

Summary of video

The video is about the famous cloth called Harris Tweed, its history and how it is made.

Background

Harris Tweed is a type of thick cloth that has been made by hand from wool for centuries in the Outer Hebrides, a group of small Scottish islands. The islanders used to call it 'Clo Mhor', which is Gaelic for 'the big cloth', and they used the strong, warm fabric to make themselves clothes or blankets as protection against the cold Scottish climate. When the Industrial Revolution took place in Scotland, the Outer Hebrides kept their traditional ways of making their cloth and, even today, all Harris Tweed is made by hand in houses across the islands. The fabric is protected by an act of parliament (the Harris Tweed Act, 1993) which describes the conditions that make Harris Tweed authentic. It must only be made of wool from sheep in the Outer Hebrides and the wool must be hand-spun, dyed and hand-woven on the islands by the local crofters (people who rent or own small farms).

Think!

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


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

Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.


Pre-watching: Students focus on the questions. With **weaker classes**, read through the questions together and check students understand them all. Explain the meaning of *weaving* if necessary (the process of making cloth by crossing threads over and under each other).

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

Answers: 1 c 2 b 3 c

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


Pre-watching: Ask students to tick the things they remember seeing before watching the video again. With **weaker classes**, check students understand all the words, especially *yarn* (wool that is spun and then used for making cloth) and *loom* (a machine used for making cloth).

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

Answers: trying on a hat, wearing waterproof trousers, making yarn, using feet to operate a loom, checking fabric

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


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

 Play the video and pause after each sentence to check answers. With **stronger students**, elicit the correct answers.

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

4 Complete the sentences with the adjectives in the box. There are two words that you don't need. Then watch again and check your answers.

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

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

Answers: 1 delicate 2 bad 3 synthetic
4 colourful 5 perfect 6 cheap

Extension

Ask students to ask and answer the questions in pairs. Monitor and help. With **weaker classes**, give students

UNIT 1 DVD TEACHING NOTES

time to read through the questions and think about their answers before they work in pairs. Finally, ask some students to report back to the class.

Answers: Students' own answers.

Fast finishers

Ask students to think of ancient traditions that certain regions of their country are famous for. Then ask students to write a few sentences about each one.

Optional activity

- 1 Write these adjectives and the table on the board. Ask students to complete the table with the adjectives.**

*casual checked formal itchy
open-necked silky spotted striped woolly*

the pattern	the feel	the style

Answers:

the pattern	the feel	the style
checked	itchy	casual
spotted	silky	formal
striped	woolly	open-necked

- 2 Now ask students to add more words to each column.**

Language check

used to

In vintage clothes shops, you can find the clothes that your parents used to wear.

The fishermen didn't use to have the cheap, waterproof, synthetic clothes that people wear today.

Past continuous

What were you doing in the Outer Hebrides?

We were learning about Harris Tweed.

Past continuous vs past simple

The fishermen weren't wearing Harris Tweed jackets when we saw them.

While the man was operating the loom, he was sitting down.

Revise the grammar points by asking the following questions: *What clothes did you use to wear when you were little? What was I wearing the last time I saw you? What were you doing when I came into the classroom?*

- 5 Complete the sentences with *used* or *use*.**

Remind students that they should look at sentences carefully and decide if they are affirmative, negative or a question before deciding which word they should choose. Students complete the sentences. Check answers with the class.

Answers: 1 use 2 used 3 use 4 used
5 use 6 use

- 6 Rewrite the sentences using the affirmative (✓), negative (X) or question (?) form of *used to*.**

Students rewrite the sentences according to the symbol in brackets. Check answers with the class.

Answers: 1 I didn't use to buy second-hand clothes.
2 Did you use to have Harris Tweed shoes?
3 They used to wear waterproof trousers.
4 They didn't use to have synthetic dyes.
5 Did Jack use to live in the Outer Hebrides?
6 My grandfather used to wear a cap every day.

- 7 Complete the dialogue with the correct past continuous form of the verbs in brackets.**

Students read the dialogue so that they understand the meaning and then write the correct form of the verbs in brackets. Check answers with the class.

Answers: 1 Was / wearing 2 was wearing
3 wasn't wearing 4 was he talking
5 were chatting 6 was telling

- 8 Match the sentence halves.**

Students read the sentences and match the correct halves. Check answers with the class.

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

- 9 Complete the text with the correct past simple or past continuous form of the verbs in brackets.**

Remind students that they should read each sentence carefully and decide on the type of action it describes, e.g. an action in progress in the past or a finished action in the past, etc. Students then write the correct form of the verbs. Check answers with the class.

Answers: 1 was raining 2 went 3 visited
4 wasn't weaving 5 arrived 6 was preparing
7 began 8 was weaving 9 was telling

UNIT 1 CURRICULUM EXTRA HARRIS TWEED

Think!

Answer the questions.

- 1 What clothes are in fashion at the moment in your country?
- 2 What fabrics are these clothes made of?
- 3 What do you know about clothes and fashion in the UK?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 What is 'Harris Tweed'?
a a shop b a place c a fabric
- 2 Where are the Outer Hebrides in Scotland?
a in the north-east b in the north-west
c in the south
- 3 Which activity *isn't* connected to the Outer Hebrides?
a fishing b weaving c ship building

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

- making yarn
- wearing waterproof trousers
- buying trainers
- checking fabric
- feeding sheep
- using feet to operate a loom
- trying on a hat
- taking photos

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

- 1 They sell the latest fashions in vintage clothes shops. _____
- 2 The Outer Hebrides is the only place where they make Harris Tweed. _____
- 3 Scottish fishermen wear the same clothes today as they did in the past. _____
- 4 The process of making Harris Tweed is completely different these days. _____
- 5 There are thirteen mills on the islands. _____
- 6 The weavers all work at home. _____

4 Complete the sentences with the adjectives in the box. There are two words that you don't need. Then watch again and check your answers.

bad cheap colourful delicate perfect
stylish synthetic unusual

- 1 When silk is old, it is very _____.
- 2 They often have _____ weather in the Outer Hebrides.
- 3 Today's fishermen wear clothes that are cheap, waterproof and _____.
- 4 With modern dyes, they can make _____ wool.
- 5 They only stamp Harris Tweed with a special mark if it's _____.
- 6 Harris Tweed isn't _____ to buy.

Extension



Look at the photos and answer the questions.

Photo A

- What type of shop is in the photo?
- What adjectives can you use to describe the clothes?
- Where do you usually buy clothes?
- Are second-hand clothes popular with young people in your country? Why (not)?

Photo B

- What are the objects in the photo made of?
- What can you remember about this fabric?
- Would you wear any of the things in the photo? Why (not)?
- What are your favourite trainers or shoes like?

Language check

used to

In vintage clothes shops, you can find the clothes that your parents used to wear.

The fishermen didn't use to have the cheap, waterproof, synthetic clothes that people wear today.

Past continuous

What were you doing in the Outer Hebrides?

We were learning about Harris Tweed.

Past continuous vs past simple

The fishermen weren't wearing Harris Tweed jackets when we saw them.

While the man was operating the loom, he was sitting down.

5 Complete the sentences with *used* or *use*.

- 1 Did she _____ to buy clothes online?
- 2 My parents _____ to be very fashionable.
- 3 I didn't _____ to like bright colours.
- 4 That jacket _____ to belong to my sister.
- 5 There didn't _____ to be a vintage shop there.
- 6 Did the islanders _____ to need warm clothes?

6 Rewrite the sentences using the affirmative (✓), negative (X) or question (?) form of *used to*.

- 1 I used to buy second-hand clothes. (X)

- 2 You used to have Harris Tweed shoes. (?)

- 3 They didn't use to wear waterproof trousers. (✓)

- 4 Did they use to have synthetic dyes? (X)

- 5 Jack used to live in the Outer Hebrides. (?)

- 6 My grandfather didn't use to wear a cap every day. (✓)

7 Complete the dialogue with the correct past continuous form of the verbs in brackets.

- A ¹ _____ Dan _____ (wear) unusual trousers yesterday?
 B Yes, he was. He ² _____ (wear) Harris Tweed trousers. He ³ _____ (not wear) jeans like he usually does.
 A Who ⁴ _____ (he / talk) to?
 B Sarah. They ⁵ _____ (chat) about fashion and Dan ⁶ _____ (tell) her the history of Harris Tweed!

8 Match the sentence halves.

- 1 I was shopping with ... _____
 - 2 We were leaving a shop when ... _____
 - 3 The girl was ... _____
 - 4 I stopped and asked ... _____
 - 5 Apparently, she was looking in a second-hand shop ... _____
 - 6 While we were talking to the girl, ... _____
- a her where they were from.
 b wearing tweed trainers.
 c a friend yesterday morning.
 d someone was taking photos of her.
 e when she found them.
 f we saw a cool girl.

9 Complete the text with the correct past simple or past continuous form of the verbs in brackets.

It ¹ _____ (rain) when we ² _____ (go) on our school trip to Harris, an island in the Outer Hebrides. In the morning, we ³ _____ (visit) a weaver in his house. He ⁴ _____ (not weave) when we ⁵ _____ (arrive). He ⁶ _____ (prepare) the loom. A few minutes later, he ⁷ _____ (begin) to weave. It was quite noisy! While he ⁸ _____ (weave), he ⁹ _____ (tell) us all about the loom. It's over a hundred years old and it used to belong to his great-grandfather.

