▶** Before watching, allow students to look at the questions. Play the full video clip and ask students to complete the information. Then, students can check their answers in pairs before whole class feedback. **KEY 3**
- 4 **▶** Before watching *Places that inspire writers*, ask students to write the correct form of the verb using the Past Simple or Present Perfect Simple. Elicit when the Present Perfect Simple is used instead of the Past Simple before they begin the exercise. Play *Places that inspire writers* and ask students to check their answers. Elicit answers from the whole class and write the answers on the board. **KEY 4**
- 5 **▶** Before playing *Jane Austen* ask students to read the sentences carefully and choose the correct option from memory. Play *Jane Austen* and ask students to check their answers. Elicit answers from the whole class. **KEY 5**
- 6 **▶** Before playing *The Brontës*, ask students to work in pairs and answer the questions from memory. Play *The Brontës* and ask students to check their answers. **KEY 6**

AFTER WATCHING**10 MINS**

Before the discussion, elicit the names of some *Potter*, *Austen*, and *Brontë* novels to help with question 1. Then elicit the names of films that have been adapted from books and write their names on the board. This will help focus the students and provide them with some ideas. Ask students to work in small groups. 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 groups, then focus on any language issues.

RESEARCH

To help your students prepare for this writing task, elicit some ideas about how we write an email to a friend (see *Writing an email Unit 4 p108 in the Headway Pre-Intermediate Student's Book*). Ask students to bring a copy of their emails to the next class.

If students want to find out more information about the three writers and their houses, the following websites provide clear and helpful information.

www.nationaltrust.org.uk/hilltop/

www.jane-austens-house-museum.org.uk

www.bronte.info

ANSWER KEY**KEY 1**

Answers will vary.

KEY 2

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

KEY 3

- 1 Hill Top Farm / Chawton / The Parsonage
- 2 For over 60 years / Since 1949 / Since 1928
- 3 100,000 / – / 75,000
- 4 – / Jane's desk / Charlotte's wedding dress, letters and manuscripts

KEY 4

- 1 have attracted
- 2 travelled
- 3 inspired
- 4 was
- 5 wrote
- 6 have sold

KEY 5

- 1 a very popular
- 2 in the countryside
- 3 isn't as beautiful as
- 4 only after her death
- 5 one of the most popular female writers in the world
- 6 Elizabeth

KEY 6

- 1 With their father, Patrick, and brother, Branwell. They also lived with their mother and two sisters.
- 2 They liked to stay together. In the evenings they liked to write sitting around the table together in their small dining room.
- 3 They chose not to write under their real names so that people treated them as writers not as *women* writers.
- 4 Just after the family arrived at the Parsonage, their mother died and then their two sisters, Maria and Elizabeth aged 10 and 11. In 1848 Branwell (their brother) died. A short time after this Emily died, then Anne. Charlotte died shortly after getting married in 1855.
- 5 From countries all over the world including the UK, America, and Japan.
- 6 Because the dramatic countryside of Yorkshire helps them understand the powerful novels the Brontë sisters wrote.

BEFORE WATCHING

1 Discuss these questions with a partner.

- 1 What type of books do you enjoy reading? Why? What is your favourite book?
- 2 Have you ever visited the houses of any famous writers?

2 Match the writers (1–6) with a place (a–f).

- | | |
|-------------------|----------------------|
| 1 George Orwell | a Bath |
| 2 Franz Kafka | b London |
| 3 Charles Dickens | c Haworth, Yorkshire |
| 4 Beatrix Potter | d Prague |
| 5 Jane Austen | e Paris |
| 6 Emily Brontë | f The Lake District |



Jane Austen's house



The Brontë house

WHILE WATCHING

3 Watch the video. Complete the information about the writers' houses.

	Beatrix Potter's house	Jane Austen's house	The Brontë house
1 What is the name of the house?			
2 How long has it been open to the public?			
3 How many visitors does it have each year?		_____	
4 What can you see there?	_____		

4 Watch *Places that inspire writers*. Complete the summary about the homes of famous writers. Write the correct form of the verb using the Past Simple or Present Perfect Simple.

Many cities, such as Paris, Prague, New York, and London _____¹ (attract) great writers and artists for hundreds of years. Writers like George Orwell and Ernest Hemmingway _____² (travel) to Paris to live and work there. Prague _____³ (inspire) the work of Franz Kafka. In the Lake District, Hill Top Farm _____⁴ (be) the home of Beatrix Potter. She _____⁵ (write) *The Tale of Peter Rabbit* in 1902, and since then, publishers _____⁶ (sell) over 40 million copies.

