

DVD clip summary

The DVD clip is about Diwali, a traditional Indian festival, and the celebrations that take place in the city of Leicester, England.

Background

After the Second World War, Britain needed people to come to live and work in the country to help rebuild it. After India became independent from Britain in 1947, many Indians came to Britain to help with this. Between 1947 and 1955, over 60,000 Indians immigrated to Britain, and many more arrived in the 1960s and 1970s. Thousands of these immigrants settled in Leicester, many working in the textiles industry. Today, almost 30% of the population of Leicester has Indian heritage.

Before you watch

Exercise 1

- Read the questions with the class and elicit answers from individual students. Encourage the students to guess the answers they do not already know and use their suggestions to start a class discussion.
- **Answers:** Students' own answers

Comprehension check

Exercise 2

- **Pre-watching:** Go through the questions with the students.
-  Play the whole DVD clip. The students choose the correct answers. Check their answers.
- **Answers:** 1 c 2 a 3 c

Exercise 3

- **Pre-watching:** Ask the students to read the list and to try and remember the order that they saw the things in the DVD clip.
-  Play the DVD clip to check the answers.
- **Answers:** 1 B 2 D 3 A 4 C 5 F 6 E

Exercise 4

- **Pre-watching:** Ask the students to try and complete the sentences with the numbers before they watch the DVD clip again.
- **Weaker classes:** Drill the numbers first if the students aren't sure how to say them. Then play the DVD clip and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 4.9 million 2 1.5 million 3 1.2 million 4 329,000 5 28% 6 30,000

Round up

Exercise 5

- Put the students in groups. Give them a few minutes to discuss the question.
- **Answers:** Students' own answers

Vocabulary

Exercise 6

- The students read the sentences and choose the correct particle to complete the phrasal verbs.
- **Weaker classes:** Tell the students they need to use *up* three times, *on* once and *out* once.
- **Answers:** 1 up 2 up 3 on 4 out 5 up

Exercise 7

- Ask the students to read through the text first, then complete the sentences. With a **weaker class**, you could elicit the meanings of the words first.
- **Answers:** 1 communities 2 identities 3 customs 4 diverse 5 multicultural

Extension

Exercises 8 and 9

- **Materials needed:** Computers with internet access
- **Preparation:** Put the students in groups of three. Tell them that a group of foreign students are going to visit your school and that they want to know about festivals in your country.
- **Language:** Elicit the word *advice*. Then focus on the key phrases.
- **Activity:** Give the students 2–3 minutes to choose a festival and then 5–8 minutes to use the internet to find out about the festival. Finally, give them another 5 minutes to prepare their presentation, making sure they include all the information in the task. Then ask them to present their festival to the class.
- **Extension:** After all the groups have presented, ask the students to discuss which festival they think would be the best to take the foreign students to. For homework, you could ask them to write a guide to the festival for a blog or website.

Diwali in Leicester

The UK is home to people from all over the world, and the country's capital, London, is one of the most multicultural cities on the planet. Its residents come from all kinds of cultural backgrounds, but they all live together and usually get on with each other. Today, around 4.9 million Londoners are white, around 1.5 million are Asian and around 1.2 million are black.

But London isn't the only ethnically diverse city in the UK. There are many other multicultural British cities, like Leicester. This city in the East Midlands of England has a population of around 329,000, and just over 28 percent of these people describe themselves as Indian or British Indian. All over Leicester there are Indian businesses, shops and restaurants, and Indian culture is a huge part of life here. So when the Indian community has a festival, the entire city celebrates. And the biggest party of the year is Diwali, a five-day festival that happens every autumn.

The word 'Diwali' comes from *Deepavali*, an ancient Sanskrit word which means 'row of lights'. Millions of Hindus and Sikhs celebrate the festival, and while it means different things to each faith, there is one common theme to the celebrations: the victory of light over darkness, or good over evil.

This is Leicester's Golden Mile, a section of Belgrave Road famous for Indian restaurants, jewellers and clothes shops. This area is the centre of Leicester's Asian community, and during Diwali the entire area lights up. There are typical Diwali decorations and lots of *rangoli*, an ancient Indian art form which uses rice, flour, sand and flower petals to create detailed and brightly coloured patterns.

During Diwali, thousands of people meet. They catch up with friends and family, and eat traditional Indian food. These sweets are especially popular. The local Indian bakery makes a lot, but they still run out every Diwali!

Later everybody gathers to watch the lights come on. Last year, more than 30,000 people – from many different countries and cultural backgrounds – attended the event. While they were waiting for the lights, they enjoyed various performances, some demonstrating traditional Indian customs – like this solo classical dance – and others celebrating the local area's diversity, like this modern fusion of Bollywood and street dance. It's become such a popular festival that some performers sign up for the event months in advance. After the ceremony, pyrotechnics experts set off fireworks – a suitable ending to the festival of lights.

Leicester's Diwali celebrations are an important part of the city's cultural identity. While it used to be a small festival enjoyed mainly by the Indian community, it has become a huge celebration of the local area's diversity, helping Leicester to live up to its reputation as a proudly multicultural city.

DVD clip summary

The DVD clip is about Los Angeles, and how the city has developed and grown since the Hollywood movie studios made it famous.

Background

Los Angeles is the second largest city in the USA. It is famous for the Hollywood movie studios and its warm, sunny climate. It was founded by Spanish settlers in the 18th century and became a part of Mexico in 1821, before being purchased by the USA in 1848. It is very multicultural and is home to people from more than 120 countries.

