

DVD clip summary

The DVD clip is about British people and their favourite topic of conversation: the weather.

Background

Britain has a temperate maritime climate. This means that it is quite mild compared to the rest of Europe, with temperatures rarely dropping below 0 degrees Celsius or getting above 32 degrees. The warmest months are July and August and the coldest months are December and January. In July, the average temperature in London is 20 degrees, and in January, it is 7 degrees. The British climate is also quite wet: on average, it rains on one in every three days.

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 a 2 c 3 c

Exercise 3

- **Pre-watching:** Ask the students to look at the pictures and to try and remember the order that they saw the types of weather in the DVD clip.
-  Play the DVD clip to check the answers.
- **Answers:** A 2 B 4 C 1 D 3

Exercise 4

- **Pre-watching:** Ask the students to try and complete the sentences 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 embarrassed 2 interesting 3 mild 4 extreme 5 start 6 phrases

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 through the sentences first, then match the adjectives with the sentences.
- **Answers:** 1 confused 2 upset 3 relieved 4 embarrassed 5 shocked

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 emotion 2 stereotype 3 awkward 4 controversial

Extension

Exercises 8 and 9

- **Materials needed:** None
- **Preparation:** Put the students in groups of three. Tell them you are a visitor from England and that you don't know anything about how to behave in their country.
- **Language:** Elicit the word *advice*. Then focus on the key phrases. Decide which phrases to use for actions that are a good idea (*should*), and which for actions that are essential (*have to, need to*).
- **Activity:** Ask the students to nominate two presenters and one note-taker in the group. Give the students 8–10 minutes to talk about the questions and make notes. Then ask them to present their ideas to the class and also to you, the pretend visitor from England.
- **Extension:** After all the groups have presented their advice, ask the students to compare the different ideas. For homework, you could ask them to write a guide for foreign visitors for a blog or web page.

The British and the weather

There are lots of stereotypes about British people. All over the world, people think that the British are shy and polite. The stereotype is that they're embarrassed to talk about certain things and don't show much emotion at all.

In fact, stereotypically British people are usually quite quiet, except when they talk about one thing – the British weather.

For some reason almost all British people enjoy talking about the weather. A recent survey found that half of all British people mention the weather every six hours! 70% of British people check the weather forecast every day and they are often still shocked when it predicts rain. Even though it rains a lot!

So, why are British people obsessed with the weather? According to the survey, there are a few different reasons for this. Some people said they talked about the weather because it changed all the time. There is always something new and interesting to talk about. However, others disagreed. They talked about the weather because it's usually mild, so it's an easy topic of conversation.

While Britain sometimes has extreme weather this is very unusual, so the weather is a safe and easy conversation topic. Everybody can join in and nobody will get confused or upset. It is a perfect conversation starter for socially awkward Britons, and many people are often relieved when they can chat about the weather rather than more controversial topics, like politics.

And this weather talk is nothing new. There are hundreds of weather phrases and idioms in the English language, and some of these are very old. So British people often mention the weather – even when they aren't talking about it!

DVD clip summary

The DVD clip is about the moorland landscape of Britain and how it influenced some famous writers.

Background

Moorlands are areas of uplands. They are usually wet, windy and cold. Moorland covers around 38% of Scotland and 5% of England and Wales. The most famous moorlands in Britain are in Devon in the south-west, Yorkshire in the north, and across Scotland. Colourful heather plants often grow there, and these are also home to many small animals and insects. Approximately 10–15% of the world's moorland is found in the UK.

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:** 1 Students' own answers 2 Students' own answers 3 Photo B

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 a 2 b 3 b

Exercise 3

- **Pre-watching:** Ask the students to read the list and to try and remember which landscape features are in the UK.
- **Weaker classes:** Play the DVD clip first and pause at each landscape feature.
-  Play the DVD clip to check the answers.
- **Answers:** a, b, d, e, g, h

Exercise 4

- **Pre-watching:** Ask the students to try and choose the correct answers 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 mountain 2 310 3 Forest 4 wet 5 954 6 moors 7 year 8 children

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 through the sentences first, then choose the correct answers.
- **Answers:** 1 steep 2 shallow 3 dark 4 deep 5 rocky 6 narrow

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 moorland 2 remote 3 scenery 4 plant

Extension

Exercises 8 and 9

- **Materials needed:** Large pieces of paper, pens, glue, scissors, computers with internet access, printer
- **Preparation:** Put the students in groups of three. Tell them that they are going to make a poster to promote their country to foreign tourists.
- **Language:** Hold up a photo of a landscape, point to the foreground, background, left and right, and elicit the phrases to describe it.
- **Activity:** Ask the students to nominate one presenter, one writer and one designer in the group. Give them a few minutes to find some photos to use, and 8–10 minutes to design and write their poster. Remind them to include all the information in the task. Then ask them to present their posters to the class.
- **Extension:** After all the groups have presented their posters, ask the students to compare the different posters. For homework, you could ask them to write a text about one of the places they chose.