Summary of video

The video is about the charity Guide Dogs for the Blind, which provides blind and partially-sighted people in the UK with guide dogs. The video looks at the process of turning a puppy into a guide dog.

Background

In 1931, dog breeders Muriel Crooke and Rosamund Bond specifically trained four dogs, Judy, Flash, Folly and Meta, to act as guides for blind people in an urban environment. These four dogs became the first ever guide dogs in the UK. Following on from this success, the Guide Dogs for the Blind Association was established. Today, the organization not only breeds and trains guide dogs, but it also campaigns for greater freedom and independence for blind and partially-sighted people. It pays for medical research into ways to preserve sight, too. As a charity, Guide Dogs for the Blind relies completely on donations from the public and the services of many volunteers. It is estimated that the cost of a guide dog from birth to retirement is about £50,000. However, a blind or partially-sighted person only has to pay 50 pence for a guide dog. This means that everybody can afford one, whatever their financial situation.

Think!

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


With **weaker classes**, read out the questions and check understanding of *partially-sighted*. Allow students time individually to think about their answers. Put them into pairs to discuss their answers. Then ask some students to report back.

Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.


Pre-watching: Students focus on the questions. With **weaker classes**, read through the questions together and check students understand them all. Check understanding of *blindfold*, *donate*, *donation*, *guide dog* and *retire* if necessary.

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

Answers: 1 b 2 c 3 b

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


Pre-watching: Ask students to try and remember the order that they saw these things before watching the video again. With **weaker classes**, check students understand all the words. You might need to teach them *puppy* (a young dog).

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

Answers: 1 a laptop 2 a donation
3 a puppy called Alfie 4 a cat 5 an instructor
6 a guide dog called Clover

3 Match the questions with the numbers in the box. There are two answers that you do not need. Then watch again and check your answers.


Pre-watching: Ask students to try to answer the questions from memory. Then watch the video again to check answers. With **weaker classes**, tell the students to ignore the numbers 18 and 350,000 in the box.

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

Answers: 1 5 2 over 30,000 3 1,000 4 20
5 4 6 3

4 Are the sentences true or false? Watch again and check your answers.

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

 Play the video and pause after each sentence to check answers. With **stronger students**, elicit the correct answers.

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

Extension

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

Fast finishers

Ask students to think of other important jobs that dogs do.

Suggested answers: hearing dogs for deaf people; therapy dogs for elderly or terminally ill people; search and rescue dogs; drug / bomb detection dogs; personal protection dogs

Optional activity

- 1 Write these adjectives and the table on the board. Ask students to complete the table with the adjectives.

adjective	noun
confident	_____
_____	independence
_____	volunteer
comfortable	_____
important	_____

Answers:

adjective	noun
confident	confidence
independent	independence
voluntary	volunteer
comfortable	comfort
important	importance

- 2 Now ask students to write five sentences using some of the words in the table.

Language check

Present perfect: *for* and *since*

Today, Emily has come to the training centre.

She's donated money for years.

Penny has been blind since birth.

Present perfect questions

Have you ever seen a guide dog? Yes, I have.

Present perfect and past simple

Nero has nearly finished his training.

He came to the centre four months ago.

Revise the grammar points by asking the following questions: *How long have you been a student at this school? Have you ever had a dog? What did you do last night?*

- 5 Complete the dialogue with the correct affirmative or negative form of *have*.

Remind students that they should read each sentence carefully before deciding which form of *have* they should use. Students complete the dialogue. Check answers with the class.

Answers: 1 have / 've 2 has / 's 3 hasn't
4 haven't 5 have 6 haven't

- 6 Complete the text with the present perfect form of the verbs in brackets and *for* or *since*.

Remind students that they should look at the subject in each sentence carefully, decide if it is singular or plural and then write the correct present perfect form of the verb. They should then decide if the time describes a point in time or a period of time and choose *for* or *since* accordingly.

Answers: 1 have / 've known 2 since
3 has / 's worked 4 for 5 have lived 6 since
7 haven't seen 8 since 9 hasn't had 10 for

- 7 Complete the present perfect questions. Then write true answers.

Remind students that they should look at the subject in each sentence carefully and decide on the correct present perfect question form. Check answers with the class. Then ask students to write true answers to the questions, or to ask and answer the questions in pairs.

Answers: 1 Has it been 2 Have your parents ever watched 3 have you learned 4 Have you ever seen 5 have you eaten 6 have you known
Students' own answers.

- 8 Correct the mistakes in bold.

Students read the sentences and write the correct form of the words in bold. Check answers with the class.

Answers: 1 been 2 Has 3 Have 4 rode
5 have / 've 6 Did you go

- 9 Complete the text with the present perfect or past simple form of the verbs in brackets.

Remind students that they should read each sentence carefully and decide whether the action or experience started and finished in the past, or whether it is in an unfinished or unknown time period. Students then write the correct form of the verbs. Check answers with the class.

Answers: 1 have / 've done 2 had 3 have donated
4 wanted 5 decided 6 have / 've never been
7 have / 've walked 8 was 9 have / 've ever done

UNIT 2 CULTURE GUIDE DOGS FOR THE BLIND

Think!

Answer the questions.

- 1 Which organizations help blind or partially-sighted people in your country?
- 2 How do they help?
- 3 Do you know any organizations that help blind or partially-sighted people in the UK?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 The British charity Guide Dogs for the Blind started in _____.
a 1913 b 1931 c 1991
- 2 The Guide Dogs for the Blind charity has _____ in Leamington Spa?
a an animal hospital b a theme park
c a training centre
- 3 More than _____ people have guide dogs in the UK.
a 1000 b 4,800 c 350,000

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

- _____ a guide dog called Clover
- _____ an instructor
- _____ a donation
- _____ a puppy called Alfie
- _____ a laptop
- _____ a cat

3 Match the questions with the answers in the box. There are two answers that you don't need. Then watch again and check your answers.

3 4 5 18 20 1,000
over 30,000 350,000

What is the number of ...

- 1 senses that humans have? _____
- 2 blind or partially-sighted young people in the UK? _____
- 3 blind people that receive a trained dog every year? _____
- 4 months that it takes to train a guide dog? _____
- 5 months that Nero has been at the training centre? _____
- 6 years that Penny has had her guide dog, Clover? _____

4 Are the sentences true or false? Watch again and check your answers.

- 1 Blind people have more independence with a guide dog. _____
- 2 It doesn't cost much to train a guide dog. _____
- 3 Emily hasn't given money to Guide Dogs for the Blind before. _____
- 4 At the training centre, guide dogs spend all their time working. _____
- 5 Penny was blind when she was born. _____
- 6 Thanks to Clover, Penny is confident. _____

Extension



Look at the photos and answer the questions.

Photo A

- What is the person doing in the photo?
- Why is this important for the Guide Dogs for the Blind organization?
- Do you ever give money to charity? Why (not)?
- What activities do people do in your country to raise money for charity?

Photo B

- What is Emily doing in the photo?
- Would you like to try this? Why (not)?
- Have you ever felt really nervous? Why?
- What is the most terrifying thing you've ever done?

UNIT 2 CULTURE GUIDE DOGS FOR THE BLIND

Language check

Present perfect: *for* and *since*

Today, Emily has come to the training centre.
She's donated money for years.
Penny has been blind since birth.

Present perfect questions

Have you ever seen a guide dog?
Yes, I have.

Present perfect and past simple

Nero has nearly finished his training.
He came to the centre four months ago.

5 Complete the dialogue with the correct affirmative or negative form of *have*.

- A I ¹ _____ never seen such a lovely puppy.
B He's my grandmother's new guide dog. She ² _____ been blind since last year, but she ³ _____ ever had a guide dog. She hopes Max will change her life.
A That's wonderful. I ⁴ _____ met any guide dogs before. How are they different?
B They're calmer than other dogs because instructors ⁵ _____ taught them to be comfortable in all situations. They ⁶ _____ always lived in their own home like pet dogs.

6 Complete the text with the present perfect form of the verbs in brackets and *for* or *since*.

I ¹ _____ (know) Jane ² **for / since** 2010. She loves dogs and she ³ _____ (work) as a volunteer for Guide Dogs for the Blind ⁴ **for / since** over ten years. She looks after the very young puppies before they start their training. Eight puppies ⁵ _____ (live) with her ⁶ **for / since** she started.
I ⁷ _____ (not see) Jane ⁸ **for / since** last month, but I plan to visit her at the weekend. She's got a new puppy called Alfie. She ⁹ _____ (not have) him ¹⁰ **for / since** long. I can't wait to meet him!

7 Complete the present perfect questions. Then write true answers.

- 1 _____ (it / be) hot and sunny recently?
- 2 _____ (your parents / ever / watch) a YouTube video?
- 3 What new words _____ (you / learn) this week?
- 4 _____ (you / ever / see) an alpaca?
- 5 How many meals _____ (you / eat) today?
- 6 How long _____ (you / know) your best friend?

8 Correct the mistakes in bold.

- 1 I've never **went** to a theme park.

- 2 **Have** anyone seen a good film lately?

- 3 **Did** you ever had a puppy?

- 4 She's **ridden** a horse last week.

- 5 We **haven't** never heard of a durian fruit.

- 6 **Have you been** to the beach when you were in Tenerife?