Before you watch

Exercise 1

- Read the questions with the class and elicit answers from individual students. Encourage the students to expand on their answers and use their suggestions to start a class discussion.
- **Answers:** Students' own answers

Comprehension check

Exercise 2

- **Pre-watching:** Go through the questions with the students.
-  Play the whole DVD clip. The students choose the correct answers. Check their answers.
- **Answers:** 1 b 2 c 3 b

Exercise 3

- **Pre-watching:** Ask the students to read the list and to try and remember which things they saw in the DVD clip.
-  Play the DVD clip to check the answers.
- **Answers:** b, c, f, g, i, j

Exercise 4

- **Pre-watching:** Ask the students to try and match the places with the descriptions before they watch the DVD clip again.
- **Weaker classes:** Play the DVD clip first and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 c 2 e 3 f 4 a 5 b 6 d

Round up

Exercise 5

- Put the students in groups. Give them a few minutes to discuss the question.
- **Answers:** Students' own answers

Vocabulary

Exercise 6

- Ask the students to make compound nouns and adjectives with the words. The students then read through the sentences and decide if they need a compound noun or adjective for each gap before completing it.
- **Weaker classes:** Form the compound nouns and adjectives together before the students complete the sentences.
- **Answers:** 1 main road 2 tennis courts 3 mountain range 4 full-sized 5 high-speed 6 open-air

Exercise 7

- Ask the students to read through the text first, then complete the sentences. With a **weaker class**, you could elicit the meanings of the words first.
- **Answers:** 1 fashion 2 designer 3 movie 4 personalities 5 brands 6 digital

Extension

Exercises 8 and 9

- **Materials needed:** Large pieces of paper, pens
- **Preparation:** Put the students in groups of three. Tell them that they are going to plan a new shopping centre for their city.
- **Language:** Elicit the word *choice*. Then focus on the key phrases.
- **Activity:** Ask the students to nominate one presenter, one designer and one note-taker in the group. Give them 8–10 minutes to talk about, design and draw their plan. Finally, give them another 5 minutes to prepare their presentation, making sure they include all the information in the task. Then ask them to present their shopping centres to the class.
- **Extension:** After all the groups have presented, ask the students to discuss what they like about each one and which they think would be the best for their city. For homework, you could ask them to write a description of the shopping centre for a blog or website.

Los Angeles

When people hear the word 'Hollywood', they usually think about one thing: the movies. But this hasn't always been the case. Originally, Hollywood was a small settlement in California, but in the early 20th century, many major movie studios moved here from New York. It was cheaper to make movies here and the good weather made it a lot easier to film outside.

At around the same time Hollywood merged with the neighbouring city of Los Angeles. Soon, Hollywood was the movie capital of the world and thousands of people were moving to LA to seek fame and fortune. They've been coming here ever since!

Los Angeles is in the US state of California and is situated between San Diego in the south and San Francisco in the north. Today, the major studios don't make as many movies here as they used to because it's too expensive, but LA is still a major centre of arts and entertainment. The city has a population of almost 4 million people, and experts estimate that one in six of these people works in a 'creative' industry such as film, television, or digital media. Many actors, performing artists and television personalities have made Los Angeles their home, and the most successful live here – in Beverly Hills.

Beverly Hills is a suburb in the north of the city, just ten minutes from the seashore in Santa Monica. Since the 1920s, the neighbourhood has been home to the rich and famous. Celebrities have been moving in since the movie stars Douglas Fairbanks and Mary Pickford built a mansion here in 1921.

Today, the area is full of fabulous houses with open-air swimming pools and full-sized tennis courts. It's a very wealthy area and everywhere you look there are high-speed cars and expensive shops. In the heart of Beverly Hills is Rodeo Drive. It's one of the most famous shopping streets on the planet, and one of the most expensive too. Many of the world's best known luxury brands have shops here, and the street has become a popular destination for fashion-loving shoppers.

For many people, this is the stereotype of Los Angeles, but there's much more to the city than expensive shops and designer labels. This is West Magnolia Boulevard, one of the main roads in Burbank, a suburb twelve miles north of downtown LA. Because it's close to Hollywood, many major entertainment companies have their headquarters here, but it's much more affordable so lots of people live here too. It's a fun and exciting area with great shops and plenty of interesting things to do and see.

This is Woodland Hills. It's west of Burbank, near the Santa Monica mountain range. It's a very pretty area, and because it's a bit further from the city, there's a lot more space. A lot of families live here and it has some great parks and recreation areas. Woodland Hills has a strong community spirit and people often get together to eat, relax and enjoy the good weather.

Los Angeles is famous for Hollywood and the movies, and there are plenty of parts of the city that live up to this glamorous reputation. But while many of us think of Tinseltown when we think of LA, the city has a lot more to offer.

DVD clip summary

The DVD clip is about various sports that originated in Britain.

Background

Many of the sports that we play or watch every week were either invented or organised in Britain. Some of these, like football and tennis, are popular all over the world, while others, like rugby and cricket, are only played professionally in a small number of countries.

Up until recently, cricket was only played in a few countries that were former British colonies, including India, Pakistan, Sri Lanka, West Indies, South Africa, Australia and New Zealand. Along with England, these countries have produced some of the world's greatest players and have dominated world cricket for the past hundred years. Every summer each of these countries plays a series of matches against one or two of the others. They play both one-day matches, and 'test matches' which each last for five days. The most famous of these competitions is the Ashes, which is played between England and Australia.

Before you watch

Exercise 1

- Read the questions with the class and elicit answers from individual students. Encourage the students to expand on their answers and use their suggestions to start a class discussion.
- **Answers:** Students' own answers

Comprehension check

Exercise 2

- **Pre-watching:** Go through the questions with the students.
-  Play the whole DVD clip. The students choose the correct answers. Check their answers.
- **Answers:** 1 b 2 c 3 c

Exercise 3

- **Pre-watching:** Ask the students to read the sentences and to try and remember which things they saw in the DVD clip.
- **Weaker classes:** Play the DVD clip first and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 kicking 2 running with 3 hockey 4 football 5 refereeing 6 cricket

Exercise 4

- **Pre-watching:** Ask the students to read the sentences and try to guess the missing words before they watch the DVD clip again.
- **Weaker classes:** Read through the sentences and elicit the type of word that goes in each space. Play the DVD clip and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 ball 2 rugby 3 eleven 4 Australia 5 five 6 England