5 Watch *Jane Austen*. Underline the correct options.

- 1 Bath is *a very popular / not a very good* city for making films and television adaptations of Jane Austen's work.
- 2 Austen spent a lot of time *in the countryside / in the city* of Bath.
- 3 Jane Austen's house is *more beautiful than / isn't as beautiful as* the homes of the characters in her novels.
- 4 Jane became a famous writer *before her death / only after her death*.
- 5 Jane Austen is *very popular with female readers / one of the most popular female writers in the world*.
- 6 Keira Knightly played *Jane / Elizabeth* in a film adaptation of *Pride and Prejudice*.

6 Watch *The Brontës*. Answer the questions.

- 1 Who did the three famous Brontë sisters live with?
- 2 How did the sisters like to spend their time at home?
- 3 Why did the sisters choose not to publish their first books under their real names?
- 4 What tragic events happened to the Brontë family?
- 5 Where do today's visitors to the Brontë Parsonage come from?
- 6 Why do these visitors like to explore the Yorkshire countryside around the Brontë house?

AFTER WATCHING

Work in small groups. Discuss these questions.

- 1 Have you read any books by *Beatrix Potter, Jane Austen*, or the *Brontës*? If so, which ones and what did you think of them?
- 2 Have you read any books which have been made into a film? What was the story? Did you prefer the film or the book? Why?

RESEARCH

Write an email to a friend who is coming to visit you. You are planning to take him / her on a daytrip to one of the writer's houses from the video. Choose one house and write to your friend about the house and the writer who lived there. Explain why you would like to take them there.



Total lesson time

BEFORE WATCHING 5 MINS

Warmer Write the word *twins* on the board. Check students understand what it means. Ask students if they can think of any famous twins. Then write the names of some famous people on the board and ask if students know which ones have a twin and which don't. For example: Angelina Jolie (no – an older brother), Ashton Kutcher (yes – a non-identical twin brother), Justin Timberlake (yes – a non-identical twin sister), Mary-Kate Olsen (yes – an identical sister), Lady Gaga (no – a younger sister).

- 1 Ask students to discuss the questions in pairs. After a few minutes, ask the whole class these questions. Encourage a whole class discussion. **KEY 1**
- 2 Ask students to complete the sentences. Elicit answers from the whole class and check pronunciation. **KEY 2**

WHILE WATCHING 25 MINS

- 3 ▶ Ask students to read the sentences carefully. Check they understand them. Play the full video clip and ask students to complete the sentences with the speakers' names. Students can compare their answers in pairs. Elicit answers from the whole class. **KEY 3**
- 4 ▶ Before playing *Why are twins special?* ask students to work in pairs and answer the questions from memory. Play *Why are twins special?* and ask students to check their answers and make extra notes. After listening, they can discuss their answers in pairs again before feeding back to the rest of the class. There is a lot of information in the answer key and your class might find it hard to mention all the points. If necessary, tell students that *A levels* are the exams English students take when they are about 18 years old. **KEY 4**
- 5 ▶ Ask students to read the sentences (1–6) about the Mapfumo twins. Ask students to decide if the sentences are true or false. Remind them to correct any false sentences. Then play *Being a twin* and ask students to check their answers. After watching, students can check their answers in pairs before whole class feedback. **KEY 5**
- 6 ▶ Before watching *Bringing up twins*, ask students to predict the answers in pairs. Play *Bringing up twins* and ask students to underline the correct options. Students can check their answers in pairs. Elicit answers from the whole class. **KEY 6**

AFTER WATCHING 10 MINS

Ask the students to talk about their ideas in small groups. 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

To help students prepare for this writing task, elicit the language they can use when they are giving advice: *you should ...*, *you must ...*, *you have to ...*, *you don't have to ...*. When students bring their article to class, ask them to work in pairs and compare the advice they listed in their magazine articles.

ANSWER KEY

KEY 1

Answers will vary.

