

Video worksheets

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Topic 1: Adventure sports in New Zealand

Adventure sports in New Zealand

Before watching

1 Work with a partner. Ask and answer the questions.

- What do you know about New Zealand?
- How many islands make up the country?
- Do you know anyone who lives there?

2 Match the words with the definitions.

scenery destination canyon tradition windy commercial tip

- something that has been done for a long time in a particular place
- the natural environment; what you can see around you
- not straight
- a place you travel to
- the end or furthest point of a place
- relating to business activities
- a deep crack between mountains, sometimes with water in

While watching

3 Watch the video. Choose the correct answers.

- What is Queenstown famous for?
 - its tourists
 - its adventure sports
 - its wildlife
- What is Queenstown's most famous adventure sport?
 - paragliding
 - skydiving
 - bungee jumping
- What is special about Auckland?
 - it has lots of yacht races.
 - There are lots of tourists.
 - There are lots of boats.

4 Watch again and complete the sentences with the correct numbers.

- Over _____ million people visit New Zealand every year.
- Visitors have taken jet boat trips along the river since _____ years.
- People have bungee jumped off the Kawarau Bridge for almost _____ years.
- Auckland is _____ km north of Queenstown.
- There are around _____ yachts and motor boats in Auckland.
- The Americas Cup has been held in Auckland on _____ occasions.

5 Watch the video again. Correct the sentences.

- People visit New Zealand to experience the beautiful weather.
- Queenstown has always been a popular tourist destination.
- The Shotover Jet is an aeroplane.
- Lake Wakatipu is a great place to do a bungee jump.
- Bungee jumping has been a huge success for ten years.
- You can go paragliding over Queenstown.

6 Watch the video again. Choose the correct words.

- Tourists enjoy the relaxing atmosphere / nightlife in New Zealand.
- Queenstown is on New Zealand's North / South Island.
- Queenstown is surrounded by mountains / farms.

Topic 1: Adventure sports in New Zealand

- 4 The Shotover Jet races through **narrow** / **wide** canyons.
- 5 The bungee jump on Kawarau Bridge is **very** / **quite** successful.
- 6 Auckland is a good place for **surfing** / **sailing**.
- 7 The Team New Zealand yacht **can** / **can't** sail around the harbour.

7 Watch the video again. Complete the summary. Use the words in the box.

adventure capital commercial farming jet boat northern relaxed sailing

Queenstown is famous for its (1) _____ sports. People have come to see the beautiful mountains and lakes here for years. It used to be a quiet (2) _____ town, but now it's a popular tourist destination. Tourists have taken (3) _____ trips along the Shotover River since 1970. Today, Queenstown's most famous adventure sport is bungee jumping. The jump on the Kawarau Bridge was the first (4) _____ bungee jump in the world. It has made Queenstown the adventure sports (5) _____ of the world. Auckland is more (6) _____. It is at the (7) _____ tip of the North Island. It is a famous place for (8) _____.

After watching

Work with a partner. Ask and answer the questions.

- 1 What places would you like to visit as a tourist, and why?
- 2 What activities do you enjoy doing on holiday?

Writing

Choose a tourist destination you have never visited and find out what there is to do there. Research as much information as you can about the scenery, the attractions and the geography. In your notebook, write a paragraph describing what you found out.

Topic 1: Teacher's notes

Warmer Ask students: Where is New Zealand? What do you think the landscape is like? Do you know anything about the history of the country? Explain that it is made up of two main islands and numerous smaller islands, in the south-west Pacific Ocean, 900 miles east of Australia. In comparison to its size, it has a sparse population of only 4 million people.

Before you watch

- Ask students to work in pairs and discuss the questions. During class feedback, elicit ideas from various students.
- This activity allows you to check or pre-teach the meaning of some key words from the video. Ask students to match the words with the definitions. Elicit answers from the whole class.