9 Complete the text with the present perfect or past simple form of the verbs in brackets.

I ¹ _____ (do) some unusual things recently, but the experience I ² _____ (have) last weekend is probably the most memorable. My parents ³ _____ (donate) money to a guide dogs charity for years, so they ⁴ _____ (want) to go to an open day at its training centre last Saturday. I ⁵ _____ (decide) to go too. I ⁶ _____ (never / be) interested in guide dogs before, but the visit was fascinating. Now I can say that I ⁷ _____ (walk) through an obstacle course in a blindfold with a guide dog. It ⁸ _____ (be) amazing and terrifying at the same time. What's the most terrifying thing that you ⁹ _____ (ever / do)?

Summary of video

The video looks at the natural features of the Atacama Desert and the Cerro Grande Reserve in northern Chile. It explains how local people collect water in one of the driest places on Earth.

Background

With extremely low rainfall, droughts are very common in Chile. Coastal fog, which the locals call 'camanchaca', is common too. After a particularly bad drought in 1956, Chilean scientist Carlos Espinosa Arancibia had the idea of trying to catch the drops of water in this fog. After several experiments, he designed a system of nets to do this and called them fog catchers. The system is so successful that plants now grow in areas that were completely arid and local people have some drinking water. Chile isn't the only country with fog catchers now. The system is being used in dry regions of Peru, Mexico and Guatemala. In one area of Guatemala, there are 60 fog catchers which catch 4,000 litres of water a day.

Think!

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


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

Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.


Pre-watching: Students focus on the questions. With **weaker classes**, read through the questions together and check students understand them all. Check understanding of *conservationist*, *crops*, *fog catcher*, *net* and *pipe* if necessary.

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

Answers: 1 a 2 c 3 c

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


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

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

Answers: cyclists, nets, houses, clouds, drops of water, someone drinking water

3 Complete the text with the words in the box. Then watch again and check your answers.

Pre-watching: Look at the words in the box with the students. With **weaker classes**, check their understanding of the words. Ask students to complete the text before they watch the video again. Remind them to use two of the words in the box twice.


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

Answers: 1 water 2 wind 3 water vapour
4 clouds 5 fog catchers 6 water vapour
7 water 8 drinking water

4 Answer the questions. Watch again and check your answers.

Pre-watching: With **weaker classes**, read through questions together and check understanding. If students struggle, you could write the answers on the board in a different order and ask them to match them with the questions. With **stronger classes**, students should answer them on their own.

Ask students to answer the questions without watching the video. Play the video again if necessary.

 Play the video and pause after each answer.

Answers: 1 the absence of rainfall 2 over 400 kilometres north 3 water conservationists
4 plants and crops 5 They are cheap, simple and easy to transport. 6 plants and trees

Extension

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

UNIT 3 DVD TEACHING NOTES

Fast finishers

Ask students to work in pairs to decide on three useful objects to take to a desert island. They must explain their reasons.

Optional activity

1 Write the words and definitions on the board. Ask students to match them, using a dictionary if necessary. Model the pronunciation of desert (n) /'dezət/, desert (v) and dessert (n) /dɪ'zɜːt/, and deserted (adj) /dɪ'zɜːtɪd/.

- | | |
|---------------------|---------------------------------------|
| 1 desert (n) | a abandon |
| 2 desert (v) | b sweet food at the end of a meal |
| 3 desert island (n) | c a large, very dry area |
| 4 deserted (adj) | d a place in the ocean with no people |
| 5 dessert (n) | e empty, with no people |

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

2 Now ask students to write five sentences using the different words.

Language check

Present perfect: simple vs continuous

Chileans have developed special ways to collect fresh water.

People have been finding clever ways to collect water in the desert for centuries.

Present perfect simple with *just*, *still*, *yet* and *already*

I've just had a drink.

It still hasn't rained this year.

Have you found any water yet?

They've already seen a volcano.

Revise the grammar points by asking the following questions: *How long have you been learning English? Have you just watched a video? Have you finished the worksheet yet?*

5 Complete the sentences with the words in the box.

Remind students that they should read each sentence carefully before deciding which word they should use. Students choose the correct words. Check answers with the class.

Answers: 1 learning 2 learned 3 hasn't 4 been 5 haven't 6 Have

6 Complete the dialogue with the correct present perfect simple or continuous form of the verbs in brackets.

Remind students that they should read each sentence carefully and decide whether the action is probably finished or the action finished recently or might continue. Also remind them to check whether the verb in brackets is one that we don't usually use in the continuous form (e.g. *be, like*). Students then write the correct form of the verbs. Check answers with the class.

Answers: 1 haven't seen 2 have / 've been 3 have / 've been studying 4 has / 's been 5 have you been doing 6 have / 've been travelling

7 Complete the sentences with the phrases in the box. Use the correct present perfect form of the verbs and *just*.

Remind students that they should look at the question, choose the correct reason from the box, and then use the correct form of the present perfect. Also remind them that we put *just* between *have* or *has* and the past participle. Check answers with the class.

Answers: 1 have / 've just run a marathon 2 has / 's just broken his phone 3 has / 's just had a shower 4 have / 've just eaten a big meal 5 has / 's just started raining 6 have / 've just had some good news

8 Rewrite the sentences using the words in brackets.

Students put the words in brackets in the correct place in each sentence. Check answers with the class.

Answers: 1 We've just watched an interesting video. 2 They haven't got up yet. 3 He still hasn't seen the film. 4 Have you finished that book yet? 5 We've already had lunch. 6 I've just seen my cousin.

9 Complete the text with the correct present perfect simple or continuous form of the verbs in brackets.

Remind students that they should read each sentence carefully and decide whether the action is probably finished or the action finished recently or might continue. Students then write the correct form of the verbs. Check answers with the class.

Answers: 1 have / 've been having 2 have / 've been 3 hasn't rained 4 have / 've been growing 5 have been using 6 have / 've tasted 7 have you been doing

UNIT 3 CURRICULUM EXTRA MIST CATCHERS

Think!

Answer the questions.

- 1 What is the climate like in your country?
- 2 What is the driest place in your country? And the wettest place?
- 3 What do you know about the climate in the UK? How does it compare to your country?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 Where is the Atacama Desert?
 - a northern Chile
 - b southern Chile
 - c western Chile
- 2 In Chile, what are you never very far from?
 - a the desert
 - b a volcano
 - c the ocean
- 3 Who uses the water from the Cerro Grande Reserve in Chile?
 - a the Incas
 - b the people in the capital, Santiago
 - c the local people

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

- | | |
|---|---|
| <input type="checkbox"/> cyclists | <input type="checkbox"/> rain |
| <input type="checkbox"/> nets | <input type="checkbox"/> clouds |
| <input type="checkbox"/> houses | <input type="checkbox"/> a wild animal |
| <input type="checkbox"/> a cave | <input type="checkbox"/> drops of water |
| <input type="checkbox"/> someone drinking water | |

3 Complete the text with the words in the box. Then watch again and check your answers.

clouds drinking water fog catchers
pipe water (x2) water vapour (x2) wind

Every day ¹_____ evaporates from the Pacific Ocean and the ²_____ blows it across the land. As the ³_____ in the air cools, it forms low ⁴_____ or fog. As this moves through the ⁵_____ in the Cerro Grande Reserve, the ⁶_____ condenses and forms small drops of ⁷_____ on the surface of the nets. This condensation collects in a pipe at the bottom of the nets. After cleaning it, people use it as ⁸_____.

4 Answer the questions. Watch again and check your answers.

- 1 What is a big problem for the people who live in the Atacama Desert? _____
- 2 Where is the Cerro Grande Reserve in relation to Santiago? _____
- 3 Who designed the 'fog catchers' in the Cerro Grande Reserve? _____
- 4 What do some of the pipes take water directly to? _____
- 5 What are the main advantages of the fog catchers? _____
- 6 Where did the Incas collect water from? _____

Extension



Look at the photos and answer the questions.

Photo A

- What natural features can you see in the photo?
- What adjectives can you use to describe the photo or this region in Chile?
- Would you like to visit this region? Why (not)?

Photo B

- What is happening in the photo?
- Would you drink water from this? Why (not)?
- What problems does the absence of rainfall cause in your country?

UNIT 3 CURRICULUM EXTRA MIST CATCHERS

Language check

Present perfect: simple vs continuous

Chileans have developed special ways to collect fresh water.

People have been finding clever ways to collect water in the desert for centuries.

Present perfect simple with *just, still, yet* and *already*

I've just had a drink.

It still hasn't rained this year.

Have you found any water yet?

They've already seen a volcano.

5 Complete the sentences with the words in the box.

been hasn't Have haven't
learned learning

- We've been _____ about fog catchers.
- I've _____ a lot about the Atacama Desert.
- There _____ been any rain in the desert for a long time.
- They have _____ collecting water from fog catchers.
- I _____ been to Chile.
- _____ you been trying to use less water?

6 Complete the dialogue with the correct present perfect simple or continuous form of the verbs in brackets.

A Hi, Marcus. How are you?

I ¹_____ (not see) you lately.

B I ²_____ (be) at home most of the time. I've got exams next month so I ³_____ (study) a lot.

A Poor you!

B I know. It ⁴_____ (be) quite boring.

Anyway, what ⁵_____ (you / do) recently?

A I ⁶_____ (travel) in South America. I've just arrived home.

7 Complete the sentences with the phrases in the box. Use the correct present perfect form of the verbs and *just*.

break his phone eat a big meal
have a shower have some good news
run a marathon start raining

- Why are you exhausted?
Because I _____.
- Why is Jack upset?
Because he _____.
- Why is Sonia's hair wet?
Because she _____.
- Why aren't you hungry?
Because we _____.
- Why is the road wet?
Because it _____.
- Why do they look happy?
Because they _____.