KEY 2

- 1 identical twins
- 2 genes
- 3 close bond
- 4 differentiate
- 5 swap
- 6 diseases

KEY 3

- 1 Rac
- 2 Run
- 3 X and C
- 4 X
- 5 X and C
- 6 Ruf

KEY 4

- 1 They regularly visit St Thomas' Hospital to have a range of medical tests.
- 2 The brothers look the same. They're both fascinated by the differences and similarities between twins. They both did medical degrees, and they got almost all the same grades in their A level exams. They have shared similar experiences. They share a lot of the same friends.
- 3 Our 'nature' is based on our genetic make-up, and the 'nurture' argument is based on how we are brought up and how we live.
- 4 Scientists hope that the research will help them to identify and prevent health problems in the future.

KEY 5

- 1 ✗ Rufaro is 23 minutes older than her sister.
- 2 ✗ Rufaro is studying Biomedical Science at Middlesex University.
- 3 ✓
- 4 ✗ It was easy to continue with their education because when one sister was working on the film set, the other sister could go to school.
- 5 ✓
- 6 ✓

KEY 6

- 1 don't have to be
- 2 spend
- 3 was
- 4 understands how the other is feeling
- 5 parents
- 6 are so close to each other

BEFORE WATCHING

1 Work with a partner. Discuss these questions.

- 1 Do you know any twins?
- 2 What do you think are the advantages and disadvantages of being a twin?

2 Complete the sentences with words from the box.

differentiate close bond identical twins swap genes diseases

- 1 They are _____ because they both developed from the same egg and they look nearly the same.
- 2 The information in our _____ controls what we're like and how we'll develop.
- 3 Such a _____ between two people shows there is a real connection.
- 4 It can be really difficult for teachers to _____ between two identical twins in their class.
- 5 When twins are children they often _____ places with each other to trick their parents or their teachers.
- 6 Some people think that identical twins will suffer from the same health problems and _____.



WHILE WATCHING

3 ▶ Watch the video. Complete the sentences with the speakers' names: Xand (X), Chris (C), Rufaro (Ruf), Runyararo (Run), Rachel (Rac).

- | | |
|--|--|
| 1 _____ thinks twins can be expensive. | 4 _____ talks about having the same friends as his / her twin. |
| 2 _____ is studying film and visual effects. | 5 _____ both studied medicine at university. |
| 3 _____ go together to a summer party in London. | 6 _____ likes to make people laugh. |

4 ▶ Watch *Why are twins special?* Make notes to answer the questions.

- 1 What happens to the twins on the research programme?
- 2 In what ways are the van Touliken brothers in the video so similar?
- 3 What is the difference between 'nature' and 'nurture'?
- 4 What do scientists hope the tests on twins can help with?

5 ▶ Watch *Being a twin.* Are these sentences true (✓) or false (X)? Correct the false sentences.

- 1 Rufaro is slightly younger than her sister.
- 2 Rufaro is studying Biomedical Science at Sheffield Hallam University.
- 3 At school, they took each other's places in lessons and the teachers never caught them.
- 4 It was hard to continue with their education when they were acting in a Harry Potter film.
- 5 Rufaro is a bit more impatient than her sister Runyararo.
- 6 Rufaro says they are like best friends as well as twin sisters.

6 ▶ Watch *Bringing up twins.* Underline the correct options.

- 1 Having somebody to help with baby twins means that *you have to be / don't have to be* awake 24 hours a day.
- 2 When twins get older you have to *spend / save* twice as much money.
- 3 When the girls were babies there *was / wasn't* a strong bond between them.
- 4 When they're not together, one sister often *understands how the other is feeling / knows what the other is doing*.
- 5 At school, *the twins / parents* should make sure that teachers know which twin they are talking about.
- 6 Rachel Mapfumo thinks she can worry less because the girls *are so close to each other / live on their own*.

AFTER WATCHING

Work in small groups. Discuss these questions.

- 1 What was the most interesting fact about twins that you learnt from watching the video?
- 2 Would you like to be a parent of twins? Why? / Why not?

RESEARCH

A journalist has asked you to write a short article for a parenting magazine giving advice to parents of twins. Using the information from the video clip, write a short introduction about twins and then write 4–6 pieces of advice (100 words). Bring your article to class. Compare your article with a partner. Is your advice similar or different to theirs?



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Write *author* and *magical* on the board and elicit the meaning of each. Explain that this video is about the life and work of the author Roald Dahl. Ask students to name famous children's authors from their own country and around the world. How much do they know about them? What books have they written?