The British landscape

Britain has a variety of landscapes. In Scotland there are beautiful mountains, including Ben Nevis, the highest mountain in the country. Loch Morar, the UK's deepest lake with a depth of 310 metres, and Galloway Forest, the country's largest forest covering around 770 square kilometres, are here too. Wales is famous for its long valleys, and England has the beautiful Lake District in the north and long, sandy beaches on the east coast and in the south.

But the UK is also a small island. While there are winding rivers, including the Thames, which flows through London, and narrow streams, there are no deserts or volcanos. So when British people think of a remote and dangerous landscape, they often think of moorland, a hilly and rocky landscape that is usually very, very wet.

There are small, shallow streams, but no big rivers, and although the area is hilly, there are no steep valleys to stop the wind. So it is often cold, dark and empty, but it's beautiful too.

Dartmoor is a famous area of moorland in Devon, in the south-west of England. It covers 954 square kilometres, but almost nobody lives here. There are few roads or farms where people live, but there are the ruins of small stone huts and caves. People built these when they were living here thousands of years ago. Sherlock Holmes hides in these ruins in *The Hound of the Baskervilles*. In Conan Doyle's famous tale, the area of Dartmoor is a major character. People still come here to see the landscape that features in the story.

Yorkshire, in the north, is also famous for its moorland. Although not many people live here, the moors are very popular with tourists. They come for the beautiful scenery, rare plants and wonderful views.

This landscape is also an important part of British culture and literature. The author Emily Brontë made the moors famous in her novel *Wuthering Heights*. She often came here while she was writing and many of the story's locations are on or near the moors. The landscape is also a symbol of the wild nature of the characters.

Of course, not all of the UK's natural landscape is wild or dangerous. The Lake District isn't far from the moors, but it's very different. Some of the UK's highest mountains and biggest lakes are here. The scenery is incredible and over 12 million tourists visit the Lake District every year.

Like the moors, it's also an inspiring place for artists and writers. Beatrix Potter wrote lots of popular children's stories like *The Tale of Peter Rabbit*. In 1905, she bought Hill Top farm near Lake Windermere. She was living here when she wrote many of her famous tales.

The Lake District and the moors show two sides of the British countryside. They are very different, but they are both spectacular, and they both have an important place in British literature.

DVD clip summary

The DVD clip is about TV programmes that have become famous throughout the world and in particular the effect that *CSI* has had on its audience.

Background

The UK and the USA produce some of the most popular TV programmes in the world. Exporting TV programmes such as *Top Gear*, *Downton Abbey* and *The X Factor* makes UK TV companies over £1 billion each year. *CSI* is an American crime drama TV series which started in 2000. It is about people who work as crime scene investigators for the police. Although it has been criticised for not being very realistic, it is hugely popular in the USA and other countries, and it has been recognised as the most watched TV drama series in the world.

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 c

Exercise 3

- **Pre-watching:** Ask the students to say if the sentences are true or false 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 true 2 false 3 false 4 true 5 false 6 false

Exercise 4

- **Pre-watching:** Ask the students to try and complete the sentences before they watch the DVD clip again. Remind them that they might need to change the form of the verbs.
- **Weaker classes:** Play the DVD clip first and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 exports 2 study / are studying 3 analyse 4 specialise 5 photographs; touches 6 know

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 through the TV guide first, then choose the correct answers.
- **Answers:** 1 talent show 2 sitcom 3 script 4 drama 5 plot 6 special effects

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 global 2 viewers 3 ratings 4 entertainment value

Extension

Exercise 8 and 9

- **Materials needed:** Paper and pens
- **Preparation:** Put the students in groups of three. Tell them that they have started a new TV channel and need to plan an evening's viewing.
- **Language:** On the board, write *Game of Thrones* and *CSI*. Ask the students to choose one to watch and say why. Elicit the key phrases for making a choice and justifying a choice.
- **Activity:** Ask the students to use the TV guide in exercise 6 to help them. Tell them to think carefully about what is the best time to have certain programmes. Give them about 5 minutes to choose their programmes and another 10 minutes to write their guide. They should also think of a name for the channel and a logo.
- Put the guides up around the room so the students can read each guide and decide which channel they would want to watch. Ask each group to tell the class which channel they have chosen and why.
- **Extension:** Ask more questions about the guides that the students have produced. The students walk around the room reading the guides to try and find the answers.