8 Rewrite the sentences using the words in brackets.

- We've watched an interesting video. (just)

- They haven't got up. (yet)

- He hasn't seen the film. (still)

- Have you finished that book? (yet)

- We've had lunch. (already)

- I've seen my cousin. (just)

9 Complete the text with the correct present perfect simple or continuous form of the verbs in brackets.

Hi from Chile!

I ¹_____ (have) such a fantastic time here!

I ²_____ (go) to some incredible places, like the Cerro Grande Reserve. It's hard to believe, but it ³_____ (not rain) there for a very long time. However, there are some plants there. They ⁴_____ (grow) for a while because of something called a fog catcher. It's a really simple system that collects water from fog. The local people ⁵_____ (use) it to get drinking water. I ⁶_____ (taste) the water and it's good.

Anyway, ⁷_____ (you / do) anything interesting recently?

Talk to you soon.

Molly

UNIT 4 DVD TEACHING NOTES

Summary of video

The video looks at the environmental problems caused by plastic pollution in our oceans. It explains how a small business in the USA is trying to make a difference by making skateboards from recycled plastic.

Background

When three American surfers discovered that around 10% of plastic pollution in the ocean is from old fishing nets that fishermen leave in the sea, they decided to try and find a solution to the problem. Their company, Bureo, founded 'Net Positiva', a fishing net collection and recycling business in Chile. So far, it has collected and recycled over 10,000 kg of fishing nets. Bureo uses the recycled plastic to manufacture their 'Minnow' skateboard – the first skateboard in the world which is made from recycled marine plastic.

The founders of Bureo, Ben R. Kneppers, David M. Stover and Kevin J. Ahearn, took the name of their company from the native Chilean word for 'the waves'. Their ambition is that with time and energy, 'the waves' of Bureo will start to make a difference to the marine environment and will also initiate social change. That's because Bureo uses money from the sale of each skateboard to help people in the coastal communities most affected by plastic pollution.

Think!

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


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

Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.


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

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

Answers: 1 c 2 c 3 b

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


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

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

Answers: putting something in a bin, eating, sitting on a skateboard, filling shelves, working in a factory

3 Number the sentences in the correct order. Then watch again and check your answers.

Pre-watching: Ask students to try and remember the order that these things happen before watching the video again. With **weaker classes**, check students understand all the words and phrases in the sentences. You might need to teach them *pellets* (small hard balls) and *decks* (the part of the skateboard that you stand on).

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

Answers:

- 4 They convert the nets into plastic pellets.
- 3 The fishermen agree to keep their old nets.
- 6 They add wheels.
- 1 The founders of Bureo go surfing in South America.
- 5 They make skateboard decks out of plastic pellets.
- 7 A lot of people buy the 'Minnow' boards.
- 2 They notice that local fishermen don't recycle their old nets.

4 Complete the sentences with the correct words. Use one word for each answer. Then watch again and check your answers.

Pre-watching: With **weaker classes**, read through the sentences together and elicit the type of word that goes in the gap. You could also write the missing words on the board for the students to match. With **stronger classes**, students should answer them on their own.

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

Answers: 1 rubbish 2 time 3 reduce 4 recycle 5 eco-friendly 6 difference

UNIT 4 DVD TEACHING NOTES

Extension

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

Answers: Students' own answers.

Fast finishers

Ask students to write five true statements about environmental problems and solutions in their country. They should include a quantifier and a question tag in each one.

Optional activity

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

- 1 There's only a little recycled plastic in a Minnow Cruiser, isn't there?
- 2 We don't recycle enough plastic, do we?
- 3 Plastic pollution isn't much of a problem in oceans, is it?
- 4 Only a few people in your country can surf, can't they?
- 5 Bureo's founders aren't Australian, are they?
- 6 There aren't many fishermen in South America, are there?

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

Language check

Quantifiers

Too much plastic ends up in the oceans.
Plastic kills as many as a million seabirds.
They spent a lot of time in the seas.
They had enough plastic to start making a skateboard.
If everyone does a little bit to help, ...

Question tags

Bureo is an American company, isn't it?
Its founders are friends, aren't they?
We don't recycle enough plastic, do we?
Those people can skate well, can't they?
Recycling will make a difference, won't it?

Revise the grammar points by asking the following questions: *How many glasses of water do you drink a day? Do you think that is enough? The Minnow Cruiser is cool, isn't it? Americans like skateboarding, don't they?*

5 Match the sentence halves.

Remind students that they should look carefully at the quantifiers and decide whether they need a countable or an uncountable noun in the second half of the sentence. Students match 1–6 with a–f. Check answers with the class.

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

6 Replace the bold words with the quantifiers.

Remind students that they should read each sentence carefully, decide if the noun is countable or uncountable and choose the quantifier that means the same as the words in bold. Students then write the correct quantifier. Check answers with the class.

Answers: 1 a few 2 many 3 a lot of 4 a little
5 much 6 enough

7 Correct the mistakes in the question tags.

Tell students that there is one mistake in each question tag. Remind them to check the choice of auxiliary verb, its form and whether it should be positive or negative. Check answers with the class.

Answers: 1 ~~don't~~ doesn't 2 ~~is~~ isn't
3 ~~shouldn't~~ should 4 ~~isn't~~ won't 5 ~~do~~ are
6 ~~aren't~~ do

8 Choose the correct words.

Students choose the correct question tags. Check answers with the class.

Answers: 1 isn't it 2 shouldn't we 3 does he
4 wouldn't he 5 won't it 6 will he

9 Complete the dialogue with the correct words. Use one word for each answer.

Remind students that they should complete the question tags with an auxiliary verb and the other gaps with a quantifier. Students then write their answers. Check answers with the class.

Answers: 1 do 2 won't 3 lot 4 isn't 5 many
6 few 7 enough 8 can't 9 much

UNIT 4 CULTURE BUREO SKATEBOARDS

Think!

Answer the questions.

- How popular is skateboarding in your country?
- What do they usually make skateboards out of?
- What do you know about skateboarding in the USA?

- We need to re-use and _____ more of the plastic that already exists.
- Skaters love the fact that the 'Minnow' are recycled and _____.
- If everyone does a little bit to help like Bureo, it will start to make a _____.

Comprehension check

1 Watch the video. Choose the correct answers.

- How many marine mammals does plastic kill every year?
a 1,000 b 100,000 c 1,000,000
- What industry is very big in South America?
a food packaging b skateboard c fishing
- Where are skateboards called 'Minnow' boards especially popular?
a South America b California c the UK

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

- | | |
|----------------------------|--------------------------|
| putting something in a bin | <input type="checkbox"/> |
| painting street art | <input type="checkbox"/> |
| eating | <input type="checkbox"/> |
| sitting on a skateboard | <input type="checkbox"/> |
| filling shelves | <input type="checkbox"/> |
| playing music | <input type="checkbox"/> |
| working in a factory | <input type="checkbox"/> |
| surfing | <input type="checkbox"/> |

3 Number the sentences in the correct order. Then watch again and check your answers.

- ___ They convert the nets into plastic pellets.
- ___ The fishermen agree to keep their old nets.
- ___ They add wheels.
- ___ The founders of Bureo go surfing in South America.
- ___ They make skateboard decks out of plastic pellets.
- ___ A lot of people buy the 'Minnow' boards.
- ___ They notice that local fishermen don't recycle their old nets.

4 Complete the sentences. Use one word for each answer. Then watch again and check your answers.

- Plastic quickly becomes _____.
- We are running out of _____ to find a solution to the problem.
- We need to _____ the amount of plastic we produce.

Extension



Look at the photos and answer the questions.

Photo A

- What can you see in the photo?
- How do you feel when you look at the photo?
- How is the situation in your country different to this?
- What do you do to reduce waste?

Photo B

- What is happening in the photo?
- What do you know about this skateboard?
- What is your opinion of its design?
- Would you buy a product like this? Why (not)?

UNIT 4 CULTURE BUREO SKATEBOARDS

Language check

Quantifiers

Too much plastic ends up in the oceans.
 Plastic kills as many as a million seabirds.
 They spent a lot of time in the seas.
 They had enough plastic to start making a skateboard.
 If everyone does a little bit to help, ...

Question tags

Bureo is an American company, isn't it?
 Its founders are friends, aren't they?
 We don't recycle enough plastic, do we?
 Those people can skate well, can't they?
 Recycling will make a difference, won't it?

5 Match the sentence halves.

- 1 How much _____
 - 2 How many _____
 - 3 There's only a little _____
 - 4 There's a lot _____
 - 5 Only a few _____
 - 6 We haven't got _____
- a companies are eco-friendly.
 b plastic do you recycle?
 c of rubbish in the bin.
 d people have skateboards?
 e enough time.
 f water in the bottle.

6 Replace the bold words with the quantifiers.

a few a little a lot of enough
 many much

- 1 I need a **small number of** things from the shop.

- 2 Can you see any surfers? Not a **large amount**.

- 3 What a **large amount of** people!

- 4 He has a **small amount of** milk in his coffee.

- 5 Have you got any money? Not a **large amount**.

- 6 There's **sufficient** food for everyone.

7 Correct the mistakes in the question tags.

- 1 Plastic ends up in the ocean, don't it?

- 2 The Minnow Cruiser is cool, is it?

- 3 We shouldn't throw it away, shouldn't we?

- 4 Recycling will make a difference, isn't it?

- 5 Those skateboards aren't eco-friendly, do they?

- 6 My friends and I don't recycle enough, aren't we?