Round up

Exercise 5

- Put the students in groups. Give them a few minutes to discuss the question.
- **Answers:** Students' own answers

Vocabulary

Exercise 6

- Ask the students to read each sentence and decide what type of word goes in the gap before forming the answer from the word in brackets.
- **Weaker classes:** Elicit the type of word that goes in each space first.
- **Answers:** 1 unhappy 2 proud 3 anxiety 4 angrily 5 ashamed 6 Unsurprisingly

Exercise 7

- Ask the students to read through the text first, then complete the sentences. With a **weaker class**, you could elicit the meanings of the words first.
- **Answers:** 1 tournament 2 committee 3 representatives 4 rules 5 trophy 4 rivalry

Extension

Exercise 8 and 9

- **Materials needed:** Paper, pens, computers with internet access, printer
- **Preparation:** Put the students in groups of three. Tell them that they are going to write a fact file about an unusual sport.
- **Language:** Find a photo of an unusual sport and elicit the key phrases.
- **Activity:** Give the students 5–8 minutes to use the internet to research their sport and find some photos. Then give them another 5–8 minutes to write their fact file, making sure they include all the information in the task. Finally, ask the groups to present their sports to the class.
- **Extension:** After all the groups have presented, ask the students to discuss which sports they would like to play and why. For homework, you could ask them to invent and write about a new sport.

British sports

Many modern sports have their origins in 19th century Britain. People all over the world enjoyed physical games for thousands of years, but it was the Victorians who organised and made rules for them. Without their influence, most of today's popular sports would be very different.

Take rugby, for example. Two hundred years ago, ball games similar to football and rugby were very popular in the country's famous private schools, but each school had completely different rules. It wasn't until 1863 that a committee decided to agree on a universal set of rules. However, there was some disagreement between different groups and some people became very angry.

Most of the representatives wanted a game that limited the use of the hands and encouraged skill more than force. In 1863 they created 'association' football, which most people now call football or soccer.

But others felt the game should be more physical and, most importantly, that players should be allowed to use their hands as well as their feet. In 1871 they formed the Rugby Football Union and the sport of rugby was born.

But one typically British sport that the Victorians didn't organise was cricket. The Marylebone Cricket Club invented the first set of cricket rules in 1788 and many of these basic laws still apply today. There are still two teams of eleven players. One team bats, and the other team bowls and fields. The batter tries to hit the ball and run between the 'wickets'. This is called a run. The bowler tries to hit the wickets and the fielder tries to catch the ball. If they can do this, the batter is out. But while the Victorians didn't create these rules, they did make one huge contribution to cricket: the Ashes.

In the 19th century, England often played colonies like India, the West Indies and Australia, but the English almost always won. So it was a huge surprise when Australia beat England on 29 August 1882. The English were deeply ashamed of this defeat. And the Australians jokingly referred to this match as the death of English cricket. They burned a wicket or a cricket ball – we still don't know what exactly – and put the ashes in an urn. They then offered it to the English cricket team.

Since then, Australia and England have played a tournament called the Ashes at least once every four years – but usually more often – and they take turns to play in England and Australia. Each tournament includes five matches, each taking up to five days to play. At the end, the winners receive a glass trophy based on the original urn of ashes. For English and Australian cricket fans it is a sporting event not to be missed, and winning is a matter of great national pride.

This is the Adelaide Oval on Ashes day. It's an extremely popular event and thousands of people happily travel miles to watch the cricket. But it isn't all fun. For over 130 years, there has been an intense rivalry between England and Australia. By the time the two countries meet again, England will have won 31 tournaments and Australia will have won 32 tournaments. If England win next time it will be a draw, so most people predict the next Ashes will be an exciting but anxious event for cricket lovers in both countries.

DVD clip summary

The DVD clip is about Osborne House, the holiday home of Queen Victoria and her family, which is on the Isle of Wight, off the south coast of England.

Background

In October 1845, Queen Victoria and her husband, the German Prince Albert, bought Osborne House as a holiday home and an escape from the pressures of life in London. Queen Victoria knew the area well and had been to the Isle of Wight as a young girl. The original Osborne House was too small for the needs of the royal family: they already had four of their nine children. Between 1845 and 1851, they demolished the original house and built a new, much larger one. Inspired by the view, which Albert said reminded him of the Bay of Naples, the new house was designed in the Italian Renaissance style.

Before you watch

Exercise 1

- Read the questions with the class and elicit answers from individual students. Encourage the students to expand on their answers and use their suggestions to start a class discussion.
- **Answers:** Students' own answers

Comprehension check

Exercise 2

- **Pre-watching:** Go through the questions with the students.
-  Play the whole DVD clip. The students choose the correct answers. Check their answers.
- **Answers:** 1 true 2 true 3 true 4 false 5 false

Exercise 3

- **Pre-watching:** Ask the students to read the list and to try and remember which things they saw in the DVD clip.
-  Play the DVD clip to check the answers.
- **Answers:** b, c, e, f, g, h, i

Exercise 4

- **Pre-watching:** Ask the students to try and order the events before they watch the DVD clip again.
- **Weaker classes:** Play the DVD clip first and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 B 2 E 3 A 4 D 5 F 6 C

Round up

Exercise 5

- Put the students in groups. Give them a few minutes to discuss the questions.
- **Answers:** Students' own answers

Vocabulary

Exercise 6

- The students read the sentences and choose the correct words.
- **Weaker classes:** Elicit the meanings of the adjectives in bold before the students choose the correct words.
- **Answers:** 1 lively 2 restored 3 cosy 4 peaceful 5 spacious 6 impressive

Exercise 7

- Ask the students to read through the text first, then complete the sentences. With a **weaker class**, you could elicit the meanings of the words first.
- **Answers:** 1 monarchs 2 reigned 3 descendants 4 era

Extension

Exercise 8

- **Materials needed:** None
- **Preparation:** Put the students in groups of three. Tell them that they are going to discuss some questions about monarchies.
- **Language:** Elicit what the students do when they need time to think what to say. Then focus on the key phrases.
- **Activity:** Ask the students to nominate one note-taker in the group. Give the students 5–8 minutes to talk about the questions and make notes. Finally, give them another 2 minutes to prepare what they are going to say. Then ask them to discuss the questions as a class. Encourage them to ask more questions.
- **Extension:** After all the groups have presented, ask the students to vote on whether or not they would like a monarch in their country. For homework, you could ask them to write an essay on the pros and cons of a monarchy.