The *CSI* effect

Exporting TV programmes is big business. Today, lots of countries create TV shows and sell them to other countries. In Britain, this is a huge industry, and the country exports lots of successful TV shows to many different countries. Talent shows like *The X Factor*, dramas like *Skins* and sitcoms like *Mr Bean* all started life in Britain, but are now popular all over the world.

But the USA still leads the way and a lot of the world's most popular programmes come from the States.

CSI: Crime Scene Investigation is a crime drama about forensic detectives. In 2011, a survey – which measured ratings in 65 different countries – found the show had 63 million viewers worldwide. This made it the most-watched TV show on the planet!

In fact, the show is so popular it is having an effect on forensic science in the real world. The number of people studying the subject at university is higher than ever before and lots of people are choosing it as a career.

But the world of *CSI* is very different to the real world of forensic science. On *CSI*, the forensic scientists do all the work. The same character collects the evidence, analyses it in the lab and even questions the suspects. This helps to create a gripping plot, and an imaginative script combined with special effects can make it convincing, but it is very unrealistic.

In the real world, one person doesn't have to do everything. Forensic scientists specialise in different areas. This group, for example, are examining the crime scene. To do this they must wear special suits and they mustn't touch the evidence until they have photographs of everything in the room.

They then take the evidence to the laboratory where another group of scientists study the objects and try to find DNA evidence. None of these forensic scientists have to question suspects and they don't have to prosecute culprits. Their job is to collect and analyse the evidence.

Thanks to programmes like *CSI*, people know a lot more about forensic science, but not everything is accurate. After all, people make these TV shows to entertain, not always to inform. And it's usually this entertainment value that makes TV exports so popular. The more entertaining a programme is, the more countries around the world will want to buy it.

Today, many TV exports like *CSI* and *The X Factor* enjoy global success, and people from lots of different countries and cultures can watch the same TV shows. So whether we're in the USA, Britain or Dubai, we can all share the same experience.

DVD clip summary

The DVD clip is about the tribes and peoples that have invaded and settled in Britain and the origins of the English language.

Background

The English language has the third highest number of native speakers in the world, after Mandarin Chinese and Spanish. It is the official language of 58 countries and is spoken widely in many others. English is a West Germanic language, and Old English was brought to England by the Anglo-Saxons in the 5th century. The language we speak today was also influenced by Old Norse, the language of the Vikings, who arrived in Britain in the 9th and 10th centuries, and Norman French, which arrived with the Norman invasion in the 11th century. Many words have their origins in Latin and have entered the language through the Christian Church. Because it has taken words from many different languages, modern English has a huge vocabulary with over 250,000 distinct words.

Before you watch

Exercise 1

- Read the questions with the class, and elicit answers from individual students. Find out how many different languages the class can speak. See how many words in your language the students can come up with that are similar or the same in English.
- **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 a

Exercise 3

- **Pre-watching:** Ask the students to try and match the words 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/d 2 e/f 3 c/d 4 a/b 5 e/f 6 a/b

Exercise 4

- **Pre-watching:** Ask the students to say if the sentences are true or false before they watch the DVD clip again. Then watch the DVD clip and ask them to correct the false sentences afterwards.
- **Weaker classes:** Play the DVD clip first and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:**
 - 1 false – The Anglo-Saxons invaded Britain in the 5th century.
 - 2 true
 - 3 true
 - 4 true
 - 5 false – The Norman rulers spoke French.
 - 6 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 through the text first, then complete the sentences. With a **weaker class** you could elicit the meanings of the words first. Remind them that they need to change the form of the words, so they should think about the type of word they need. As an additional activity, you could ask students to describe the picture.
- **Answers:** 1 invaded 2 tribes 3 settled 4 conquered 5 battles 6 ruled

Extension

Exercises 7 and 8

- **Materials needed:** Large pieces of paper, pens, computers with internet access
- **Preparation:** Put the students in groups of three. Tell them they are going to draw a historical map of their region. To begin with they should use the internet or the library to choose a 200-year period in history they want to write about and find out as much as they can about who arrived during that time and what effect they had on the people.
- **Language:** Write on the board: *It's more important to learn Chinese than English.* Ask the students what they think of this statement, and elicit phrases for giving opinions.
- **Activity:** Once they have researched their time period, ask one student to draw the map and the others to make notes about the invasions, and the influence they had on the country. Ask the students to present their findings to the rest of the class. Then discuss exercise 8 together.
- **Extension:** After all the groups have presented their maps, ask the students to vote on which period of history they think had the biggest influence on life in the country today.