8 Choose the correct words.

- A It's Tom's birthday next week, ¹ **is he / isn't he / isn't it?**
- B Yes, it is. We should buy him a present, ² **should he / shouldn't we / should we?**
- A Yes, but what? He doesn't need much, ³ **does he / doesn't he / did he?**
- B What about a skateboard? He would like that, ⁴ **doesn't he / won't he / wouldn't he?**
- A That'll be expensive, ⁵ **isn't it / won't it / will it?**
- B Not if we get him a second-hand one.
- A That's a great idea! Tom won't mind a recycled present, ⁶ **would he / will he / does he?**
- B No! He'll think it's very eco-friendly.

9 Complete the dialogue with the correct words. Use one word for each answer.

- Emma You don't mind if I bake a cake, ¹ _____ you?
- Mum Not at all. You'll need eggs, ² _____ you?
- Emma Yes, I'll need eight.
- Mum That's a ³ _____ of eggs for one cake, ⁴ _____ it?
- Emma I know. How ⁵ _____ eggs are there in the fridge?
- Mum There are only a ⁶ _____, so you won't have ⁷ _____ to make the cake.
- Emma It's OK. I can go to the shops now, ⁸ _____ I?
- Mum Well, the shop closes in ten minutes, so you haven't got ⁹ _____ time. You'll have to run!

Summary of video

The video focuses on the structure of DNA (or deoxyribonucleic acid) and looks at the history of its discovery.

Background

Many people believe that DNA and our understanding of its structure is perhaps the most important discovery of the last century. DNA contains the instructions for a living thing to grow and to work. Thanks to the discovery of its structure by Francis Crick and James Watson in the early 1950s, huge advances in science have been made. A few of the main areas that it has had an impact on are: the diagnosis and treatment of disease; the creation and manufacture of new drugs to treat disease; forensic investigations into crime; farming and agriculture. Even though the discovery of the structure of DNA took place over sixty years, it will continue to contribute to scientific breakthroughs in the future.

Think!

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


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

Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.

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

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

Answers: 1 a 2 c 3 c


2 Watch again. Choose the correct words.

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

Answers: 1 Genes 2 molecule
3 base pairs 4 chromosomes 5 genome
6 the human genome

3 Match the information with the numbers or years. Watch again and check your answers.


Pre-watching: Ask students to try to do this from memory before watching the video again to check their answers.

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

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

4 Answer the questions. Then watch again and check your answers.

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

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

Answers: 1 genetic engineering 2 one set from your mother and one set from your father
3 at the University of Cambridge 4 She took an X-ray image. 5 genetic research / find out more about DNA 6 Because people have different opinions on genetic research.

Extension

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

Answers: Students' own answers.

UNIT 5 DVD TEACHING NOTES

Fast finishers

Ask students to write four first conditional sentences about future scientific breakthroughs.

Optional activity

Write on the board: *deoxyribonucleic acid*. Ask students to use the letters to make as many English words as possible in five minutes.

Suggested answers: clean, rice, nice, rode, been, bone, brain, ear, early, earn, ready, died, race, bored, nearly

Language check

First conditional

If you study science, you'll learn about DNA.
They won't cure cancer unless they do research.

might vs will

Doctors will use this information to help prevent disease.
I might study medicine. I'm not sure.

will and be going to

I'm sure you will get a good job.
We're going to visit the Sanger Institute next week.

Future continuous

In a few years' time, I'll be working as a doctor.
Revise the grammar points by asking the following questions: *If you go to university, what will you study? Do you think you'll win a Nobel prize one day? What are you going to do this weekend?*

5 Complete the sentences with the words in the box.

Remind students that they should look carefully at the words in the box before they read the sentences and find the missing word. Check answers with the class.

Answers: 1 if 2 unless 3 find 4 'll find
5 won't 6 don't

6 Complete the sentences with *might, might not, will or won't*.

Remind students that they should read each sentence carefully and decide if they are talking about something that is certain or possible. Students then write the word. Check answers with the class.

Answers: 1 will 2 might 3 might 4 might not
5 will / 'll 6 won't

7 Complete the sentences with the correct form of *will or be going to*.

Remind students that they should read each sentence carefully and decide if they are a general prediction or a definite plan or intention. Students then write the correct form of the verb. Check answers with the class.

Answers: 1 'll / will be 2 Are you going to study
3 will win 4 isn't going to get 5 won't rain
6 'm going to do

8 Complete the sentences with the correct future continuous form of the verbs in the box.

Students should read each sentence, choose the correct verb in the box and then write the correct future continuous form of the verb. Check answers with the class.

Answers: 1 will be working 2 won't be going
3 Will they be watching 4 'll be earning
5 won't be driving 6 'll be swimming

9 Complete the dialogue with the correct words. Use one word in each gap.

Students read the text and then write their answers. Check answers with the class.

Answers: 1 going 2 don't 3 won't 4 be
5 'll / will 6 might 7 unless

UNIT 5 CURRICULUM EXTRA GENETIC ENGINEERING

Think!

Answer the questions.

- 1 Who are the most famous scientists in your country's history?
- 2 What did they do?
- 3 What do you know about DNA (deoxyribonucleic acid)?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 What shape is DNA?
a a double helix b a triangle c a circle
- 2 When did scientists discover the structure of DNA?
a in the 1990s b in the 1970s c in the 1950s
- 3 Which Nobel prize did the scientists win?
a physics b chemistry c medicine

2 Watch again. Choose the correct words.

- 1 X-rays / Genes are the instructions which exist inside every cell of every living thing.
- 2 A gene is a small part of a **molecule / chromosome** called DNA.
- 3 Different combinations of **base pairs / genes** make up the instructions for every living thing.
- 4 The long molecules of DNA are organized into **chromosomes / diseases**.
- 5 A complete set of chromosomes is a **genome / gene**.
- 6 Doctors will use **guanine with cytosine / the human genome** to help prevent and cure diseases in the future.

3 Match the information with the numbers or years. Watch again and check your answers.

- 1 the number of chromosomes humans have ____
 - 2 the number of base pairs in a human gene ____
 - 3 the number of scientists who wrote the code for the human genome ____
 - 4 the number of years it took to write the code for the human genome ____
 - 5 the year that Rosalind Franklin died ____
 - 6 the year that Crick, Watson and Wilkins won the Nobel prize ____
- a over 10
b more than 5,000
c 1962
d 46
e about 3 billion
f 1958

4 Answer the questions. Then watch again and check your answers.

- 1 According to the video, what do we need to feed our growing population and stop diseases like cancer? _____
- 2 Where do the two sets of chromosomes in a human come from? _____
- 3 Where did Francis Crick and James Watson meet? _____
- 4 How did Rosamund Franklin help Crick and Watson? _____
- 5 What do scientists do at the Sanger Institute near Cambridge? _____
- 6 Why is the work at the Sanger Institute controversial? _____

Extension



Look at the photos and answer the questions.

Photo A

- What is happening in the photo?
- What do you know about humans and genes?
- Do you think you'll become a doctor? Why (not)?

Photo B

- What is happening in the photo?
- What is your opinion of this type of research?
- Would you like to make a scientific breakthrough? Why (not)?

UNIT 5 CURRICULUM EXTRA GENETIC ENGINEERING

Language check

First conditional

If you study science, you'll learn about DNA.
They won't cure cancer unless they do research.

might vs will

Doctors will use this information to help prevent disease.

I might study medicine. I'm not sure.

will and be going to

I'm sure you will get a good job.

We're going to visit the Sanger Institute next week.

Future continuous

In a few years' time, I'll be working as a doctor.

5 Complete the sentences with the words in the box.

don't find if 'll find unless won't

- You'll see a memorial for Francis Crick _____ you go to Cambridge.
- The doctors won't see the bones _____ they take an X-ray.
- If they _____ a cure for cancer, it'll be amazing.
- I _____ it difficult to pass my science exam if I don't study.
- Unless he does well in his exams, he _____ go to the University of Cambridge.
- If I _____ understand the lesson, I'll ask the teacher for help.

6 Complete the sentences with *might*, *might not*, *will* or *won't*.

- 'Do you think Max will be a doctor?'
'Yes, I'm sure he _____.'
- She _____ be short like her mum or tall like her dad. It depends on her genes.
- I _____ be a famous scientist in the future. Who knows?
- I _____ go out tonight because it's raining. I'll decide later.
- We _____ definitely visit Cambridge when we're in England. It sounds interesting.
- I'm sure you _____ enjoy that science programme. You hate science, don't you?

7 Complete the sentences with the correct form of *will* or *be going to*.

- I think there _____ (be) a scientific breakthrough this year.
- '_____ (you / study) at Cambridge next year?'
'Yes, I've already got a place.'
- Who _____ (win) the next Nobel prize in medicine?
- I know that Jack _____ (not get) a job next year. He wants to get a degree instead.
- We're quite sure that it _____ (not rain) in August. It doesn't usually.
- I've decided that I _____ (do) my science project on DNA.

8 Complete the sentences with the correct future continuous form of the verbs in the box.

earn not drive not go swim watch work

- Your mum _____ in the laboratory later.
- I _____ to the party later. I'm too tired.
- _____ they _____ that programme on TV tonight?
- Do you think she _____ lots of money this time next year?
- Luke _____ a car next week. He hasn't got a licence.
- We _____ in the sea this time tomorrow. I can't wait!