Queen Victoria and Osborne House

Osborne House is a large and charming royal palace on the Isle of Wight, a small island off the south coast of England. It's one of the best known houses in the country, famous for its Italian-style architecture, elegant rooms and incredible works of art. But it's most famous for its original residents: Queen Victoria and her family.

Queen Victoria is one of the most famous monarchs in British history. She was born on 24 May 1819. She became queen in 1837, when she was just eighteen years old, and reigned until she died in 1901. In 1840, she married the German Prince Albert, and it was Albert who first decided to build Osborne House in 1845.

At the time, the Royal Family lived in Buckingham Palace in London. It was a beautiful and impressive palace, but they had very little privacy in the capital, so Albert built Osborne House as a holiday home for his wife and children.

The queen loved Osborne House immediately. It was in an incredible location with stunning views over the river Solent to England, and unlike other royal palaces, which were often used for business, Osborne House was a family home.

This is the first floor of the household wing. The family's bedrooms were here and Victoria and Albert had their own living rooms, where they could read, relax and play music together.

In the evenings, the family often spent time together here in the small but cosy Greeting Room.

They ate in the magnificent dining room, which was on the ground floor of the household wing, and when they had guests, they spent time here, in the spacious State Room.

Outside the house, the gardens were beautiful. Albert planted lots of trees here, and there were many rare plants from all over the world.

The family spent a lot of time outside and Victoria adored the Isle of Wight. After all, it was much more peaceful and far less lively than the centre of London. The Royal Family enjoyed some of their happiest times at Osborne House, and when Albert died in 1861 Victoria continued to come here, remembering her beloved husband in the house he had designed. In fact, it was in Osborne House that Queen Victoria died in 1901.

Over a century later, Victoria is still one of the most influential monarchs in British history. Today, the Queen of England, the King of Norway and the King and Queen of Spain are all descendants of Victoria and Albert.

Osborne House doesn't belong to the Royal Family any more, but it has been beautifully restored and is now a popular tourist attraction. Visitors come here to experience how the Royal Family lived. They can see the luxury they enjoyed and admire the beautiful objects they owned. But Osborne House also reveals the personal side of the royals, bringing their intimate family life alive.

Osborne House might not be a royal palace today, but it still represents the Victorian era and is a monument to the queen herself. It shows that over a hundred years after her death, Queen Victoria still fascinates people in Britain and all over the world.

DVD clip summary

The DVD clip is about the history of the capital of the USA, Washington, D.C.

Background

Before European settlers began arriving on mainland USA in the 16th century, the country we now know as the USA had been home to many Native American tribes for around 15,000 years. In the 16th century, people from countries across Europe, including Britain, Denmark, the Netherlands, France, Germany and Spain, began to arrive in North America. The Spanish, who had already colonised parts of Central and South America, moved north through Mexico to establish colonies in the west of North America, while the English began to colonise the eastern part of the continent, establishing their first permanent settlement in 1607.

Many of the early settlers from Europe were forced to leave their homelands for religious reasons, and came to the USA in order to practice their religions freely, while others came to make money exporting tobacco and cotton back to Europe, often using slave labour to do so.

Before you watch

Exercise 1

- Read the questions with the class and elicit answers from individual students. Encourage the students to expand on their answers and use their suggestions to start a class discussion.
- **Answers:** Students' own answers

Comprehension check

Exercise 2

- **Pre-watching:** Go through the questions with the students.
-  Play the whole DVD clip. The students choose the correct answers. Check their answers.
- **Answers:** 1 c 2 b 3 a

Exercise 3

- **Pre-watching:** Ask the students to say if the sentences are true or false before they watch the DVD clip again.
-  Play the DVD clip to check the answers.
- **Answers:** 1 true 2 false 3 true 4 false 5 true 6 true

Exercise 4

- **Pre-watching:** Ask the students to try and order the events before they watch the DVD clip again.
- **Weaker classes:** Check that the students know how to say the years before you play the DVD clip again. Then play the DVD clip and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 c 2 a 3 d 4 f 5 b 6 e

Round up

Exercise 5

- Put the students in groups. Give them a few minutes to discuss the question.
- **Answers:** Students' own answers

Vocabulary

Exercise 6

- Ask the students to read each sentence and decide which preposition follows the adjective.
- **Weaker classes:** Encourage the students to use a dictionary if they do not know the answer.
- **Answers:** 1 about 2 for 3 of 4 with 5 in

Exercise 7

- Ask the students to read through the sentences first, then complete them. With a **weaker class**, you could elicit the meanings of the words first.
- **Answers:** 1 independence 2 territory 3 colonies 4 settlements 5 Slavery

Extension

Exercises 8 and 9

- **Materials needed:** Computers with internet access, printer
- **Preparation:** Put the students in groups of three. Tell them that they are going to find and talk about a photo that represents an important moment in their country's recent history.
- **Language:** Find a photo of an important moment in world history (not the students' own country) and elicit the key phrases. Encourage the students to speculate about the photo as well.
- **Activity:** Give the students 5–8 minutes to find a photo and do some internet research about it. Then give them another 5 minutes to write a short presentation about the photo, making sure they include all the points. Finally, ask the groups to present their photos to the class.
- **Extension:** After all the groups have presented, ask the students to discuss how those moments have changed history and which was the most important moment. For homework, you could ask them to imagine they were there and write an eyewitness account of what they saw.