While watching

- Ask students to read through the sentences and choose the correct answers. Elicit answers from the whole class. **Key 3**
- Before playing the video again, ask students to read the sentences carefully and think about the numbers which might fit in each gap. Then play the video and ask students to check or complete their answers. **Key 4**
- Explain to students that each of these sentences has a factual error in it. Ask students to identify and correct this mistake. Play the video for students to complete their answers. **Key 5**
- Ask students to read through the sentences and both options. Encourage them to try to choose the correct answer before you play the video for them to check. Elicit answers from the whole class. **Key 6**
- Ask students to read through the items in the wordpool carefully and check they understand them. Ask students to read through the summary and complete any sentences they remember. Then play the video for them to check or complete their answers. Elicit answers from the whole class. **Key 7**

After watching

Students discuss the questions in pairs. Encourage students to use vocabulary from this lesson. Monitor and make a note of any errors and also of any good examples of language. Have a class feedback session eliciting ideas from various pairs, then focus on any language issues.

Writing

Encourage students to think about new and unusual destinations, and to find out as much as they can about what attracts tourists to these places. Ask students to prepare their descriptions for the next lesson. They can read each other's work. Encourage students to peer-correct, or you could collect them in for correction.

Answer key

Key 2

1 tradition

2 scenery

3 windy

4 destination

5 tip

6 commercial

7 canyon

Key 3

1 b 2 c 3 c

Key 4

1 2 2 1970 3 30 4 1,600 5 135,000 6 2

Key 5

1 People visit New Zealand to experience the beautiful scenery.

2 Queenstown used to be a quiet farming town.

3 The Shotover Jet is a high-speed jetboat.

4 The Kawarau Bridge is a great place to do a bungee jump.

8 sailing

7 northern

6 relaxed

5 capital

4 commercial

3 jetboat

2 farming

1 adventure

Key 6

1 atmosphere

2 North

3 mountains

4 narrow

5 very

6 sailing

7 can

Key 7

1 adventure

2 farming

3 jetboat

4 commercial

5 capital

6 relaxed

7 northern

8 sailing

5 Bungee jumping has been a huge success for 30 years.

6 You can go skydiving over Queenstown.

Key 6

1 atmosphere

2 North

3 mountains

4 narrow

5 very

6 sailing

7 can

Key 7

1 adventure

2 farming

3 jetboat

4 commercial

5 capital

6 relaxed

7 northern

8 sailing

Topic 2: The Edinburgh Festival

The Edinburgh Festival

Before watching

1 Work with a partner. Ask and answer the questions.

- Which cities are famous for their festivals in your country?
- When are these festivals held?
- What happens during these festivals?

2 Complete the sentences with the words in the box.

accent comedian harp humour pessimistic rude stand-up

- I think _____ comedy is great. I don't know how they can keep talking for so long!
- My granddad was from Wales, and he talked with a strong Welsh _____.
- I'd rather go to the theatre to see a _____ tell jokes than watch a film at the cinema.
- Don't go to see that show, it's quite _____ and offensive. I went, but I left after half an hour.
- Jack is very _____ – he's always in a bad mood and thinks that things are going to go wrong!
- My parents have got a great sense of _____, so I'm sure they'll love the comedy festival!
- The _____ is a traditional stringed instrument, but it's very big!

While watching

3 Watch the video. Number the things you see in the correct order (1–8).

- _____ a boy throwing a knife
- _____ a comedy group
- _____ a stand-up comedy show
- _____ men playing plastic bottles
- _____ a man swallowing a sword
- _____ a panorama of Edinburgh
- _____ a famous comedian
- _____ a woman playing a harp

4 Watch again and choose the correct answers.

- When is the Edinburgh Festival held?
a May b July c August
- How many performers come to the Edinburgh Festival Fringe?
a 19,000 b 90,000 c 1,900
- What percentage of Edinburgh Festival Fringe shows are comedy shows?
a 10% b 35% c 50%
- How long is the festival?
a three days b a week c three weeks
- What's the name of the Scottish stand-up comedian at the end of the video?
a Vladimir McDonald b Vladimir McTavish c Vladimir McKenzie
- What does he say in jokes about Scottish people?
a they aren't very generous b they are too generous c they are very optimistic

