

PARALYMPIC ATHLETES 01

- 1 Begin the activity by asking the students to look at the list of topics. Check they know the meaning of each one. Then put them in groups and ask them to decide which ones will be mentioned in a video about Paralympic athletes.
- 2 **01** Play the video and ask the students to list the topics that are discussed and then check the answers with the whole class.

Answers

Training, food, sleep

- 3 **01** Ask the students to quickly read through the statements. Play the video again for the students to decide if the statements are true or false. Then check the answers with the whole class.

Answers

1T 2T 3F 4F 5F 6T 7T 8T

- 4 This task builds on the ideas in the video and the Culture section of the Student's Book. If they did the Culture Project on page 23 of the Student's Book they could use that information to help answer question 2. Put students into pairs and have them ask and answer the questions. If there is time, do a quick whole class survey to see how often students exercise during a week.

Video Script

What is a Paralympic athlete?

A Paralympic athlete is a runner, a swimmer, a table tennis player, a basketball player, a long jumper.

They are athletes, but they have got special skills. Some use wheelchairs. Others have got artificial legs. And all are very strong.

What do Paralympic athletes do all day?

They usually get up very early.

Sometimes they do their sport right away ... even before breakfast.

Others eat first, then train.

And they always eat well. Vegetables, fruit and eggs – food is really important!

And sleep, too – they sleep nine hours or more every night. Like Olympic athletes, Paralympic athletes train for many hours every day.

Their day can start in the pool, on the track, or on the bike. They can be there for hours. In the sun or the rain.

They train, then eat, then sleep. And then they do it all again the next day.

Some Paralympic athletes have got families, some go to school, and others have got jobs. Some are young and others are older.

But they never stop. They work hard - sometimes they win, sometimes they lose.

But they are all working hard and preparing for the next big event.

SUMMER CAMP 04

- 1 Begin the activity by asking the students to look at the photos and guess where the people are. Elicit the words *summer camp* and then check they know the words to describe the different activities: *sack race*, *camp fire*, *fishing/fishing rods*. Then ask them to work in pairs and discuss the questions. If students have been to summer camp encourage them to tell their partner about the experience.
- 2 Ask the students to read through the list of activities and complete them with the missing words from the box. Ask them to check their answers with a partner.

Answers

1 baby 2 play 3 dog 4 do 5 play 6 go 7 play 8 sing
9 sit 10 take

- 3 **04** Play the video and ask the students to tick the activities in Exercise 2 which are mentioned in the video. Then check the answers with the whole class.

Answers

1, 3, 5, 6, 7, 8, 9

- 4 **04** Ask the students to read through the questions and multiple-choice options quickly. Play the video again and ask the students to circle the correct answers. Then check the answers with the whole class.

Answers

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

- 5 This task builds on the language learned in the video and the questions follow the style of the Talking Point in the Student's Book, page 45. Put the students into groups of four or six. Ask the students to ask and answer the questions giving reasons for their choices. Conduct a quick whole class survey to see how many students think summer camp is a good idea and how many students would like to work as a counsellor's assistant.

Video Script

Summer Camp

Babysitting, dog walking, playing an instrument.

These are great activities during the year, but in the summer, you often have more time and you can do other things or go on holiday.

So, where can you go? How about summer camp? If you like swimming, being outside or playing games, it's a great way to spend your summer!

In the past, there were many summer camps in the USA.

There were camps for children and camps for families.

There was usually a lake with boats.

And people played games, sang songs, and sat around the campfire.

Nowadays, there are summer camps in other countries, too, like the UK, France and Spain.

And you can do other things at camp now. There are art camps, language camps, robotics camps, and science camps. Campers are usually from five to fourteen years old, and camp counsellors are usually eighteen years old and older. But at fourteen or fifteen, you can usually work under a counsellor. This means that you are doing the job of a counsellor but with some help. You learn how to be on a team and how to teach.

Summer camp isn't for everyone. If you don't like sleeping in a cabin or eating camp food, maybe camp isn't for you. But there are many things to like about it: you can try a new sport or learn a new skill. You'll meet a lot of new people and make friends.

And the best part of all: you can get dirty and nobody cares!

STREET FAIRS EVERYWHERE 06

- 1 Begin the activity by asking the students to work in pairs and discuss the questions. See how much they can remember from the Student's Book (charity shops, farmers' markets, shopping centres, online shopping). If they have been to a street fair, encourage them to describe the experience.

- 2 **06** Ask the students to watch the video and tick which places they hear mentioned. Ask them to check their answers with a partner.

Answers

1 Paris (France), 3 Madrid, 5 Japan, 6 Thailand, 8 The Netherlands, 10 Greece

- 3 **06** Ask the students to read through the sentences. Point out that they summarize the text in the video, so they are not exactly the same sentences as the ones the students hear, they just have a similar meaning. Then play the video again and ask the students to complete the spaces with only one word or number. Ask them to check the answers with a partner, before checking with the whole class.

Answers

1 street 2 online 3 celebration 4 night 5 parks 6 rains
7 3,500 8 clothes, food, shoes and books

- 4 This task builds on the language learned in the video and the second question relates to the Talking Point in Unit 10 of the Student's Book. Put the students into groups. Ask the students to ask and answer the questions giving reasons for their choices. Conduct a quick feedback session at the end to find out what kinds of things students would sell.

Video Script

Street fairs everywhere

Where do you like to shop? In a big shopping mall? In small shops? On a busy street with a lot of people? Or at home online?