The English language

This is West Stow Anglo Saxon village. It's in Suffolk in England and it shows what life was like here over 1,500 years ago. The Anglo-Saxons were a group of tribes from northern Germany. They invaded Britain in the 5th century and settled in this area. Today we can see their influence everywhere, most importantly in the language we speak. We now call the Anglo-Saxon language Old English and there are still lots of similarities between English and German. The German word for *man* is 'Mann', *field* is 'Feld' and *house* is 'Haus'.

But modern English is very different to Old English. The vocabulary is much larger than before. This is because modern English takes influences from many other languages. One of the earliest languages to influence English came in 800 AD, when the Vikings arrived from Denmark and Norway.

This is York. In Viking times, the city was called Jorvik and modern visitors can see the Vikings' influence everywhere. This is Mickelgate. The name means 'Great Street', gate coming from 'gata', the old Viking word for street. A lot of York's streets have the word 'gate' in their name. There's High and Low Petergate, two of York's most historic places and Stonegate, one of the city's busiest streets.

The Vikings gave English around 2,000 words. So, when we put a *ball* in a *bag*, or we're *happy* because we have *cake*, we can thank the Vikings.

The next big influence on the English language arrived on this field in 1066, when the Normans, from France, conquered England in one of the most important battles in English history. The Normans spoke French and for 300 years they ruled England. French became the language of the ruling classes, while Old English was still the language of most ordinary people. But over time, French words entered the language, and today there are lots of French words in English.

English is now the first language of many different countries, including the USA, and millions of people learn it as a second, third or fourth language.

It's now the language of the internet too. It has given the world words like *email*, *inbox*, *download*, *toolbar* and *firewall*, and some experts say that over half of the most popular websites are in English. It's amazing to think that it all started in small villages like this.

DVD clip summary

The DVD clip is about the history of the famous British shop Marks & Spencer.

Background

Marks & Spencer (also known as M&S) is one of the most famous and well-respected retailers on the British high street. It sells food, clothes, toiletries and products for the home. It has a reputation for quality, affordability and good customer service, and is popular with middle class shoppers across the country. It has an annual turnover of over £10 billion and has stores in over 40 locations across the world.

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 c 3 b

Exercise 1

- **Pre-watching:** Ask the students to read the summary and try and complete it 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 retailer 2 Leeds 3 businessman 4 cashier 5 700 6 361 7 online 8 website 9 85,000 10 250

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 A 5 D 6 E

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 sentences first, then choose the correct answers.
- **Answers:** 1 assistant 2 hours 3 customers 4 joined 5 team 6 feet

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 partnership 2 established 3 business 4 expanded 5 brand 6 revenue

Extension

Exercises 8 and 9

- **Materials needed:** Large pieces of paper and pens
- **Preparation:** Put the students in groups of three. Tell them that they are going to open a new shop in the town centre. Nominate one of the students to design the poster.
- **Language:** On the board, write: *Shopping online is better than going shopping.* Ask the students if they agree or disagree with this statement and why. Elicit the key phrases for giving an opinion / a reason / an example and for making an additional or contrasting point.
- **Activity:** Give the students 5–8 minutes to talk about their shop and another 3–4 minutes to design the poster. Ask each group to present their shop to the rest of the class.
- **Extension:** Put the posters up on the wall. Then give the students some 'money' and ask them to walk around the class and decide which shop they want to spend it in.

Marks & Spencer

Marks & Spencer has been one of the most famous retailers in the United Kingdom for over 125 years. If you go to your nearest town or city centre, you'll almost certainly find one. It is an important part of British life. But who were Marks and Spencer?

Michael Marks was a businessman from Belarus, which, at that time, was part of the Russian Empire. Thomas Spencer was born in Skipton, Yorkshire. He worked as a cashier for a wholesale company. They were both very ambitious, but at the time they were unlikely business partners.

Michael Marks immigrated to England in 1882 and moved to Leeds. He wanted to start a business so he met Isaac Dewhirst, a wholesaler operating from this warehouse, which is still called the Dewhirst Building today. Marks borrowed £5 from Dewhirst and established a stall here at Kirkgate market. It wasn't easy. Marks worked long hours and was on his feet all day serving customers. But his stall quickly became popular and he opened several 'Penny Bazaars', a shop where everything cost a penny. His business was growing rapidly and he soon needed a partner.