Topic 2: The Edinburgh Festival

5 Watch the video again. Complete the sentences with the adjectives from the box.

embarrassing expensive free funny rude scary strong

- 1 Ricky Gervais is rich and famous because he's very _____.
- 2 In a TV comedy, he played an office manager who was quite _____.
- 3 The situations in the programme were often _____.
- 4 A lot of the shows at the Edinburgh Festival Fringe are _____.
- 5 Staying in Edinburgh during the festival is very _____.
- 6 The experience of being the only person on stage can be _____.
- 7 Vladimir's Scottish accent is very _____.

6 Watch the video again. Choose the correct answers.

- 1 Ricky Gervais first became famous in a big budget film / television comedy.
- 2 The Edinburgh Festival is the biggest arts festival in Europe / the world.
- 3 Hundreds / Thousands of young comedians take part every year.
- 4 It's easy / difficult to sell all the tickets for all the shows.
- 5 If you want to see the best shows, you'll need to have a plan / map.
- 6 Vladimir is feeling anxious / relaxed tonight.

7 Watch the video again. Complete the summary with the words in the box.

audience comedy funny humour jokes shows stage stand-up

One of the best places to see live (1) _____ in the UK is the Edinburgh Festival Fringe. Visitors can choose between about 2,200 (2) _____ performed in theatres or on the street. Some of the acts are (3) _____ comedians like Vladimir. During his show, he stands on the (4) _____ and tells (5) _____ about famous Scottish people. Scots have a great sense of (6) _____ and Vladimir is experienced and very (7) _____, so the (8) _____ laugh a lot.

After watching

Work with a partner. Think about a festival you've been to in your country. Ask and answer the questions.

- What was the festival called?
- What did you see and do there?
- What was the best thing about it?

Writing

Find out about a festival in another country. It could be a music festival, a comedy festival, a festival about cars, animals, or anything that interests you. Write a description of the festival. Say where and when it is, what you can see and do there, and how many people go.

Topic 2: Teacher's notes

Warmer Explain that this video is about British comedians, and a famous arts show held every year in Scotland, the Edinburgh Festival Fringe. Ask if any of the students have heard of this, and ask questions to find out what they know about it. Are there any similar festivals near the students' own town? Ask students if they enjoy watching stand-up comedy, or whether they prefer watching funny TV programmes or films.

Before watching

- Ask students to work in pairs and discuss the questions. During class feedback, elicit ideas from various students.
- This activity allows you to check or pre-teach the meaning of some key words from the video. Ask students to match the words with the definitions. Elicit answers from the whole class. **Key 2**

While watching

- Ask students to read through the items in the list carefully. Then play the video and give students time to number them in the correct sequence. Elicit answers from the whole class. **Key 3**
- Before playing the video again, ask students to read the through the sentences and all the options carefully and try to choose the correct answers from memory. Then play the video and ask students to check or complete their answers. **Key 4**
- Ask students to read through the items in the wordpool carefully and check they understand them. Ask students to complete any sentences they remember, then play the video for them to check or complete their answers. Elicit answers from the whole class. **Key 5**
- Ask students to read through the sentences and both options, and to choose the correct one. Play the whole video again for students to check their answers. Elicit answers from the whole class. **Key 6**
- Allow time for students to read through the summary silently. Remind them to read through the words in the box carefully and think about which word goes in each gap. Play the DVD again for students to check or complete the answers. Elicit answers from the whole class. **Key 7**

After watching

Students discuss the questions in pairs. Encourage students to use vocabulary from this lesson. Monitor and make a note of any errors and any good examples of language. Have a class feedback session eliciting ideas from various pairs, then focus on any language issues.