- 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 students to complete the sentences. Elicit answers from the whole class. **KEY 2**

WHILE WATCHING**25 MINS**

- 3 Ask students to read the sentences about Roald Dahl. Play the full video clip and ask them to decide if the sentences are true or false. Remind students to correct the false sentences. Elicit answers from the whole class. **KEY 3**
- 4 Before playing *The man*, ask the students to read the sentences. Play *The man* and ask the students to check their answers. Elicit answers from the whole class. **KEY 4**
- 5 Before watching the video, ask students to read the sentences carefully and choose the correct options from memory. Play *The writer* and ask students to underline the correct option. Elicit answers from the whole class. **KEY 5**
- 6 Before watching, ask students to read Roald Dahl's writing tips carefully. Explain that there are five mistakes. Play *The magic* and ask students to correct the mistakes. They can then check their answers in pairs before feeding back to the rest of the class. **KEY 6**

AFTER WATCHING**10 MINS**

Ask the students to 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

Ask students to choose one of the characters from a Roald Dahl book. They should find out more about the character and write a short description, approximately 100 words. Ask them to bring their descriptions to class and tell other students about their character.

ANSWER KEY**KEY 1**

Answers will vary.

KEY 2

- 1 autobiographies
- 2 appeal
- 3 published
- 4 inspired
- 5 success

KEY 3

- 1 Roald Dahl wrote *James and the Giant Peach*.
- 2 His parents were from **Norway**.
- 3 He grew up in **Wales**.
- 4
- 5
- 6 He wrote children's stories **and adult stories**.
- 7
- 8

KEY 4

- 1 He invented his own words and fantastic places and characters.
- 2 The same things are as funny now as fifty years ago.
- 3 He was naughty.
- 4 He was homesick and unhappy, but he wrote a cheerful letter home every day.
- 5 A chocolate company sent sweets for students at his school to test.
- 6 He made a silver ball.

KEY 5

- 1 worked for an oil company
- 2 running out of fuel
- 3 1942
- 4 actress
- 5 adults
- 6 The Gremlins

KEY 6

- 1 Keep a **notebook** with you all the time so you can write down your ideas.
- 2 Make sure you are surrounded by interesting **things** to inspire you.
- 3 Sharpen **six** pencils before you start writing.
- 4 Write on **yellow** paper.
- 5 Write for two hours then stop for lunch and continue for another **two** hours.

BEFORE WATCHING

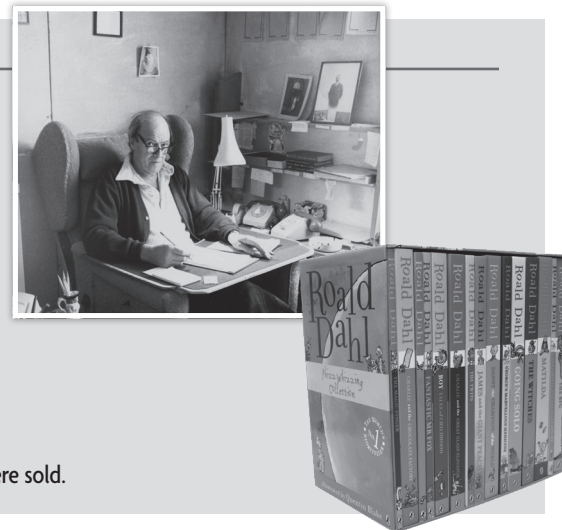
1 Discuss these questions with a partner.

- 1 What were your favourite children's books?
- 2 What were they about?

2 Complete the sentences with the words from the box.

published autobiographies inspired success appeal

- 1 I love reading _____, because you learn so much about the writer.
- 2 JK Rowling's books have a massive _____ to both children and adults.
- 3 My cousin has just had her first novel _____.
- 4 My experience in Japan _____ me to write a book.
- 5 His book of short stories was a great _____ and thousands of copies were sold.