Washington, D.C.

Today, the USA is the richest and most powerful country in the world. But just over 330 years ago, it wasn't a country at all.

The land we now call the United States of America was divided into three main parts: thirteen British colonies in the east; an area called the Indian Reserve in the centre; and the Spanish territories in the west. It wasn't until 1776 that representatives from the thirteen colonies, unhappy with British rule, declared independence from Britain and created the United States of America.

Today, many of these Founding Fathers, the men responsible for building the country, are famous throughout the world. In every school in the USA, students learn about the lives of men like Benjamin Franklin, Thomas Jefferson and George Washington, and are made aware of what they did to build the USA.

George Washington was the commander of the American army during the War of Independence, and became the country's first president. At the time, the country didn't have a permanent capital and the United States Government could have chosen one of a few existing cities such as Philadelphia, Princeton or New York. But this new country wanted a new capital, so in 1791, work began on a brand new city: Washington, D.C. This area must have looked very different at the time. There were no major settlements here and few farms. But it quickly grew to become the home of American politics.

One of the first buildings here was the President's House. The second President of the United States, John Adams, first lived here in 1800, but it was a very different building then. In 1902, President Theodore Roosevelt, unsatisfied with the size of the building, expanded it. He also officially named it the White House, a name people had informally used for almost a century. Today, this iconic building, with its six levels, 132 rooms and 35 bathrooms, is recognisable all over the world.

At the same time as the President's House was being built, construction began on the Capitol Building. The United States Congress had first met in 1774, and after the War of Independence it became an important part of the new independent government, creating the country's laws. At first, it met in various cities, such as Philadelphia and New York, but in 1800 it moved to its permanent home in the Capitol Building. Since then, Congress has continued to grow and is now the political centre of the country.

In 1860, Washington, D.C. welcomed its sixteenth president: Abraham Lincoln. Lincoln was president during the Civil War, and in 1865 he was successful in making slavery illegal. He has since become a national hero, and this memorial – opened in 1920 – is one of the country's most famous landmarks. Lots of people still come here today and it is a popular location for political speeches and peaceful protests. In fact, it was here, between the Lincoln Memorial and the Washington Monument, that crowds gathered to hear Martin Luther King's famous 'I have a dream' speech.

From George Washington to Abraham Lincoln to Martin Luther King, this city has always been an important part of American life. Today, a trip here is a must for anyone curious about the story of the USA. After all, a walk around Washington, D.C. is a journey through American history itself.

DVD clip summary

The DVD clip is about a typical American high school and the subjects that students study there.

Background

Compulsory education in the USA starts at five years old, when children begin elementary school. They stay at this school until they are ten to twelve years old, at which point they go to junior high school or middle school. When they are fourteen or fifteen years old, students go on to high school or senior high school. Compulsory education finishes at the age of eighteen.

When students reach high school, they are usually given more freedom and can choose some of the subjects that they wish to study. These are called electives. There are also a number of subjects that students have to study. The number of years that students must study these subjects varies from state to state, but usually includes two to four years of English, maths, science, social sciences and physical education.

Before you watch

Exercise 1

- Read the questions with the class and elicit answers from individual students. Encourage the students to guess the answers they do not already know and use their suggestions to start a class discussion.
- **Answers:** Students' own answers

Comprehension check

Exercise 2

- **Pre-watching:** Go through the questions with the students.
-  Play the whole DVD clip. The students choose the correct answers. Check their answers.
- **Answers:** 1 b 2 a 3 a

Exercise 3

- **Pre-watching:** Ask the students to read the list and to try and remember the order that they first saw the lessons in the DVD clip.
-  Play the DVD clip to check the answers.
- **Answers:** 1 E 2 B 3 D 4 C 5 A 6 F 7 G

Exercise 4

- **Pre-watching:** Ask the students to try and answer the questions before they watch the DVD clip again.
- **Weaker classes:** Play the DVD clip and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 true 2 false 3 false 4 false 5 true 6 true 7 false 8 true

Round up

Exercise 5

- Put the students in groups. Give them a few minutes to discuss the question.
- **Answers:** Students' own answers

Vocabulary

Exercise 6

- Ask the students to read the sentences and the nouns first and then choose the correct noun for each sentence before changing the form.
- **Weaker classes:** Help the students change the nouns into adjectives first.
- **Answers:** 1 ambitious 2 intelligent 3 mature 4 creative 5 self-confident 6 punctual 7 flexible

Exercise 7

- Ask the students to read through the text first, then complete the sentences. With a **weaker class**, you could elicit the meanings of the words first.
- **Answers:** 1 curriculum 2 periods 3 fees 4 uniform

Extension

Exercises 8 and 9

- **Materials needed:** None
- **Preparation:** Put the students in groups of three. Tell them that a group of students from the USA are going to visit your school and that they want to know about your education system.
- **Language:** Elicit polite ways to ask for information. Then focus on the key phrases.
- **Activity:** Ask the students to nominate one presenter. Then give the students 5–8 minutes to talk about everything they know about their education system. They should use the points to help them. Finally, give them another 3–4 minutes to prepare their presentation, making sure they include all the information in the task. Then ask them to present to the class. Encourage the class to ask for more information.
- **Extension:** After all the groups have presented, ask the students to compare the education systems in your country and the USA. For homework, you could ask them to write about the pros and cons of each system.

American high schools

This is West Milford High School in New Jersey in the USA. The school has around 1,200 students between the ages of fourteen and eighteen. These students start in ninth grade, when they are fourteen or fifteen, and graduate in twelfth grade, when they are seventeen or eighteen.

Like most American high schools, West Milford is a public school, which, in the USA, means it is paid for by the government. The school is open to everyone and students don't have to pay fees. They start school at twenty past seven, finish at around 2 o'clock, and have eight 46-minute lessons – or periods, as they call them in the USA – every day. Punctuality is important and students have to be on time to every lesson.