Writing

Encourage students to think about different kinds of festivals all over the world, and to carry out research using the Internet or other reference sources. Ask students to prepare their descriptions for the next lesson. They can read each other's work. Encourage students to peer-correct, or you could collect them in for correction.

Answer key

Key 2

1 stand-up

2 accent

3 comedian

4 rude

5 pessimistic

6 humour

7 harp

Key 3

4 6, 8, 3, 7, 2, 1, 5

Key 4

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

Key 5

1 funny

2 rude

3 embarrassing

4 tree

8 audience

7 funny

6 humour

5 jokes

4 stage

3 stand-up

2 shows

1 comedy

Key 7

6 relaxed

5 plan

4 difficult

3 Hundreds

2 the world

1 television comedy

Key 6

7 strong

6 scary

5 expensive

Topic 3: The World Wide Web

The World Wide Web

Before watching

1 Work with a partner. Ask and answer the questions.

1 How often do you access the Internet?

2 What kind of information do you look up on the Internet?

3 What different devices do you use to access the Internet?

2 Match the words with the definitions.

access electronics link to log on message replica

1 the technology used to produce computers, radios, etc.

2 send a piece of information to someone you cannot speak to

3 find information on a computer

4 a means of communicating between two places

5 an exact copy of something

6 perform the actions that allow you to start using a computer system

While watching

3 Watch the video. Number these things 1–4 in the order you hear about them.

A where the World Wide Web was invented

B what the inventor is doing now

C who invented the World Wide Web

D what the World Wide Web is used for

4 Watch the video again. Match the events to the places.

1 Tim Berners-Lee's parents develop some of the world's first computers

2 Tim studied physics

3 Tim started working at CERN

4 He continued his work on the World Wide Web

a Oxford University

b Geneva, Switzerland

c Massachusetts Institute of Technology

d University of Manchester

5 Complete the sentences with the words in the box.

development download HTML information knight network share

1 The Internet is the _____ of computers around the world that shares information.

2 The World Wide Web is all the _____ stored on the Internet.

3 People can _____ music or films from the Internet.

4 Tim's parents were involved in the _____ of some of the world's first computers.

5 Tim Berners-Lee invented a new language for computers called _____.

6 HTML allows people to _____ information between computers.

7 Queen Elizabeth II made Tim Berners-Lee a _____ in 2004, so now he is Sir Tim Berners-Lee.

Topic 3: The World Wide Web

- 6 ▶ Watch the video again. Are the sentences true or false? Correct the false sentences.
- 1 The Internet and the World Wide Web have existed for less than half a century.
 - 2 The World Wide Web can be used to do a multitude of different tasks.
 - 3 Tim Berners-Lee is the scientist who invented the Internet.
 - 4 His parents worked with other mathematicians to develop early computers.
 - 5 Tim Berners-Lee made his first computer when he was a student.
 - 6 Tim Berners-Lee was the only foreign scientist working at CERN.
 - 7 Tim Berners-Lee got very rich because of his invention.
 - 8 Tim Berners-Lee retired in 2004.

7 ▶ Watch the video again. Fill in the missing words in the texts.

- 1 Millions of people have created personal _____, logged on to _____ and downloaded music or _____.
- 2 Tim was very interested in _____ and he loved _____. When he left school, he went to Oxford University where he studied _____. He once bought an old _____ and made it into a _____ in his bedroom.
- 3 It was _____ that everyone could use HTML so that all the computers could _____, so he allowed everyone to use the language for _____.

After watching

Work with a partner. Ask and answer the questions.

- 1 What would be different about your life if you couldn't use the Internet?
- 2 What do you think are the advantages and disadvantages of how easy it is to access the Internet and World Wide Web?

Writing

Talk to three people you know of different ages about how they use the Internet and how important it is to them. In your notebook, write a paragraph describing what you found out.