9 Complete the text with the correct words. Use one word in each gap.

I'm studying medical science at university. When I graduate, I'm definitely ¹_____ to try to get a job as a genetic researcher. I know it's controversial, but if we ²_____ study genetics, we ³_____ stop diseases like cancer. Hopefully, in a few years' time, I'll ⁴_____ working at the Sanger Institute. I'm sure it ⁵_____ be a fascinating place to work. Who knows, I ⁶_____ win a Nobel prize in medicine for my research! One thing's for sure, you don't get a Nobel prize ⁷_____ you do something extraordinary, such as discovering the structure of DNA.

UNIT 6 DVD TEACHING NOTES

Summary of video

The video focuses on the importance of outdoor activities and work experience so that young people can learn valuable life skills. It then explains what happens when young people become trainee crew members on a sailing ship at the start of the annual Tall Ships Race.

Background

It was over fifty years ago when a small group of Tall Ships enthusiasts decided to organize a race to celebrate sail training. In July 1956, a few hundred trainees on board 20 training ships from 10 countries took part in the first Tall Ships Race from Torbay on the south coast of England to Lisbon in Portugal. Sail Training International, a charity, still organizes the annual summer series of Tall Ship Races for young people. Over the period of races, between 70 and 100 sailing boats or ships usually take part with about 4,000 young people from over 30 countries around the world acting as crew members. The aim of the charity is to give young people the unforgettable experience of sailing a tall ship whilst making friends with people of different nationalities and backgrounds. Sail Training International believes that, in such an environment, young people can learn new skills and find out more about themselves.

Think!

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


With **weaker classes**, read out the questions and check understanding of *port*. Allow students time individually to think about their answers. Put them into pairs to discuss their answers. Then ask some students to report back to the class.

Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.


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

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

Answers: 1 c 2 a 3 b

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


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

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

Answers: sitting on some steps, studying in the library, wearing headphones, climbing a wall, standing on a rope

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


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

 Play the video and pause after each sentence to check answers. With **stronger students**, elicit the correct answers.

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

4 Complete the sentences with the correct adjectives. Then watch again and check your answers.

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

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

Answers: 1 easy 2 lucky 3 beautiful
4 amazing 5 team 6 ordinary

Extension

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

Answers: Students' own answers.

UNIT 6 DVD TEACHING NOTES

Fast finishers

Ask students to complete the following sentences:

- 1 A good sailor mustn't be ...
- 2 A good sailor has to be ...
- 3 A good sailor should be ...

Optional activity

Write the gapped words on the board and then read out the clues. Students work in pairs and try and put the correct letters into the words. Ask the first pair to think of the answer to come to the board to spell it.

- 1 c _ _ t _ _ n (the person in charge of a ship)
- 2 p _ s s _ _ g _ _ s (the people travelling on a ship)
- 3 c _ _ w m _ _ b _ _ s (the people working on a ship)
- 4 s _ _ l _ _ r (a person who sails a boat)
- 5 t _ _ _ n _ _ (a person who is learning how to do a particular job)
- 6 o _ b _ _ _ d (on a ship or a boat)

Answers: 1 captain 2 passengers
3 crew members 4 sailor 5 trainee 6 on board

Language check

can, could, be able to

Teenagers can have amazing experiences outside the classroom.

I couldn't sail when I was young.

At sea, they won't be able to use their mobile phones.

have to, need to, must, should

The crew members have to learn lots of new skills very quickly.

You need to learn about yourself.

Everyone must work together as a team.

You should try sailing because it's fun.

Revise the grammar points by asking the following questions: *What can you do now that you couldn't do when you were five? What will you be able to do in the future? What jobs do you have to do at home? Is there anything you don't have to do at home?*

5 Complete the sentences with the affirmative or negative form of *can* or *could*.

Remind students that they should decide whether the sentences refer to the past, present or future and whether they need an affirmative or negative verb. They then write the correct verb. Check answers with the class.

Answers: 1 Can 2 couldn't 3 can 4 can't
5 Can 6 couldn't

6 Rewrite the answers in Ex. 5 using the correct form of *be able to*.

Explain to students that they can replace their answers in Exercise 5 with the appropriate form of *be able to*. Students then write the correct form of the verb. Check answers with the class.

Answers: 1 Are you able to 2 wasn't able to
3 'll be able to / are able to 4 aren't able to
5 Are you able to 6 weren't able to

7 Think about the meaning of the sentences. Then complete the table with the correct numbers.

Remind students that they should read each sentence carefully and decide if it says that something is necessary, not necessary, advisable or prohibited. Students then write the correct form of the verb. Check answers with the class.

Answers:

necessary	not necessary	advisable	prohibited
2 and 5	4 and 6	3	1

8 Complete the second sentences so that they mean the same as the first ones. Sometimes more than one answer is correct.

Students rewrite the sentences using the correct verbs for obligation, necessity and advice. Check answers with the class.

Answers: 1 mustn't take photos. 2 shouldn't go to bed so late. 3 don't have to donate money. / don't need to donate money. 4 should get some advice. 5 must do your homework tonight. / have to do your homework tonight. 6 don't have to get up early tomorrow. / don't need to get up early tomorrow.

9 Choose the correct words to complete the dialogue.

Students read the dialogue and then choose the correct answers. Check answers with the class.

Answers: 1 should 2 mustn't 3 have to
4 Will I be able 5 can't 6 don't need to
7 couldn't 8 was

UNIT 6 CULTURE TALL SHIPS

Think!

Answer the questions.

- 1 Can you think of any sailing ports in your country?
- 2 What do you know about the Tall Ships Race?
- 3 What do you know about sailing and the UK?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 Where is Cornwall in England?
a in the north-east b in the south-east
c in the south-west
- 2 How many miles is the Tall Ships Race?
a 200 b 500 c 800
- 3 How long do the people spend on board the ship?
a four days b a week c two weeks

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

- | | |
|-------------------------|--------------------------|
| sitting on some steps | <input type="checkbox"/> |
| wearing school uniform | <input type="checkbox"/> |
| having an interview | <input type="checkbox"/> |
| wearing headphones | <input type="checkbox"/> |
| studying in the library | <input type="checkbox"/> |
| standing on a rope | <input type="checkbox"/> |
| climbing a wall | <input type="checkbox"/> |
| baking a cake | <input type="checkbox"/> |

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

- 1 The best place to find out your strengths and weaknesses is always school. ____
- 2 Teenagers go to outdoor centres to learn to work as part of a team. ____
- 3 Falmouth, in Cornwall, is a large port. ____
- 4 All the young people on the tall ships have sailed before. ____
- 5 Sail Training International's aim is to make teenagers' lives better. ____
- 6 It'll be easy for the teenagers to contact family and friends from the boat. ____

4 Complete the sentences with the correct adjectives. Then watch again and check your answers.

- 1 It isn't _____ to choose what to do when you leave school.
- 2 Every year a few _____ teenagers are able to take part in the Tall Ships Race.
- 3 On a _____ August afternoon, the ships leave Falmouth.

- 4 The trainee crew members will have one of the most _____ weeks of their lives.
- 5 The boats are very big, so everyone must work as a _____.
- 6 The tall ship doesn't look like an _____ classroom.

Extension



Look at the photos and answer the questions.

Photo A

- What is happening in the photo?
- Why do you think the girl is doing this?
- What can you learn from this?
- What sort of work experience would you like to do? Why?

Photo B

- Where are these teenagers? Why?
- Do you think they know what to do? Why (not)?
- How will they have to work when they are at sea?
- Would you like to have an experience like this? Why (not)?

UNIT 6 CULTURE TALL SHIPS

Language check

can, could, be able to

Teenagers can have amazing experiences outside the classroom.

At sea, they won't be able to use their mobile phones.

I couldn't sail when I was young.

have to, need to, must, should

You need to learn about yourself.

Everyone must work together as a team.

The crew members have to learn lots of new skills very quickly.

You should try sailing because it's fun.

5 Complete the sentences with the affirmative or negative form of *can* or *could*.

- '_____ you do the homework?'
'Yes, it's easy.'
- Josh _____ apply for the job. He was too young.
- If you take chemistry, you _____ study medicine.
- We can carry mobile phones, but we _____ use them in class.
- _____ you come to the party next Saturday?
- They _____ find any shoes that they liked when they went shopping.

6 Rewrite the answers in Ex. 5 using the correct form of *be able to*.

- _____
- _____
- _____
- _____
- _____
- _____

7 Think about the meaning of the sentences. Then complete the table with the correct numbers.

necessary	not necessary	advisable	prohibited

- You **mustn't** drive without a driving licence.
- You **need to** pass exams to be a teacher.
- You **should** get some work experience before you choose a career.
- You **don't have to** be good at sports to take part.
- I **must** go now. It's late.
- Liam **doesn't need to** wear a school uniform at his school.

8 Complete the second sentences so that they mean the same as the first ones. Sometimes more than one answer is correct.

- It's against the rules to take photos.
You _____.
- It's a bad idea to go to bed so late.
You _____.
- It isn't necessary to donate money.
You _____.
- It's a good idea to get some advice.
You _____.
- It's necessary to do your homework tonight.
You _____.
- It isn't necessary to get up early tomorrow.
You _____.

9 Choose the correct words to complete the dialogue.

- A This is the first time I've been on a tall ship so what ¹ **need / should / have** I do?
- B You ² **have to / should / mustn't** worry. The instructors will tell you exactly what to do. You just ³ **must / don't have to / have to** listen carefully and you'll be fine.
- A ⁴ **Will I be able to / Should I / Could I** use my mobile phone when we're out at sea?
- B No, you won't.
- A But I ⁵ **can't / couldn't / could** live without my phone! What will I do?
- B Well, you ⁶ **have to / must / don't need to** take part in the race if you don't want to.
- A No, I really want to do it. I ⁷ **can't / could / couldn't** believe it when I heard that I ⁸ **was / wasn't / 'll be able to** be a trainee crew member.