WHILE WATCHING

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

- | | |
|--|---------------------------------------|
| 1 Roald Dahl wrote <i>James and the Giant Pear</i> . | 5 He was a World War Two pilot. |
| 2 His parents were from Sweden. | 6 He only wrote children's stories. |
| 3 He grew up in Ireland. | 7 He wrote all his stories in pencil. |
| 4 He had a passion for chocolate. | 8 He always wrote in his writing hut. |

4 Watch *The man* and answer the questions.

- | | |
|--|---|
| 1 What did Roald Dahl invent? | 4 What type of experience did he have at boarding school? |
| 2 Why are his stories so successful? | 5 What inspired him to write <i>Charlie and the Chocolate Factory</i> ? |
| 3 Was Roald Dahl a good boy at school? | 6 What did he make with the wrappers from chocolates? |

5 Watch *The writer*. Underline the correct option.

- 1 After finishing school Roald Dahl went to university / worked for an oil company.
- 2 He crashed his plane after being shot down / running out of fuel.
- 3 He moved to the USA in 1953 / 1942.
- 4 Roald Dahl married an author / actress.
- 5 By the 1960's he was most famous for writing stories for children / adults.
- 6 His first story for children was called Charlie and the Chocolate Factory / *The Gremlins*.

6 Read Roald Dahl's writing tips. Watch *The magic* and correct the mistakes in each sentence.

- 1 Keep a piece of paper with you all the time so you can write down your ideas.
- 2 Make sure you are surrounded by interesting books to inspire you.
- 3 Sharpen four pencils before you start writing.
- 4 Write on pink paper.
- 5 Write for two hours then stop for lunch and continue for another three hours.

AFTER WATCHING

Work with a partner. Discuss these questions.

- 1 Did you find any of the information about Roald Dahl surprising? Why?
- 2 Roald Dahl said '*those who don't believe in magic will never find it*'. What do you think he meant?
- 3 Do you think you could be a successful writer? Why? / Why not?

RESEARCH

Find out more about one of the characters from a Roald Dahl book and write a short description of them. Think about what they look like and what sort of character they are. Bring your descriptions to class and tell other students about your character.



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Write *inventors* and *inventions* on the board and elicit the meaning of each. Explain that this video is about some inventors who have tried to help people in need. Ask students to work in small groups to brainstorm some serious problems that still need solutions, for example the environment, health, and poverty. Ask students if they think new inventions can help solve these problems. Discuss ideas as a class. Write some responses on the board.

- 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 students to complete the sentences. Elicit answers from the whole class. **KEY 2**

WHILE WATCHING**25 MINS**

- 3 Before watching the video, ask students to read the information carefully. Play the full video clip and ask students to complete the missing information. Elicit answers from the whole class. **KEY 3**
- 4 Ask the students to read the sentences. Play *Emily Cummins* and ask the students to decide if the sentences are true or false. 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 the facts they refer to. Play *Josh Silver*, and then elicit answers from the whole class. **KEY 5**
- 6 Before playing *Michael Pritchard*, ask the students to read the sentences and choose the correct options from memory. Play *Michael Pritchard* and ask the students to check their answers. Elicit answers from the whole class. **KEY 6**

AFTER WATCHING**10 MINS**

Ask the students to 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 research information on the Internet about an invention that has made life better and prepare a short presentation about it (5 minutes). They should present it during the next class.

As a follow-up, the class can vote on which presentation described the most useful invention.

ANSWER KEY**KEY 1**

Answers will vary.

KEY 2

- 1 evaporates
- 2 container
- 3 filter
- 4 hammer
- 5 sterile
- 6 improve

KEY 3

- 1 fridge
- 2 electricity
- 3 Physics
- 4 eye-glasses
- 5 liquid
- 6 Lifesaver water bottle (and Lifesaver jerry can)
- 7 filter

KEY 4

- 1 When she was 4, Emily's grandad gave her a hammer.
- 2 She realised people in Africa couldn't store food because they didn't have access to **electricity or refrigerators**.
- 3 The design was very **simple**.
- 4 You put something that stays **wet** between the two cylinders of the fridge.
- 5

KEY 5

a 1, b 60, c 40,000, d about 20, e over 20

KEY 6

- 1 a billion
- 2 expensive and difficult
- 3 filter
- 4 20,000
- 5 many projects

BEFORE WATCHING

1 Discuss these questions with a partner.

- Which of the following (a–d) would you most like to invent? Why?
 a a time machine b a way to control the weather c a cheap new biofuel d a medicine to cure malaria
- Put inventions a–d in order of importance (1 = most important) and explain your reasons.

2 Complete the sentences with words from the box.

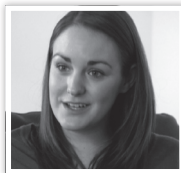
filter improve evaporates hammer container sterile

- When you boil water, it _____ and changes into a gas.
- I need a _____ to put my water in for the camping trip.
- The water is cleaned with a _____.
- Do you have a _____? I need to put this nail in the wall.
- It's important for our drinking water to be _____.
- Our company tries to _____ our products every year.