Topic 3: Teacher's notes

Warmer

Explain that this video is about the World Wide Web and the Internet. Ask if students understand the difference between the World Wide Web and the Internet. The video will explain this point. Ask students if they know who invented the World Wide Web, and when it started to be used.

Before watching

- 1 Ask students to work in pairs and discuss the questions. During class feedback, elicit ideas from various students.
- 2 This activity allows you to check or pre-teach the meaning of some key words from the video. Ask students to match the words with the definitions. Elicit answers from the whole class.

While watching

- 3 Ask students to read through the items in the list carefully. Then play the video and give students time to number them in the correct sequence. Elicit answers from the whole class.
- 4 Before playing the video again, ask students to read the through the sentences and all the places carefully and try to choose the correct answers from memory. Then play the video and ask students to check or complete their answers.
- 5 Ask students to read through the items in the wordpool carefully and check they understand them. Ask students to complete any sentences they remember, then play the video for them to check or complete their answers. Elicit answers from the whole class.
- 6 Ask students to read through the sentences. Play the video and ask students to think about whether the sentences are true or false. Elicit answers from the whole class.
- 7 Allow time for students to read through the texts silently and think about which word goes in each gap. Play the DVD again for students to check or complete the answers. Elicit answers from the whole class.

After watching

Students discuss the questions in pairs. Encourage students to use vocabulary from this lesson. Monitor and make a note of any errors and also of any good examples of language. Have a class feedback session eliciting ideas from various pairs, then focus on any language issues.

Writing

Encourage students to think about what people of different ages want and need, and how this affects the way in which they use the internet. Ask students to prepare their descriptions for the next lesson. They can read each other's work. Encourage students to peer-correct, or you could collect them in for correction.

Answer key

Key 2

- 1 electronics
- 2 message
- 3 access
- 4 link
- 5 replica
- 6 log on

Key 3

- A 3
- B 4
- C 2
- D 1

Key 4

- a 1 d 2
- a 3 b 4 c

Key 5

- 1 network
- 2 information
- 3 download
- 4 development

Key 6

- 5 HTML
- 6 share
- 7 knight

Key 7

- 1 True.
- 2 True.
- 3 False. Tim Berners-Lee is the scientist who invented the World Wide Web.
- 4 True.
- 5 True.
- 6 False. The scientists who worked at CERN came from all over the world.
- 7 False. Tim Berners-Lee hasn't made any money from HTML.
- 8 False. In 2004, Tim Berners-Lee became a knight.

Key 7

- 1 webpages, chat rooms, films, countries, websites, homework
- 2 electronics, maths, physics, television, computer
- 3 important, communicate, free

Topic 4: Teenage spending

Teenage spending

Before watching

1 Work with a partner. Ask and answer the questions.

- Do you get pocket money from your parents, or do you have a part-time job?
- What do you spend most of your money on?
- Do you think you are sensible with money?

2 Match the definitions with the words in the box.

cashpoint card charity shop debit card debt paper round savings second-hand

- a plastic card you pay with that takes money straight from your bank account
- a plastic card you put into a machine to get money from your bank account
- when you need to pay money back to people and you have no money to do it
- a shop that sells things which people have given to make money to help poor people
- money that you have saved in a bank
- the job of taking newspapers to people's houses
- owned by somebody else before you buy it

While watching

3 Watch the video. Number these things 1–9 in the order you hear about them.

car
cashpoint card
charity shops
Christmas
cinema tickets
debit card
debt
maths and physics
paper round

4 Watch the video again. Match the numbers with the descriptions.

- | | |
|---------|---|
| 1 £4.50 | a the age of Rufaro's little brother |
| 2 £6 | b the cost of a night out at the cinema |
| 3 14 | c the amount of pocket money Sebastian gets a month |
| 4 £10 | d how much Rufaro earns an hour in the clothes shop |
| 5 17 | e how much Sebastian spends on his mobile phone a month |
| 6 £24 | f the amount of pocket money Rufaro used to get |
| 7 £25 | g the age when Rufaro will learn to drive |
| 8 £5 | h the cost of a driving lesson |