He asked Isaac Dewhirst. He said no but he recommended his senior cashier instead – Tom Spencer. Spencer agreed to join Marks, and on 28 September 1894, Marks & Spencer was born. The partnership was an instant success and throughout the 20th century, the business continued to grow.

Today, there are over 703 Marks & Spencer stores in the United Kingdom and 361 international stores in more than 40 countries. They employ over 85,000 people, and everyone – from the sales assistants to the chairman – works as a team.

The Marks and Spencer group has an annual revenue of over £10 billion and over the next few years the company is going to expand in other countries. They are going to open 250 new stores, meaning they'll sell more in India, China, Russia, and the Middle East. They are also going to expand their online shopping business so they'll soon sell everything through their website too.

And they won't stop there. After over 120 years, they will continue to build on one of the biggest brands in British business.

DVD clip summary

The DVD clip is about the American city of San Francisco and its famous tourist attractions and places to visit.

Background

San Francisco is one of the most famous cities in the USA. It is situated in northern California and has a population of just over 840,000. It was founded by Spanish colonists in 1776 and grew rapidly in the 19th century, especially during the California Gold Rush in 1849. In 1906, three quarters of the city was destroyed by a huge earthquake, and the city had to be rebuilt.

During the 1960s, San Francisco became the centre of hippy culture, and ever since has been known for its liberal politics and relaxed outlook on life.

Before you watch

Exercise 1

- Read the questions with the class and elicit answers from individual students. Try and make a list of the top ten visitor attractions in your country.
- **Answers:** Students' own answers

Comprehension check

Exercise 2

- **Pre-watching:** Go through the things and check the students understand them all.
-  Play the whole DVD clip. The students tick the things they see. Check their answers.
- **Answers:** a, b, d, e, f, g, i

Exercise 3

- **Pre-watching:** Ask the students to try and complete the sentences before they watch the DVD clip again. As an additional activity, you could ask the students to describe the picture.
- **Weaker classes:** Play the DVD clip first and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 population 2 tourists; 16 million 3 steep 4 prison 5 neighbourhood 6 seafood

Exercise 4

- **Pre-watching:** Ask the students to try and match the events with the years 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 e 2 b 3 a 4 c 5 d

Round up

Exercise 5

- Put the students in groups. Give them a few minutes to discuss the question. Ask them what they would like to do in San Francisco.
- **Answers:** Students' own answers

Vocabulary

Exercise 6

- Ask the students to read through the sentences first, then choose the correct answers.
- **Answers:** 1 historic 2 expensive 3 spectacular 4 cheap 5 atmospheric 6 busy

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 vibrant 2 attracts 3 neighbourhoods 4 symbol 5 classical 6 icon 7 fascinating

Extension

Exercises 8 and 9

- **Materials needed:** paper, pens, computers with internet access
- **Preparation:** Put the students in groups of three. Tell them that they are going to make a leaflet about tourist attractions in their town or city for foreign visitors.
- **Language:** Show the students a photo of a tourist information office. Tell them they are tourists and want to know some information about the museum. Elicit phrases for asking for information.
- **Activity:** Ask the students to nominate one presenter, one researcher and one designer. To begin with they should choose their attractions and then the researcher should use the internet to find out about their chosen attractions before they all write about them. The designer should draw the leaflet before it is presented to the class. Give them about 5 minutes for the research and another 10 minutes for the writing and designing. When the leaflets are presented, encourage other students to ask questions about the attractions using the key phrases.
- **Extension:** After all the groups have presented their leaflet, ask the students to choose their favourite tourist attractions.

San Francisco

San Francisco is one of the best cities to visit in the USA. Compared to some US cities, it's quite small, with a population of around 840,000 people, but millions of tourists come here every year. So, what is there to do and see in San Fran?

The city is famous for its steep streets, like Lombard Street, and cable cars, which have been here since 1873. Their classical design has made them an icon of the city. But they aren't as recognisable as this: the spectacular Golden Gate Bridge.

The Golden Gate Bridge has been a symbol of San Francisco since it opened in 1937. It has been called one of the wonders of the modern world. You can see it all over the city and it attracts a lot of tourists.

Lots of people also come here – to Alcatraz. Alcatraz Island is in San Francisco Bay, one and a half miles off the city's shore. The Island is most famous for its large prison, which opened in 1933. There haven't been any prisoners here since the prison closed in 1963 but it's still an atmospheric place to visit, and a very popular tourist destination.