WHILE WATCHING

3 Watch the video. Complete the information below.

Emily Cummins



- Emily invented a new type of _____.
- It doesn't need _____.

Josh Silver



- Josh is a professor of _____.
- He invented a new kind of _____.
- It works by adding _____ to the lens.

Michael Pritchard



- Michael invented the _____.
- It uses a special _____.

4 Watch *Emily Cummins*. Are the sentences true (✓) or false (X)? Correct the false sentences.

- When she was 9, Emily's grandad gave her a hammer.
- She realised people in Africa couldn't store food because they didn't have access to water.
- The design was quite complicated.
- You put something that stays dry between the two cylinders of the fridge.
- When she was 18, Emily travelled to Africa on her own.

5 Watch *Josh Silver*. Match the numbers to the facts (a–e).

60	a The number of eye doctors per 8 million people in parts of Africa.
about 20	b The per cent of the world's population who needs eye-glasses.
1	c The number of Josh's eye-glasses now in use.
40,000	d The number of countries where Josh's eye-glasses are in use.
over 20	e The number of years Josh has spent on research to develop the glasses.

6 Watch *Michael Pritchard*. Underline the correct options.

- Over *500 million / a billion* people haven't got easy access to clean water.
- It is *cheap and easy / expensive and difficult* to send clean bottles of water to disaster areas.
- The Lifesaver bottle uses a special *filter / lens* to clean the water.
- The Lifesaver Jerrycan can process up to *2,000 / 20,000* litres of water.
- Michael does a *couple of / many* projects around the world to help people get access to clean water.

AFTER WATCHING

Work with a partner. Discuss these questions.

- Which invention from the video did you like best? Why?
- What do you think are the greatest difficulties for a new inventor?

RESEARCH

Choose an invention that has made life better. Find out more information on the Internet about this invention. Prepare a short presentation about the invention, explaining how it has made life better. Present it to your class.



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Write *Do you like football? Why? Why not?* on the board. Ask students to discuss their answers in small groups.

- 1 Focus students on the title *Homeless World Cup* and check students understand *homeless*. Ask students to work in pairs and write four questions they would like to ask about the *Homeless World Cup*. Before they start, elicit or give one question as an example and write it on the board, e.g. *Where does the Homeless World Cup take place?* After a few minutes, have a class feedback session and write a list of their questions on the board. **KEY 1**
- 2 Ask students to work in pairs and complete the football vocabulary quiz. Elicit answers from the whole class. **KEY 2**

WHILE WATCHING**25 MINS**

- 3 ▶ Play the full video clip and ask students to see how many of their *Before Watching* questions were answered. In class feedback, refer to the questions you wrote on the board in *Before Watching* question 1 and ask students if they found out what they wanted to know. If students didn't find out the answers to their questions, consider playing the clip again or tell them that they can find these out as part of their research project after the lesson. **KEY 3**
- 4 ▶ Before watching, ask students to read the summary carefully. Explain that it contains seven mistakes. The first one is given as an example. Play *The power of football* 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 *The tournament*, ask students to predict the answers in pairs. Play *The tournament* and ask students to underline the correct options. Students can check their answers in pairs. Elicit answers from the whole class. **KEY 5**
- 6 ▶ Before watching, ask students to read the sentences (1–6). Ask students to decide if the sentences are true or false. Remind them to correct any false sentences. Then play *Changing lives* and ask students to check their answers. After watching, students can check their answers in pairs before whole class feedback. **KEY 6**

AFTER WATCHING**10 MINS**

Ask students to 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. Finally, focus on any language issues that you noticed when monitoring.

RESEARCH

If your students have access to the Internet in class you could ask them to do their research during the lesson. If not, you can set this task for homework. Tell students not to copy and paste information from the Internet – they should write the information in their own words. The Homeless World Cup website, www.homelessworldcup.org is very helpful.

ANSWER KEY**KEY 1**

Answers will vary.

KEY 2

- 1 soccer
- 2 pitch
- 3 stadium
- 4 tournament
- 5 coach
- 6 team

KEY 3

Answers will vary.