In American public schools, students have quite a lot of flexibility. They don't have to wear uniforms so they can wear their own clothes to school. And once they get to high school, they are able to choose certain subjects to study, called electives. Students study these elective subjects alongside a core curriculum of subjects that they have to do – such as English, maths, and physical education or 'phys ed'.

At West Milford High School, students can choose from a wide range of new subjects, and they have several of these elective classes, like music or woodwork, each day.

For tenth graders, today's first period is art. The students at Milford are encouraged to be creative and each class focuses on a different art form. This class is working with materials to create collages.

This class, on the other hand, is studying film photography. The school provides the students with cameras, storage and even a dark room, where they can develop images from film.

Art is very popular at West Milford, but there are lots of other electives. This is an eleventh grade woodwork class, where students learn basic carpentry and how to operate heavy machinery.

This is a ninth grade music class. The students who choose music usually play an instrument already, but here they can improve their skills. They learn how to read music and how to play with other musicians.

This is a twelfth grade mechanics class, where students learn about engines and electronics. Today they are studying auto engineering, where they learn how a car works and how to repair it.

Of course, students at West Milford spend a lot of time on their core subjects too. This afternoon, for example, the eleventh graders have a double English class, while the twelfth graders have physical education or 'phys ed'.

But elective subjects are an important part of life for American high school students. This is because different students have different types of intelligence – some are very precise, some are very creative and some are very practical. When students choose their electives, they have to know what they like and what they're good at, and this shows a level of maturity above that required at junior high school.

West Milford is only one of around 98,300 public schools in the United States, and these students are only a handful of the almost 50 million public school students in the country. But it is a typical example of an American high school. Its system of core subjects and electives builds students' ambition and self-confidence, helping them to become the artists, engineers and carpenters of the future.

DVD clip summary

The DVD clip is about the life of Ian Fleming, author of the James Bond series of novels.

Background

Ian Fleming's inspiration for the James Bond series of novels came from his own experience working in the Naval Intelligence Division during the Second World War. Bond is an officer in the Secret Intelligence Service, which is usually known as MI6 (Military Intelligence, Section 6). MI6 is responsible for supplying the British government with information and intelligence about foreign countries. During the time that Fleming was writing his novels, Britain had just fought the Second World War with Germany and was becoming engaged in the Cold War with the Soviet Union. These two themes are reflected in a number of the James Bond novels. In particular, the 'baddies', or evil characters, are often German or Russian or have links to those countries.

Before you watch

Exercise 1

- Read the questions with the class and elicit answers from individual students. Encourage the students to expand on their answers and use their suggestions to start a class discussion.
- **Answers:** Students' own answers

Comprehension check

Exercise 2

- **Pre-watching:** Go through the questions with the students.
-  Play the whole DVD clip. The students choose the correct answers. Check their answers.
- **Answers:** 1 false 2 false 3 true 4 false 5 true

Exercise 3

- **Pre-watching:** Ask the students to read the sentences and to try and remember which things they saw in the DVD clip.
-  Play the DVD clip to check the answers.
- **Answers:** 1 a long beard 2 Museum 3 terraced 4 suits 5 the beach 6 on a typewriter

Exercise 4

- **Pre-watching:** Ask the students to try and order the events before they watch the DVD clip again.
- **Weaker classes:** Play the DVD clip first and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 C 2 F 3 B 4 G 5 A 6 E 7 H 8 D

Round up

Exercise 5

- Put the students in groups. Give them a few minutes to discuss the questions.
- **Answers:** Students' own answers

Vocabulary

Exercise 6

- Ask the students to read through the text first, then complete the sentences.
- **Weaker classes:** Elicit the meanings of the words first.
- **Answers:** 1 dramas 2 novels 3 wrote 4 plays 5 directed 6 created

Exercise 7

- Ask the students to read through the sentences first, then complete them. With a **weaker class**, you could elicit the meanings of the words first.
- **Answers:** 1 adaptations 2 influenced 3 released 4 phenomenon 5 blockbuster

Extension

Exercises 8 and 9

- **Materials needed:** Computers with internet access
- **Preparation:** Put the students in pairs. Tell them that they are going to make a presentation about a film they have seen recently.
- **Language:** Ask the class, 'What do you think of (a film they have all seen)?' Elicit and focus on the key phrases.
- **Activity:** Give the students 5 minutes to use the internet to research their film. Then give them another 5 minutes to write their presentation, making sure they include all the information in the task. Finally, ask the pairs to present their films to the class.
- **Extension:** After all the pairs have presented, ask the students to discuss which of the films they have seen, which they liked and did not like, and whether they plan to see any of the films recommended to them by the other students.

Ian Fleming and James Bond

In the 19th century, the novelist and poet Charles Dickens was one of the most famous people on the planet. His stories were read by people all over the world, and he created some of the best-loved characters in modern fiction. Dickens's fame has lasted long after his death and today his novels and short stories are still read by millions, although a lot of people know most of his characters from TV dramas and film adaptations of his work.

Many classic movie characters originally appeared in novels, including the world's most famous spy, James Bond. Almost everybody has heard of Bond, but few people know anything about the man who created him.

Ian Fleming was born in London in 1908. His family were very wealthy, and the young Fleming went to the world-famous boarding school, Eton College, when he was only thirteen. Fleming lived here for most of the year, wearing the same old-fashioned uniform pupils still wear today. He was extremely privileged and while he was at school he lived in beautiful buildings, surrounded by luxuries. But like all Eton students, he was only allowed home during the holidays. Fleming wasn't a good student and he didn't always enjoy school, but he excelled at sports and made many friends.

When Fleming left school he decided to become a journalist, but when the Second World War broke out, he was recruited to work for the British secret service. Here, Fleming learned everything he could about the life of spies, and the experience influenced a lot of his later work.