Summary of video

The video is about the history of voting in the UK and, in particular, the famous suffragette Emmeline Pankhurst who campaigned to give women the vote.

Background

Suffrage is the right of all adults to vote in elections. In the late 19th and early 20th century, the women in Britain and the USA who campaigned to get the right to vote in political elections were known as Suffragettes. The most famous suffragette in Britain was Emmeline Pankhurst (1858–1928). Her influence on the campaign for women's right to vote made it more active and determined. Emmeline, together with her daughters Christabel and Sylvia, and countless other women, frequently went to prison for their actions.

The former home of the Pankhurst family in Manchester, which was the birthplace of the Suffragette movement, is now the Pankhurst Centre. It was in this house that Emmeline Pankhurst held the first meeting of the Women's Social and Political Union. Today, there is a small museum in the centre, which is dedicated to the Pankhurst family and the suffragette movement. There is also a women's community centre which gives women the opportunity to meet, learn together and socialize. Various women's organizations meet there too, continuing the fight for women's rights which the Suffragettes began over a century ago.

Think!

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


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

Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.


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

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

Answers: 1 c 2 b 3 a

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


Pre-watching: Ask students to try to remember the order that they saw these things before watching the video again. With **weaker classes**, check students understand all the words. You might need to teach them *ballot box* (a box which you put your vote in after voting) and *chains* (something made of metal rings).

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

Answers: 1 people walking 2 statue 3 chains
4 a factory 5 posters 6 a ballot box

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


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

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

Answers: 1 citizens 2 men 3 women
4 parents 5 suffragettes 6 staff

4 Answer the questions. Then watch again and check your answers.

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

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

Answers: 1 in 1858 2 domestic servants and shop assistants 3 education, jobs and the vote
4 the Woman's Social and Political Union
5 in 1918 6 women got equal voting rights (and could vote when they were 21)

UNIT 7 DVD TEACHING NOTES

Extension

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

Answers: Students' own answers.

Fast finishers

Ask students to complete the following second conditional sentences:

- 1 I would demonstrate in the street if ...
- 2 If my parents were political campaigners, ...
- 3 If I wanted voters to vote for me, ...

Optional activity

- 1 Write the list of verbs on the board and ask students to write the correct word for a person / a group of people, using a dictionary if necessary.

1 protest 2 campaign 3 vote
4 demonstrate 5 govern 6 attack

Answers: 1 protester 2 campaigner 3 voter
4 demonstrator 5 government 6 attacker

- 2 Now ask students to write several sentences using the verbs and nouns.

Language check

can / may / might / could; must / can't; perhaps

You can make a difference.

I could / may / might get a job in politics.

Perhaps I'll study politics.

It can't be easy being the Prime Minister.

It must be difficult being the Prime Minister.

Second conditional

If I were the Prime Minister, I'd reduce the voting age.
Would you be bored if you had to stay at home?

Revise the grammar points by asking the following questions: *What do you think I have in my bag? If you could change your hair, what would it be like?*

- 5 Are the sentences about a possibility (P) or a deduction (D)? Write P or D.

Remind students to read each sentence and decide if it is about a present or future possibility or a deduction. They then write the correct letter. Check answers with the class.

Answers: 1 D 2 P 3 P 4 D 5 D 6 P

- 6 Complete the dialogue with the words in the box. Sometimes more than one answer is correct.

Explain to students that if the sentence is talking about things that are possible in the present and future, there will be more than one correct answer in the box. Students then choose the correct words from the box. Check answers with the class.

Answers: 1 can't 2 could / may / might
3 perhaps 4 could / may / might
5 could / may / might 6 must

- 7 Choose the correct words.

Remind students that in second conditional sentences, we use the past simple in the *if* clause, and *would* + infinitive without *to* in the result clause. Students then read the sentences and choose the correct form of the verbs. Check answers with the class.

Answers: 1 won 2 didn't 3 'd vote
4 Would you be 5 didn't 6 'd campaign

- 8 Find and correct the mistake in each sentence.

Students read the sentences, find the mistake in each one and then write the correct form of the verb. Check answers with the class.

Answers: 1 ~~didn't~~ wouldn't 2 ~~can~~ could
3 ~~would have~~ had 4 ~~would go~~ went
5 ~~would be~~ were 6 ~~found~~ would find

- 9 Complete the dialogue with the correct words. Use one word in each gap.

Students read the text and then write their answers. Check answers with the class.

Answers: 1 must 2 could / may / might
3 Perhaps 4 could / may / might 5 can
6 would / 'd 7 wouldn't

UNIT 7 CURRICULUM EXTRA THE SUFFRAGETTES

Think!

Answer the questions.

- 1 What is the minimum voting age in your country?
- 2 When did women get the vote in your country?
- 3 What do you know about the suffragettes?

Comprehension check

1 Watch the video. Choose the correct answers.

- 1 When did British men and women start voting at the age of 18?
a 1918 b 1928 c 1969
- 2 Where was Emmeline Pankhurst from?
a London b Manchester c Oxford
- 3 What did Pankhurst want women to do during the First World War?
a work in factories b work in prisons
c stay at home

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

- ___ posters
- ___ people walking
- ___ a ballot box
- ___ a factory
- ___ chains
- ___ a statue

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

children citizens lawyers men parents
staff suffragettes women

- 1 In democracies, it's important for the _____ of a country to have the ability to vote.
- 2 Just over 100 years ago, voting was something only _____ could do.
- 3 When Emmeline Pankhurst was born, many _____ didn't go out to work.
- 4 Pankhurst's _____ introduced her to the Suffragette movement.
- 5 A lot of _____ went to prison because of violent demonstrations.
- 6 The _____ in the prisons forced the women to eat.

4 Answer the questions. Then watch again and check your answers.

- 1 When was Emmeline Pankhurst born?

- 2 What jobs did some women and girls have in the 1850s? _____
- 3 What three things did Suffragettes want?

- 4 What group did Pankhurst start in 1903?

- 5 When did the British government pass the Representation of the People Act?

- 6 What happened in July 1928?

Extension



Look at the photos and answer the questions.

Photo A

- What is this man going to do?
- Why is it important to do this?
- How do you think you'll feel when you do this for the first time? Why?

Photo B

- What is happening in the photo?
- Why do you think they are doing this?
- Which issues would you campaign for / against?

UNIT 7 CURRICULUM EXTRA THE SUFFRAGETTES

Language check

can / may / might / could; must / can't; perhaps

You can make a difference.

I could / may / might go into politics.

Perhaps I'll go into politics.

It can't be easy being the Prime Minister.

It must be difficult being the Prime Minister.

Second conditional

If I were the Prime Minister, I'd reduce the voting age.

Would you be bored if you had to stay at home?

5 Are the sentences about a possibility (P) or a deduction (D)? Write P or D.

- 1 That can't be your jacket. It's too small. ____
- 2 Perhaps Leo will be a lawyer. ____
- 3 I may move to another country. ____
- 4 Lara must be very intelligent. ____
- 5 Getting unequal pay can't be easy. ____
- 6 You can make a difference by signing the petition. ____

6 Complete the dialogue with the words in the box. Sometimes more than one answer is correct.

can't could may might must perhaps

- A Look at this news report. I think that's Harry in the background.
- B No, it ¹_____ be Harry. He's at school, isn't he?
- A But it looks just like him.
- B Actually, it ²_____ be him. He's got dark, curly hair like Harry.
- A Well, ³_____ Harry's gone to London to protest about university fees. He created a petition last week, so he ⁴_____ be taking it to the Prime Minister. ... Chris, have you seen Harry today?
- C No, he's not at school today. I'm not sure, but I think he ⁵_____ be ill.
- A It ⁶_____ be Harry in the report, then!

7 Choose the correct words.

- 1 What would you do if you **would win / won / did win** a lot of money?
- 2 It would be unfair if women **wouldn't / won't / didn't** have equal voting rights.
- 3 If I were you, I **vote / 'd vote / voted** in every election.

4 **Would you be / Were you / Wouldn't you** a suffragette if women didn't have the vote?

5 If I **wouldn't / wasn't / didn't** live in Manchester, I'd like to live in London.

6 If we didn't agree with the decision, we **campaign / 'd campaign / wouldn't campaign** against it.

8 Find and correct the mistake in each sentence.

- 1 If people bought 'ugly' fruit, we didn't waste so much food.

- 2 What career would you have if you can choose any job in the world?

- 3 If I would have one wish, it'd be for world peace.

- 4 How would they feel if they would go to prison?

- 5 It'd help if people would be more patient.

- 6 I found it interesting if we studied Emmeline Pankhurst in history.

9 Complete the dialogue with the correct words. Use one word in each gap.

- A Apparently, there's a place in Manchester called the Pankhurst Centre. What do you think it is?
- B I'm sure it ¹_____ be connected to Emmeline Pankhurst, the suffragette, because she was from Manchester. You never know, it ²_____ be where the family used to live.
- A ³_____ it's a museum now.
- B Or it ⁴_____ be a place where women ⁵_____ go for help. Pankhurst did so much for women.
- A I know. She was amazing, wasn't she?
- B Yes, and I love her name, too. In fact, if I had a daughter, I ⁶_____ call her Emmeline.
- A Really? I ⁷_____ do that if I were you. I don't like it very much.