KEY 4

Football is a really popular sport. Every day all over the world, **millions** of young people play the game. Young players who want to become professional often leave home to train at youth academies of **famous football clubs** around the world. Leo Messi is a good example of this. He is **Argentinian** and he moved to **Spain** when he was 13. He started playing for FC Barcelona when he was only **16**. Now Messi also spends a lot of time working for charity. He is a Goodwill Ambassador for UNICEF helping **children** around the world. Football can make a difference to people's lives through projects like the Homeless World Cup. This is a tournament that brings together **homeless people** to play football for their country.

KEY 5

- 1 helping the homeless
- 2 decided
- 3 included
- 4 eight
- 5 all year

KEY 6

- 1 ✓
- 2 ✗ The project is so successful because the homeless players **become part of a team**.
- 3 ✗ After playing in the Homeless World Cup David **returned to college**.
- 4 ✓
- 5 ✗ David feels that the Homeless World Cup **motivated him to change his life**.

BEFORE WATCHING

- 1 Are you surprised there is a Homeless World Cup? Why? / Why not? Write 4 questions you would like to ask about this competition.
- 2 Work with a partner. Complete the sentences with words from the box.

coach soccer team stadium pitch tournament

- 1 Another word for football is _____.
- 2 People usually play football on a _____.
- 3 Important football games take place in a _____.
- 4 A big sports competition is called a _____.
- 5 The person who trains the players is called a _____.
- 6 In international football there are 11 players in a _____.



WHILE WATCHING

- 3 ▶ Watch the video. Look at your questions in *Before Watching*. Did you find out what you wanted to know?
- 4 ▶ Read the summary. There are 7 mistakes. Watch *The power of football*, then correct the mistakes in the text. The first is given as an example.

Football is a really popular sport. Every day all over the world, ^{millions} ~~hundreds~~ of young people play the game. Young players who want to become professional often leave home to train at the youth academies of schools around the world. Leo Messi is a good example of this. He is Spanish and he moved to Argentina when he was 13. He started playing for FC Barcelona when he was only 17. Now Messi also spends a lot of time working for charity. He is a Goodwill Ambassador for UNICEF helping old people around the world. Football can make a difference to people's lives through projects like the Homeless World Cup. This is a tournament that brings together rich professional football players to play football for their country.

- 5 ▶ Watch *The tournament*. Underline the correct options.
 - 1 Mel Young has been *working in journalism / helping the homeless* since 1993.
 - 2 Mel and a colleague *decided / didn't want* to try and include more homeless people in football.
 - 3 Mel and Harold decided that football can help because so many people can be *excluded / included*.
 - 4 In a Homeless World Cup game there are *four / eight* players in each team.
 - 5 Mel's team in Scotland works *half the year / all year* organising the event.
- 6 Watch *Changing lives*. Are the sentences true (✓) or false (✗)? Correct the false sentences.
 - 1 Most players change their life for the better after playing in this tournament.
 - 2 The project is so successful because the homeless players become part of a professional football club.
 - 3 David found a job immediately after playing in the Homeless World Cup.
 - 4 David works for the Homeless World Cup organisation at a local level and at an international level.
 - 5 David feels that the Homeless World Cup didn't help him to change his life.

AFTER WATCHING

Work with a partner. Discuss these questions.

- 1 Would you like to work for the Homeless World Cup project? Why? / Why not?
- 2 What other groups of people could football help? Why and how?
- 3 Has a sport or another hobby helped you in your life? What was it and how did it help?

RESEARCH

You have been asked to write a magazine article (100 words). Answer the question, 'How can football help homeless people?' Use the information from the video and find more information online about the Homeless World Cup to help you.



Total lesson time

BEFORE WATCHING**5 MINS**

Warmer Write the words *adventurous* and *relaxing* on the board. Explain that this video is about holidays. Ask students to brainstorm ideas about what's important to them when choosing a holiday destination. Discuss ideas as a class. Write some responses on the board.

- 1 Ask students to discuss the questions in pairs. You can encourage students to use conditionals in their answers to question 2. Elicit answers from the whole class. **KEY 1**
- 2 This activity allows you to check that students understand the meaning of some key verbs 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 watching the video, ask students to read the chart carefully. Play the full video clip and ask students to match each place to the attraction associated with it. Elicit answers from the whole class. **KEY 3**
- 4 Ask the students to read the sentences and answer from memory. Play *Cities* and ask the students to check their answers. Elicit answers from the whole class. **KEY 4**
- 5 Before playing *Festivals*, ask students to read the sentences and write from memory if they think they are true or false. Play *Festivals*, and ask students to check their answers and correct the false sentences. Elicit answers from the whole class. **KEY 5**
- 6 Before playing *Adventure*, ask the students to read the sentences and choose the correct options from memory. Play *Adventure* and ask students to check their answers. Elicit answers from the whole class. **KEY 6**

AFTER WATCHING**10 MINS**

Ask the students to 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. This could be a good time to focus on good examples of use of conditionals.