After the war, Fleming had a holiday home built in Jamaica, which he called 'Goldeneye' – the name of a later Bond film. He spent a lot of time here, telling friends he wanted to write a spy novel. He didn't write anything for a while, but then, in 1952, he completed his first book, *Casino Royale*. It was a huge success and was read by people all over the world.

After this success, Fleming went to Jamaica for two months every year to write a new James Bond novel. Each new novel increased Bond's popularity and during this time Fleming enjoyed huge success as a writer. James Bond quickly became an icon.

In 1962, the first Bond film, *Dr. No*, was released, with the actor Sean Connery playing the lead role. Suddenly, Bond and his creator were world-famous, and Fleming couldn't go anywhere without people asking him about 007.

Fleming died in 1964, but the Bond phenomenon has continued to grow. While many people still enjoy reading Ian Fleming's original Bond novels, millions more go to the cinema to watch the films. The latest film, *Spectre*, starring Daniel Craig as Bond and directed by Sam Mendes, is the 24th Bond film to be made. These big-budget blockbusters look very different from the early films and are no longer based on Fleming's novels, but they all still have one crucial thing in common: the character of James Bond.

DVD clip summary

The DVD clip is about how the charity the Guide Dogs for the Blind Association has trained dogs to help guide blind and partially sighted people.

Background

The Guide Dogs for the Blind Association is a British charity that employs around 1,000 people and has over 10,000 volunteers to help breed, train and place dogs with blind or partially sighted people. It has four training schools in Britain and one breeding centre. It takes around 26 weeks to train a dog with a specialist trainer, and this also includes three to five weeks working with their new owner. The association also supports the owners throughout their lives and checks up on the dogs regularly. Guide dogs usually spend six to seven years working before they retire. Guide dog owners only pay 50 pence for their dog, which enables everyone who needs a dog to have one.

Before you watch

Exercise 1

- Read the questions with the class and elicit answers from individual students. Encourage the students to expand on their answers and use their suggestions to start a class discussion.
- **Answers:** Students' own answers

Comprehension check

Exercise 2

- **Pre-watching:** Go through the questions with the students.
-  Play the whole DVD clip. The students choose the correct answers. Check their answers.
- **Answers:** 1 b 2 b 3 c

Exercise 3

- **Pre-watching:** Ask the students to say if the sentences are true or false before they watch the DVD clip again.
-  Play the DVD clip to check the answers.
- **Answers:** 1 false 2 false 3 true 4 true 5 false 6 true

Exercise 4

- **Pre-watching:** Ask the students to read the sentences and try to decide which numbers complete which sentences before they watch the DVD clip again.
- **Weaker classes:** Check that the students know how to say each of the numbers. Then play the DVD clip and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 246 million 2 400,000 3 8.1 million 4 30,000 5 4,800 6 50,000

Round up

Exercise 5

- Put the students in groups. Give them a few minutes to discuss the question.
- **Answers:** Students' own answers

Vocabulary

Exercise 6

- Ask the students to read the sentences and the words first, then complete the sentences.
- **Weaker classes:** Elicit the meanings of the words first.
- **Answers:** 1 encouraged 2 insisted 3 admitted 4 refused 5 mentioned 6 suggested

Exercise 7

- Ask the students to read the sentences and the words first, then complete the sentences. With a **weaker class**, you could go through the sentences with the students and decide whether a verb or a noun is needed.
- **Answers:** 1 help, N 2 guide, V 3 train, V 4 breed, N 5 partner, V; match, N

Extension

Exercises 8 and 9

- **Materials needed:** Large pieces of paper, pens, scissors, glue, computers with internet access, printer
- **Preparation:** Put the students in groups of three. Tell them that they are going to design a poster to promote a charity.
- **Language:** Hold up pictures of two dogs and ask the students to choose one to be a guide dog. Elicit the key phrases.
- **Activity:** Give the students 5–8 minutes to use the internet to find and research their charity and to find some photos. Then give them another 5–8 minutes to design their poster and write a short presentation, making sure they include all the information in the task. Finally, ask the groups to present their charities to the class.
- **Extension:** After all the groups have presented, ask the students to discuss which charity they would like to support and why. For homework, you could ask them to write more about what their chosen charity does and how it helps people.

Guide dogs for the blind

There are five senses: sight, hearing, taste, smell and touch. Different senses send messages to different parts of our brain, and this is how we interact with the world around us. But these senses are complex and fragile – especially our sense of sight.

About 285 million people around the world have problems with their sight. Around 39 million are blind and around 246 million are partially sighted.

This presents obvious difficulties, although many of these difficulties have been overcome.

Louis Braille lost his sight when he was a young boy. Unusually for the time, his parents still encouraged him to go to school. He refused to let his blindness limit him, and as a young man, he invented a system of letters that he could read by touch. It was a huge success and people still use braille today.

Helen Keller was both deaf and blind, but she insisted on learning to communicate with other people. As an adult, she became a famous author, political activist and lecturer, often saying her philosophy was that the world was full of suffering, but it was also full of overcoming.

There are around 400,000 blind or partially sighted people in the UK. Recently, many of these people were asked what the biggest problem they faced was. Most answered: mobility. In fact, almost 200,000 people admitted never going out alone or leaving the house without assistance. But many people mentioned that they could – with help from guide dogs.

In Britain, 51 per cent of households have a pet and 24 per cent have a dog, so there are around 8.1 million dogs in the country. They are very intelligent animals, and for centuries, people have trained them to work, or simply to be well-behaved. But it wasn't until the early 20th century that a few people suggested training dogs to guide blind or partially sighted people.

The Guide Dogs for the Blind Association is a British charitable organisation founded in 1931. They have partnered around 30,000 people with dogs, and today there are 4,800 blind and partially sighted people with guide dogs provided by the association. They breed 1,300 puppies every year. Volunteers offer to train these puppies to become guide dogs, teaching them to guide people and to avoid obstacles. They also take the dogs outside so they get used to busy streets and heavy traffic.