Visitors to Alcatraz can take the ferry from Fisherman's Wharf, a vibrant and busy neighbourhood on San Francisco's waterfront. This historic area has been an important part of the city since Italian fishermen first arrived here in the mid-nineteenth century. Today, tourists come here to enjoy the local seafood in both cheap cafés and expensive restaurants. They can shop in the world-famous shopping centre Pier 39, and see the area's sea lions, which have been here since 1989.

San Francisco is a beautiful city with many fascinating places to visit. It has fantastic sights and excellent views of the ocean. It's no surprise that this city on the bay attracts over 16 million visitors per year.

DVD clip summary

The DVD clip is about the events that led to the stock market crash on Wall Street in October 1929.

Background

In the 1920s, the USA's economy grew rapidly and many business people and bankers became extremely rich. As the economy grew, the stock market rose and lots of people began investing in stocks and shares, believing that the value of their investments would only increase. Lots of people borrowed money to do this, and eventually there was more money on loan to people than the entire amount of money in circulation in the USA. As a result of this, the stock market started to fall, and in October 1929 it crashed. Many ordinary Americans lost everything they had, and many more who hadn't invested lost their jobs. The USA and the world entered the Great Depression, which lasted ten years.

Before you watch

Exercise 1

- Read the questions with the class and elicit answers from individual students. Encourage the students to guess the answer to number 3.
- **Answers:**
1, 2 Students' own answers
3 a stock exchange or stock market

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 a 2 b 3 b

Exercise 3

- **Pre-watching:** Ask the students to read the sentences and try to complete them before they watch the DVD clip again. Ask the students to think about the type of word that goes in each space.
- **Weaker classes:** Play the DVD clip first and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 rose 2 fell 3 October 4 12.9 million 5 14 billion 6 homes; savings

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 F 2 D 3 G 4 B 5 E 6 C 7 A

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 through all the sentences first, then choose the correct verbs. Remind them that they might have to change the form of the verbs.
- **Answers:** 1 borrow 2 afford 3 lent; buy 4 owes 5 sell 6 lost 7 pay

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 savings 2 shares 3 stock market 4 share price 5 profit 6 trades 7 economy

Extension

Exercises 8 and 9

- **Materials needed:** None
- **Preparation:** Put the students in groups of three. Tell them that they are investors. You could even give them some 'money' to buy the shares with.
- **Language:** On the board, write *tablet* and *laptop*. Ask the students to choose one to buy and say why. Elicit the key phrases for making a choice.
- **Activity:** Ask the students to read the information about the companies and to discuss how successful they think each one will be. Then they must decide which company they want to invest in and why. Give them 5–8 minutes to discuss their options and choose a company before having a whole-class discussion about it.
- **Extension:** Ask each group to invent a company and present it to the class. Everyone then gets to choose which company they would invest in. The company with the most investment wins.

The Wall Street Crash

After the First World War, from 1918 to 1929, the USA's economy grew quickly. On Wall Street, share prices on the American stock market rose, and a lot of people believed this growth would never stop. But this period of prosperity – known as the Roaring Twenties – ended suddenly with the Wall Street Crash.

The problem was that it was too easy for people to borrow money. As share prices rose, the banks lent more and more money so people could buy more and more shares. After all, if share prices continued to rise, they would make a lot of profit. But if they fell, then people wouldn't be able to pay back the money they had borrowed.

Sadly, this is exactly what happened in September 1929 when the Dow Jones Index – a list of 30 of the most important stocks on the stock exchange – started to fall in value. Suddenly, people started selling all of their shares. On Thursday 24th October 1929, people traded 12.9 million shares and the Dow Jones Index fell dramatically.

The next day, the heads of New York's biggest banks decided to act. They bought a large number of shares in important or 'blue chip' companies. At first, they thought the plan had worked, but in reality, it hadn't. People all over the United States were still selling their shares. On Monday – 'Black Monday' – the Dow Jones Index fell by 13%. On Tuesday, the index fell by another 12%. That day, the market lost \$14 billion in value. In November, the market began to recover, but millions of people had already lost everything.

People that had borrowed money couldn't afford to pay it back. Some people – those that owed a lot of money – lost their homes and their savings. A lot of people that hadn't borrowed money lost their jobs, as companies across the United States closed down. The country went into an economic depression that soon spread around the world. It was the longest-lasting depression in the 20th century.

DVD clip summary

The DVD clip is about two famous British crime writers, Arthur Conan Doyle and Agatha Christie.

Background

Sir Arthur Conan Doyle and Dame Agatha Christie are two of the most famous writers of crime fiction in the English language. Conan Doyle's character Sherlock Holmes, who first appeared in 1887, is still the most popular fictional detective in the world today. He appeared in four novels and 56 short stories by Conan Doyle, and has also appeared in many films and TV series. According to the Guinness Book of Records, he is the 'most portrayed movie character' with over 70 actors playing the part in more than 200 films.