Today there are many ways to shop but around the world, street fairs and flea markets are always popular. Why? Because you can find almost anything you need.

Some street fairs happen only during special times of the year, like during a holiday or celebration.

But some markets are open every week, and others are even open at night.

They can be in squares, in parks, under train stations, and in buildings.

And if you think flea markets only happen in nice weather, think again. This flea market in Paris is open when it's raining. It's a good time to shop because not everyone wants to get wet. You can take your time and walk around all day.

But if shopping in the rain doesn't seem very fun, there are a lot of flea markets you can enjoy in the sun, like the Rastro in Madrid, Spain. With more than three thousand stalls, you can shop all day and still not see everything! From Japan to Thailand, from the Netherlands to Greece, people are shopping and buying clothes, food, shoes, and books.

And if you don't like to shop, you can just watch the people there!

A VIEW OF SCOTLAND 10

- 1 Begin the activity by asking the students to work in pairs and discuss the questions.

Answers

Cities: Glasgow, Edinburgh, Aberdeen, Inverness

Bagpipes – a wind instrument; kilts – a type of skirt that men and women wear; shortbread – a biscuit

- 2 Ask the students to read through the list of words and match them to the definitions. Ask them to check their answers with a partner. Then ask them to discuss with their partner and tick the words they think will be mentioned in the video about Scotland.

Answers

1g 2h 3i 4a 5c 6j 7d 8e 9f 10b

- 3 **10** Play the video and ask the students to check their predictions. Check the answers with the whole class.

Answers

1, 2, 3, 5, 9, 10

- 4 **10** Ask the students to read through the statements quickly. Play the video again and ask the students to circle T or F. Then check the answers with the whole class.

Answers

1T 2F – you need a long time 3T 4T 5T 6F – at night
7F – a garden 8F – August 9T 10F – turn right

- 5 This task builds on the language and content covered in the video and the Student's Book, Unit 14 and Culture Section. Put the students into groups. Ask them to discuss the questions giving reasons for their choices. Conduct a quick whole class survey to find out which places they would like to visit.

Video Script

A view of Scotland

Far to the north of London, there is a land with high mountains, lakes or “lochs”, beautiful beaches, and castles. Many, many castles.

Scotland - a place where the skies are often grey but the earth is green.

And there is history everywhere – from its small towns by the sea to its many islands.

To see all of Scotland, you need to take your time.

But if you only have two or three days, go to one of its bigger cities: Glasgow or Edinburgh. There is a lot to see in both places.

Today, we'll visit Edinburgh and we are here on the Royal Mile.

We begin at the Palace of Holyroodhouse and end at Edinburgh Castle.

Along the way you can see shops, restaurants, churches and even old telephone booths.

There are often bagpipers on the street so you can hear music all the way to the castle.

The Royal Mile is beautiful by day and by night.

But at night in the summer, you can go on special walks and learn about the history of Edinburgh.

If you aren't tired yet, you can go and visit a museum, like The Scottish National Gallery, go to the Royal Botanical Gardens or walk along Princes Street.

In August, the streets are full of people. They come to Edinburgh for the famous Fringe Festival. You can watch plays, listen to live music, and enjoy Scottish food.

And if you just want to enjoy the beauty of the city, there is a place you can go.

From the castle, go back down the Royal Mile to the palace, turn right, and walk until you see Arthur's Seat, where you'll get the most beautiful view of this very special city.

THE WORLD OF BRITISH TV 13

1 Begin the activity by asking the students to work in pairs and discuss the questions.

2 Ask the students to match the words on the left with the words on the right to form types of TV programme. Make them aware that some words match two or more words. Ask them to check their answers with a partner.

Answers

1d 2a/e 3a 4f 5b 6a/c 7b 8a 9a/c/e 10a/e

3 13 Play the video and ask the students to tick which TV programmes listed in Exercise 2 were described.

Answers

They are all mentioned.

4 13 Ask the students to read through the questions and options quickly. Play the video again and ask them to circle the correct answer. Then check the answers with the whole class.

Answers

1b 2a 3b 4a 5b 6a 7b

5 This task builds on the language and content covered in the video and the Student's Book, Unit 17 and Culture Section. Put the students into groups of four or six. Ask them to discuss the questions giving reasons for their choices.

Answers

1 and 2 Students' own answers. 3 Practise listening skills (all shows), widen vocabulary (eg nature programmes, news), recognize different accents (dramas), learn colloquial language (soap operas), help with pronunciation.

Video Script

The world of British TV

Why is British TV so popular around the world?

Because there are so many different kinds of programmes!

Do you like fashion? Or do you prefer shows about history?

What about nature or animals? Programmes with famous presenters show real animals in nature. But there are also animations. With imaginary animals!

Do you love cooking? There are many programmes that show you how to cook. Other programmes are about chefs and their famous dishes. Others are contests. And others are ... well, just fun to watch.

If you like laughing, you can enjoy some British comedy.

Then there are soap operas and game shows. Reality shows and talent shows. And of course, the news and the weather.

There are also a lot of mysteries. The British people love a good crime drama or detective show – from the famous Agatha Christie stories to the new series about Sherlock Holmes.

You can spend all weekend watching them. First one, then another, then another ...

We can't forget about the historical dramas - like *Downton Abbey* and other mini-series. These often take place in large houses in the countryside and show the lives of the very rich.

Or they show a period in time, like, for example, the years of Queen Victoria.

And if you love watching sport, there's no end of football, tennis or golf.

So you see, British TV offers something for everyone.

Which programmes do you prefer?