Training a guide dog takes around two years, and it isn't cheap. It costs almost £50,000 to train and look after a guide dog. But it's worth it, and once the dog is ready, the organisation matches it with an owner.

Trained dogs can work as guides until they are around ten years old, but many stay with their owners longer as pets. They can make a huge difference to people's lives. They don't just guide the way; they help people to become more independent and to grow in confidence. And, as any dog owner knows, they are fantastic companions!

DVD clip summary

The DVD clip is about the expedition to the Antarctic led by Captain Scott in 1902.

Background

Robert Falcon Scott was born in 1868 in the naval town of Devonport, on the south-west coast of England. He joined the navy as a cadet when he was just thirteen years old, and served on various Royal Navy ships for the next twenty years. In 1901, at the age of 33, he was given the job by the Royal Geographical Society of captaining the RRS *Discovery* on a three-year expedition to the Antarctic. The expedition went further south than anyone had been previously, and when Scott returned to Britain he became a national hero. After this, Scott became more interested in the Antarctic, and in 1910 he led a new expedition to reach the South Pole. When they arrived in Antarctica, the teams set out with sledges, ponies and dogs, but due to the terrible weather conditions, the ponies couldn't cope and eventually the dog teams turned back. Scott and four of his men eventually reached the pole on foot, but were beaten there by a Norwegian party. Sadly, all five of the men died on the 1,500 km return journey.

Before you watch

Exercise 1

- Read the questions with the class and elicit answers from individual students. Encourage the students to guess the answers they do not already know and use their suggestions to start a class discussion.
- **Answers:** Students' own answers

Comprehension check

Exercise 2

- **Pre-watching:** Go through the questions with the students.
-  Play the whole DVD clip. The students choose the correct answers. Check their answers.
- **Answers:** 1 false 2 false 3 true 4 true 5 false

Exercise 3

- **Pre-watching:** Ask the students to read the questions and to try and remember what they saw and heard in the DVD clip.
-  Play the DVD clip to check the answers.
- **Answers:** 1 wood 2 east 3 the shore 4 games 5 returning from

Exercise 4

- **Pre-watching:** Ask the students to try and put the events in the correct order before they watch the DVD clip again.
- **Weaker classes:** Play the DVD clip first and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 D 2 F 3 A 4 G 5 C 6 H 7 E 8 B

Round up

Exercise 5

- Put the students in groups. Give them a few minutes to discuss the questions.
- **Answers:** Students' own answers

Vocabulary

Exercise 6

- The students read both halves of the sentences and try and match them.
- **Weaker classes:** Help the students match the verbs and prepositions before they match the sentences.
- **Answers:** 1 e 2 c 3 d 4 f 5 a 6 b

Exercise 7

- Ask the students to read through the text first, then complete the sentences. With a **weaker class**, you could elicit the meanings of the words first.
- **Answers:** 1 voyage 2 sailed 3 on board 4 on foot 5 expeditions 6 trek

Extension

Exercises 8

- **Materials needed:** Large pieces of paper, pens, scissors, glue, computers with internet access, printer
- **Preparation:** Put the students in groups of three. Tell them that they are going to make a poster about a modern-day explorer and draw a map of a journey they took.
- **Language:** Elicit how to start and end a presentation. Then focus on the key phrases.
- **Activity:** Give the students 5–8 minutes to use the internet to find out about an explorer. Then give them another 5 minutes to prepare their presentation and draw their poster, making sure they include all the information in the task. Then ask them to present their poster to the class.
- **Extension:** After all the groups have presented, ask the students to discuss which explorer they think is the bravest or most interesting. For homework, you could ask them to imagine they are that explorer and to write an account of their journey.

Captain Scott and Antarctica

By the end of the Victorian era, British explorers had travelled across every continent in the world except one: Antarctica.

The first major expedition to the Antarctic was on the RRS *Discovery* in 1901 and it was led by an English explorer called Robert Falcon Scott. Scott was an ambitious young naval officer. In 1899, he heard about an expedition to the Antarctic and quickly offered to go. He stopped working as a naval officer and became captain of the *Discovery*.

The RRS *Discovery* was built in the Scottish city of Dundee, a city famous for its shipbuilding heritage. After a lifetime of service, the ship is now a popular tourist attraction in its hometown. It was powered by both steam and sails and was designed to sail through the icy waters of the Antarctic.

Scott's team included naval officers – including another famous explorer, Ernest Shackleton – and scientists, who wanted to learn more about the area's plants and wildlife.

On 6 August 1901, the *Discovery* left the UK. After a five month voyage via Cape Town and Lyttelton Harbour in New Zealand, the ship arrived on the coast of Antarctica on 8 February 1902. The crew immediately set up camp, building a large hut which is still there today. This is where they stored their supplies while they lived on the ship.

The crew continued to live on board as the Antarctic ice froze around the ship. Scott expected this to happen, but it meant that nobody could leave and they ended up staying a lot longer than predicted. If the ship hadn't been designed for Antarctic exploration, it probably would have broken, but fortunately it didn't. However, the crew had to wait for the ice to melt. They stayed on board for months, carrying out research and, when they were bored, playing games.

Eventually, Scott suggested they leave the ship and venture south. He wanted to try to reach the South Pole on foot. Two others, Edward Wilson and Ernest Shackleton, agreed to join him. They trekked through storms and blizzards, but they didn't reach their destination. This may have been a good thing. If they had reached the South Pole, they might not have had enough supplies to get back.

But they survived. And when they returned to camp, two relief ships had arrived, and eventually the crew managed to free the *Discovery* using dynamite. On 10 September, the ship arrived back in London and Captain Scott became a national hero.

But his desire to reach the South Pole grew over the years, and in 1910 he left again for the Antarctic. Sadly, his mission ended in failure. He was beaten to the Pole by the Norwegian explorer Roald Amundsen, and Scott and his men tragically died on the return journey.

However, if he hadn't returned to the South Pole, he wouldn't have become Scott of the Antarctic, one of the most famous British heroes of the 20th century.