RESEARCH

Students find information on the Internet about an exciting sport, festival, or city break and then design an advertisement for it. Remind students to include all of the elements suggested on the student worksheet, including pictures if possible. They should bring it to the next class, show it to the other students and give a short two-minute presentation about their research. As a follow-up, the class can vote on the most exciting plan.

ANSWER KEY**KEY 1**

Answers will vary.

KEY 2

- 1 explore
- 2 travel
- 3 relax
- 4 jump
- 5 celebrate
- 6 dance

KEY 3

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

KEY 4

- 1 Alcatraz
- 2 Pier 39
- 3 at night
- 4 Lotus Temple and Akshardham Temple
- 5 on the roads
- 6 India

KEY 5

- 1 ✓
- 2 ✗ Over **500,000** people attend the Rio de Janeiro carnival.
- 3 ✗ The Notting Hill carnival is a celebration of **Caribbean** culture.
- 4 ✓
- 5 ✗ Today, the modern carnival lasts for **two weeks**.
- 6 ✗ You'll see many people wearing **masks** at the Venice festival.

KEY 6

- a 43
- b 1970
- c over 100
- d 300,000
- e 1988
- f over 2 million

BEFORE WATCHING

1 Discuss these questions with a partner.

- 1 Where did you go on your last holiday? What did you do?
- 2 If you could do anything you wanted on holiday, would you choose to do something adventurous or relaxing? Why?



2 Complete the sentences with verbs from the box.

travel relax explore dance celebrate jump

- 1 I love to _____ new cities and countries.
- 2 Would you like to _____ around the world?
- 3 I like to read a book and _____ by the pool.
- 4 Would you try sky-diving and _____ out of a plane if you had the chance?
- 5 Americans _____ Independence Day in July.
- 6 I want to _____ with the crowds at the Rio Carnival.

WHILE WATCHING

3 ▶ Watch the video and match places (1–5) to attractions (a–e).

1 Kawarau Bridge, New Zealand	a August carnival
2 New Delhi	b bungee jumping
3 Rio de Janeiro	c Akshardham Temple
4 Notting Hill, London	d Golden Gate Bridge
5 San Francisco	e February carnival

4 ▶ Watch *Cities*. Make notes to answer the questions.

- 1 What's the name of San Francisco's famous prison?
- 2 Where can you see sea lions in San Francisco?
- 3 When's the best time to see the Shanghai skyline?
- 4 What amazing buildings can you see in New Delhi?
- 5 Where do you have to be careful in New Delhi?
- 6 New Delhi is the capital city of which country?

5 ▶ Watch *Festivals*. Are the sentences true (✓) or false (X)? Correct the false sentences.

- 1 In Boston, you'll see parades of people dressed in historic costumes.
- 2 Over 300,000 people attend the Rio de Janeiro carnival.
- 3 The Notting Hill carnival is a celebration of Indian culture.
- 4 There's been a spring-time festival in Venice since the 11th century.
- 5 Today, the Carnival of Venice lasts for over two months.
- 6 You'll see many people wearing hats at the Venice festival.

6 ▶ Watch *Adventure*. Match the numbers to the statements (a–f) they refer to.

1970	a The height (metres) of the bridge over the Kawarau River.
43	b The Shotover Jet has been running since this date.
1988	c Number of years the TSS Earnslaw has travelled across Lake Wakatipu.
over 2 million	d The number of people who have bungee jumped off the Kawarau Bridge.
over 300,000	e When bungee jumping started from the Kawarau Bridge.
over 100	f The number of people who have taken a trip on the Shotover Jet.

AFTER WATCHING

Work with a partner. Discuss these questions.

- 1 Which place in the video would you most like to go to? Why?
- 2 Have you ever been to a cultural festival? What happened? Would you like to do something adventurous? If so, what and why?

RESEARCH

Find information on the Internet about an exciting sport / festival / city break. Design an advertisement for it. Describe what it involves, where it is, and why it is exciting or enjoyable. Include a picture and present it to the class.