Agatha Christie, who wrote 66 detective novels, also created some memorable characters including Miss Marple and Hercule Poirot. Her first novel was published in 1920 and she wrote her last novel in 1973. Many of her novels became plays, including *The Mousetrap*, which has been running continuously in theatres in London for over 60 years, making it the longest running play in the world.

Before you watch

Exercise 1

- Read the questions with the class and elicit answers from individual students. Find out how many different crime writers they know, and then see who recognises the photo.
- Answers:**
 - 2 Students' own answers
 - Hercule Poirot, a Belgian detective created by Agatha Christie

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 a 2 b 3 c

Exercise 3

- Pre-watching:** Ask the students to read through the list and try and tick some of the boxes 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 Arthur Conan Doyle 2 Agatha Christie 3 Arthur Conan Doyle 4 Agatha Christie 5 Agatha Christie 6 Arthur Conan Doyle 7 Arthur Conan Doyle 8 Agatha Christie

Exercise 4

- Pre-watching:** Ask the students to say if the sentences are true or false before they watch the DVD clip again. Then play the DVD clip and ask them to correct the false sentences afterwards.
- Weaker classes:** Play the DVD clip first and pause after each answer.
-  Play the DVD clip to check the answers.
- Answers:**

1 false – He was a doctor when he started writing.	4 false – It was a detective story.
2 false – He was in four novels and 56 short stories.	5 true
3 true	6 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 through first, then choose the correct answers.
- **Answers:** 1 investigation 2 thief 3 suspect 4 clues 5 murderer 6 crime

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 novelist 2 puzzle 3 mastermind 4 revenge

Extension

Exercises 8 and 9

- **Materials needed:** Computers with internet access
- **Preparation:** Put the students in groups of three. Tell them that they are going to research a famous crime.
- **Language:** Ask the students to imagine they are going to tell a story. Elicit some of the key phrases that will help them.
- **Activity:** Once they have researched their crime, they should write down their story, trying to make it as gripping as possible. Write the following question words on the board: *Who? When? What? How? Why?* Tell the students their story should answer all of these questions.
- Give them 7–8 minutes to research their story and another 7–8 minutes to write it. Then nominate a student from each group to tell the story to the class.
- **Extension:** After all the groups have told their stories, ask the students to discuss which was the worst crime and why.

Crime writers

Arthur Conan Doyle is one of the most influential authors of the last 150 years. He was born in Edinburgh in 1859 and studied medicine at the city's university. He was working as a doctor when he wrote his first novel, *A Study in Scarlet*. It was a huge success, and the story – especially its main character, the fictional detective Sherlock Holmes – inspired a new literary genre: crime fiction.

Sherlock Holmes appeared in four of Conan Doyle's novels and 56 of his short stories. These were all very successful and Holmes became one of the most famous characters of all time.

Conan Doyle even tried to kill off his famous creation in his story *The Final Problem*. The story's gripping plot introduces Moriarty, the leader of a gang of thieves and murderers. Holmes launches his own investigation into this criminal mastermind and Moriarty tries to kill him in revenge. They both fall to their deaths at the Reichenbach Falls. However, Holmes was so popular that he couldn't die. Lots of people wrote letters asking Conan Doyle to bring back the detective, and twenty years after his death, Holmes reappeared.

Throughout the 20th century, people continued to enjoy his adventures, and some of these people decided to write detective novels of their own.

Agatha Christie was born in 1890 in Torquay, a seaside town on the south coast of England. As a child, she read detective stories and often said that Sherlock Holmes had influenced her a lot.

She published her first detective novel – *The Mysterious Affair at Styles* – in 1920. Over the next few years, she published a book a year. Her books often followed a familiar plot. Someone commits a crime, usually a murder, and the detective launches an investigation. They search the house, interview the suspects and find all kinds of clues – and eventually solve the puzzle.

The stories were always gripping and she quickly became one of the most famous authors on the planet. But she often claimed that she hated fame and preferred peace and quiet to write. And she wrote a lot. In her lifetime, Christie wrote 66 detective novels and created some of the most popular characters in crime fiction, like Hercule Poirot and Miss Marple. She also wrote romantic novels, but used a different name. She said that she could write more easily when she wasn't Agatha Christie!

In her lifetime, Christie sold over 300 million books and earned millions of pounds. When she died on 12 January 1976, the BBC said she was the most popular novelist in the world. She's still loved today. In 2013, the UK's Crime Writers' Association called her the best ever crime writer. But she didn't create the best crime fiction character. That prize went to Conan Doyle's Sherlock Holmes.