UNIT 8 DVD TEACHING NOTES

Summary of video

The video is about literary museums and festivals in the UK, and, in particular, the York Literature Festival.

Background

A literary festival is an annual event which brings writers and readers together, and promotes a love of reading and literature. Typically over the period of a festival, there are talks and readings by authors, as well as other events such as writing workshops for those people who would like to have a go at writing a book themselves.

With more than 350 events every year, literary festivals are incredibly popular in the UK. They take place throughout the year and in most areas of the country. There are also festivals which celebrate a particular writer, such as William Wordsworth, and ones which celebrate a particular genre of writing, such as mystery stories.

The aim of the York Literature Festival is to promote the arts in the city of York. The main focus is literature and poetry, but music, comedy, cinema and theatre are promoted too.

Think!

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


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

Answers: Students' own answers.

Comprehension check

1 Watch the video. Choose the correct answers.


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

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

Answers: 1 c 2 a 3 b

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


Pre-watching: Ask students to tick the things they remember before watching the video again. With **weaker classes**, check students understand all the words and phrases. You might have to explain *top hat* (a man's tall black hat worn on formal occasions).

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

Answers: wearing a top hat, using a laptop, playing instruments, reading on a tablet, making notes, lying on a bed

3 Complete the table about the York Literature Festival. Then watch again and check your answers.


Pre-watching: Ask students to try to complete the table with as much information as possible from memory before watching the video again to check their answers. With **weaker classes**, students can work in pairs and discuss their answers first.

 Play the video and pause each time the relevant piece of information is given.

Answers: 1 2007 2 March 3 fiction and non-fiction books and poetry 4 go on a walking tour 5 plot and character development 6 successful authors and experts in literature

4 Are the sentences true or false? Watch again and check your answers.

Pre-watching: Ask students to decide if the sentences are true or false. With **stronger classes**, ask students to correct the false sentences.

 Play the video again if necessary.

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

Extension

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

Answers: Students' own answers.

UNIT 8 DVD TEACHING NOTES

Fast finishers

Ask students to tell each other about a book they are reading or one they have just read.

Optional activity

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

- 1 A pen name is an author's real name.
- 2 A biographer is a person who writes the story of another person's life.
- 3 A wordsmith is a person who is very good at using words.
- 4 A ghostwriter is a person who writes a book about ghosts.
- 5 A scriptwriter is a person who writes reviews of books.
- 6 A book group is a group of people who meet regularly to discuss a book they have all read.

Answers: 1 false (a name used by a writer instead of their real name) 2 true 3 true 4 false (a person who writes a book for another person and whose name appears as the author) 5 false (a person who writes the words for films) 6 true

Language check

Present and past passive: affirmative and negative

Dahl's stories are enjoyed by people of all ages. Their novels were inspired by the landscape around this area.

Present and past passive: questions

How many literature festivals are held every year?
Who were the Sherlock Holmes books written by?

Revise the grammar points by asking the following questions: *Where is lunch eaten at school? Who was English Plus written by?*

5 Are the sentences active (A) or passive (P)? Write A or P.

Remind students that passive sentences contain the present or past form of *be* + the past participle. They should decide whether the sentences are active or passive and then write the correct letter. Check answers with the class.

Answers: 1 P 2 A 3 P 4 A 5 P 6 P

6 Complete the sentences with the correct present or past passive form of the verbs in brackets.

Explain to students that they should decide if the sentence is in the present or past tense. Students then write the correct passive form of the verbs in brackets. Check answers with the class.

Answers: 1 was written 2 wasn't used
3 is called 4 are studied 5 was made
6 wasn't played

7 Order the words to make passive questions.

Students look at the words and then write them in the correct order to make questions. Check answers with the class.

Answers:

- 1 When was the first book written?
- 2 How is the author's life celebrated today?
- 3 Were her novels inspired by the landscape?
- 4 Are his books translated into other languages?
- 5 Which Brontë sister was *Wuthering Heights* written by?
- 6 How many books are bought every year?

8 Complete the passive questions with the correct form of the verbs in brackets.

Students decide if the questions are in the present or past tense, and then write the correct form of the verbs. Check answers with the class.

Answers: 1 Is / held 2 Are / sold
3 was / attended 4 is / organized
5 Were / written 6 are recommended

9 Complete the text with the correct words. Use one word in each gap.

Students read the text and then write their answers. Check answers with the class.

Answers: 1 by 2 is 3 weren't 4 were 5 are
6 was 7 aren't 8 are

UNIT 8 CULTURE BOOK FESTIVALS

Think!

Answer the questions.

- Who are the most popular authors in your country?
- Who is your favourite author? Why?
- Do you know any popular British authors?

- The authors at the festival are all from the UK.

- There are a lot of places to buy books in the city of York. _____
- The events at the festival take place during the day and the evening. _____

Comprehension check

1 Watch the video. Choose the correct answers.

- What number Baker Street did Sherlock Holmes live at?
a 210b b 211b c 221b
- Where is the Jane Austen museum in England?
a Bath b York c London
- How many literature festivals take place in the UK every year?
a 200 b 300 c 400

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

- | | | | |
|---------------------|--------------------------|---------------------|--------------------------|
| wearing a top hat | <input type="checkbox"/> | using a laptop | <input type="checkbox"/> |
| reading on a tablet | <input type="checkbox"/> | eating cakes | <input type="checkbox"/> |
| lying on a bed | <input type="checkbox"/> | playing instruments | <input type="checkbox"/> |
| getting an award | <input type="checkbox"/> | making notes | <input type="checkbox"/> |
| doing puzzles | <input type="checkbox"/> | | |

3 Complete the table about the literary event in York. Watch again and check your answers.

When the festival began	1 _____ _____
When it takes place	2 _____ _____
Which type of literature it celebrates	3 _____ _____
What you can do outdoors in the city	4 _____ _____
What you can learn about at the writing workshops	5 _____ _____
Who gives the talks	6 _____ _____

4 Are the sentences true or false? Watch again and check your answers.

- Sherlock Holmes was a real detective.

- The museum in Great Missenden celebrates the Brontë sisters. _____
- The York Literature Festival lasts one week.

Extension



Look at the photos and answer the questions.

Photo A

- Where is this tourist?
- What type of stories do you think he enjoys?
- How many more book genres can you think of?
- Do you like reading books about detectives? Why (not)?

Photo B

- What is happening in the photo?
- What type of people do you think are in the audience?
- What do you think makes a bestseller?
- If you were at this event, which question would you ask? Why?

UNIT 8 CULTURE BOOK FESTIVALS

Language check

Present and past passive: affirmative and negative

Dahl's stories are enjoyed by people of all ages.
Their novels were inspired by the landscape around this area.

Present and past passive: questions

How many literature festivals are held every year?
Who were the Sherlock Holmes books written by?

5 Are the sentences active (A) or passive (P)?

Write A or P.

- 1 Roald Dahl books are read by millions of people. _____
- 2 Jane Austen's House Museum is a popular tourist destination. _____
- 3 The main character in one of Roald Dahl's books is called Mr Twit. _____
- 4 There are talks by famous authors at literary festivals. _____
- 5 The story was set in a fictional town. _____
- 6 That book wasn't made into a film. _____

6 Complete the sentences with the correct present or past passive form of the verbs in brackets.

- 1 The novel *Jane Eyre* _____ (write) by Charlotte Brontë in the middle of the 19th century.
- 2 At first, the author's real name _____ (not use) on the cover of the novel.
- 3 The area in the north of England where the Brontë sisters lived _____ (call) 'Brontë Country' by many people today.
- 4 Today, the Brontës' novels _____ (study) by many literature students.
- 5 The most recent film adaptation of *Jane Eyre* _____ (make) in 2011.
- 6 In the film, Jane Eyre _____ (not play) by a British actress, but by an Australian one.

7 Order the words to make passive questions.

- 1 written / was / her first book / When / ?

- 2 is / How / celebrated / today / her life / ?

- 3 the landscape / her novels / Were / by / inspired / ?

- 4 into / Are / translated / the books / other languages / ?

5 was / by / written / *Wuthering Heights* / Which Brontë sister / ?

6 How many / every year / bought / books / are / ?

8 Complete the passive questions with the correct form of the verbs in brackets.

- 1 _____ the festival _____ (hold) every March?
- 2 _____ tickets _____ (sell) online?
- 3 How many people _____ last year's festival _____ (attend) by?
- 4 Who _____ the event _____ (organize) by each year?
- 5 _____ any reviews _____ (write) about last night's workshop?
- 6 Whose books _____ (recommend) for children?

9 Complete the text with the correct words.

Use one word in each gap.

Do you know who *Pride and Prejudice* was written ¹ _____? The answer is Jane Austen, one of the most famous female writers in the UK. She ² _____ known for six important novels, *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, *Northanger Abbey* and *Persuasion*. The last two novels ³ _____ published before her death in 1817. They ⁴ _____ both published a year later, in 1818. Due to the popularity of Jane Austen, her novels ⁵ _____ often adapted into films or TV programmes. In the 2005 film *Pride and Prejudice*, the main character Elizabeth ⁶ _____ played by Keira Knightley. Jane Austen lived over 200 years ago, but her life and works ⁷ _____ forgotten. Her fans can visit the Jane Austen Centre in Bath or Jane Austen's House Museum in Hampshire, where events ⁸ _____ held all year round.