DVD clip summary

The DVD clip is about the scientist Tim Berners-Lee, who invented the World Wide Web.

Background

The internet, a global system of connected computer networks, has its beginnings in the 1960s, but for many years it was only really used by scientists in research laboratories. In the 1980s, Tim Berners-Lee, a computer scientist, began to think about how the internet could be used to share information more effectively. In 1989, while working at CERN (the European Organisation for Nuclear Research) in Switzerland, he proposed a system that would use hypertext (text displayed on a computer that contained references to other text) to share information across computers. This led Berners-Lee to develop the World Wide Web, an information system of documents that could be accessed via the internet, the first web browser and the first web server. Rather than trying to protect his invention, Tim Berners-Lee allowed anyone to use it for free, and within a few years the Web could be accessed by anyone with a computer and a connection to the internet.

Before you watch

Exercise 1

- Read the questions with the class and elicit answers from individual students. You could do a quick survey to find out about the students' internet usage or make a list of the class's favourite websites.
- **Answers:** Students' own answers

Comprehension check

Exercise 2

- **Pre-watching:** Go through the questions with the students. Ask the students to say if the sentences are true or false before they watch the DVD clip again.
-  Play the whole DVD clip. The students answer the questions. Check their answers.
- **Answers:** 1 false 2 true 3 false 4 true

Exercise 3

- **Pre-watching:** Ask the students to read the list before you play the DVD clip again.
- **Weaker classes:** Check the students understand the vocabulary before playing the DVD clip.
-  Play the DVD clip to check the answers.
- **Answers:** 1 D 2 B 3 C 4 G 5 A 6 E 7 F

Exercise 4

- **Pre-watching:** Ask the students to try and fill the gaps before they watch the DVD clip again.
- **Weaker classes:** Elicit the type of word that goes in each gap and then play the DVD clip.
-  Play the DVD clip to check the answers.
- **Answers:** 1 internet 2 network; information 3 scientists 4 physics 5 1980 6 free 7 1991

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 through the gadgets and descriptions first, then match them.
- **Answers:** 1 b 2 d 3 a 4 c 5 e

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. As an additional activity, you could ask students to describe the picture.
- **Answers:** 1 download 2 cable; wireless 3 share 4 send 5 IP address 6 network

Extension

Exercises 8 and 9

- **Materials needed:** None
- **Preparation:** Put the students in groups of four. Tell them that they are going to have a discussion.
- **Language:** Write on the board: *Smartphones should not be sold to under-18s*. Ask the students if they agree or disagree with this statement, then elicit the key phrases as they give their opinions.
- **Activity:** Ask the students to nominate someone to take notes of the discussion. Then give them 5–7 minutes to discuss the question in their groups. Remind them to use the key phrases as they tell each other their opinions. After the students have discussed in groups, have a whole-class discussion.
- **Extension:** After all the groups have presented their opinions, ask the students to discuss which parts of their lives they would not want to put on the internet.

Tim Berners-Lee

We live in the age of the smartphone. In fact, almost a quarter of the world's population owns one. It's easy to see why they're so popular. After all, a smartphone is a digital camera, an MP3 player and a games console all in one small device. And, of course, it's a mobile phone too. But smartphones wouldn't work so well without one thing – the internet. After all, without the internet, we couldn't download music, share pictures or send messages.

Today it is difficult to imagine a world without the internet, but we rarely think about what the internet is. The internet is the network of computers around the world that can share information. Information is sent from one computer to another through cables and wireless connections. This is possible because every computer has a unique address, known as an IP address. But when a computer 'talks' this way it can only be understood by other computers. The World Wide Web allows people to read and share this information.

It was created by Sir Tim Berners-Lee. Sir Tim Berners-Lee comes from a family of scientists – his parents met while building one of the world's first computers in Manchester in the UK. After studying physics at Oxford University, he moved to the CERN laboratory in Geneva in 1980. He wanted to find a way for scientists to share the research information that was stored across the laboratory's network of computers. So, he invented a language called HTML: Hypertext Markup Language. When everyone uses the same language, information can be shared between all computers on a computer network. Importantly, Berners-Lee allowed everyone to use this language for free. Suddenly the internet had a common language, and anyone could use it.

Sir Tim Berners-Lee changed the world forever. Since he launched the first website in 1991, the internet has transformed people's lives in many different ways. So next time you use your smartphone to check Facebook or download a film, remember it wouldn't be possible without Tim Berners-Lee.