Topic 4: Teenage spending

5 Watch the video again. Complete the sentences with the words in the box.

baby-sitting cash grandparents pocket money save school work

- 1 To earn money, Rufaro sometimes does _____ – looking after the neighbours' children for the evening.
- 2 Rufaro's little brother spends his _____ on computer games and music.
- 3 Rufaro is going to _____ money to buy a car.
- 4 Sebastian's parents say his _____ is more important than having a part-time job.
- 5 Sebastian hasn't got a debit card; he always uses _____.
- 6 To earn pocket money, Sebastian helps around the house, and helps his _____ in their garden.

6 Watch the video again. Are the sentences true or false? Correct the false sentences.

- 1 Rufaro works in a little clothes shop on Saturday and Sunday.
- 2 She finds the work there boring, the people nice and the cash useful.
- 3 Rufaro tries to save money each month for holidays, new music or computer games.
- 4 Her parents are going to give her some driving lessons for her birthday, but she has to pay for the rest.
- 5 Sebastian has got a bank account, but he hasn't really got any savings.
- 6 He spends his money on going to concerts and on buying expensive books.
- 7 He'd like to get some work experience in an architect's office over the summer.

7 Complete the text.

Rufaro: I work about (1) _____ hours every weekend. I (2) _____ about £4.50 an hour. I used to get £6 a (3) _____ from my parents. My little brother still gets pocket money but now he's 14 he wants to get a (4) _____. I spend most of my money on (5) _____. When I'm 17 I want to learn to (6) _____. It costs about £24 for a lesson – and my friend had (7) _____ before she passed her test! Sebastian: I'm good with (8) _____, but I'm not very good with my own (9) _____. I haven't got a part-time job. I'm studying to go to (10) _____.

After watching

Work with a partner. Ask and answer the questions.

- 1 Do you think it is a good idea to have a part-time job? Why / Why not?
- 2 Do you think children should have to earn their pocket money?
- 3 At what age do you think it is a good idea to start saving money?

Writing

In your notebook, write a summary of how you manage your money. Say whether you get pocket money or earn your money. If you earn it, describe what you do. Write about what you spend your money on, and how much, if any, you save.

Topic 4: Teacher's notes

Warmer

Explain that this video is about how teenagers in Britain earn money, and how they spend it. Ask students around the class whether they think it is expensive to go out or buy new clothes. Discuss with students whether they enjoy shopping and spending money, or whether they would prefer to save for their future.

Before watching

- Ask students to work in pairs and discuss the questions. During class feedback, elicit ideas from various students.
- This activity allows you to check or pre-teach the meaning of some key words from the video. Ask students to match the words with the definitions. Elicit answers from the whole class. **Key 2**

While watching

- Ask students to read through the items in the list carefully. Then play the video and give students time to number them in the correct sequence. Elicit answers from the whole class. **Key 3**
- Before playing the video again, ask students to read the through the numbers and all the descriptions carefully and try to choose the correct answers from memory. Then play the video and ask students to check or complete their answers. **Key 4**
- Ask students to read through the items in the wordpool carefully and check they understand them. Ask students to complete any sentences they remember, then play the video for them to check or complete their answers. Elicit answers from the whole class. **Key 5**
- Ask students to read through the sentences. Play the video again for students to decide whether they are true or false. Remind them to correct the false sentences. Elicit answers from the whole class. **Key 6**
- Allow time for students to read through the text silently and think about which word from the video goes in each gap. Play the video again for students to check or complete the answers. Elicit answers from the whole class. **Key 7**

After watching

Students discuss the questions in pairs. Encourage students to use vocabulary from this lesson. Monitor and make a note of any errors and any good examples of language. Have a class feedback session eliciting ideas from various pairs, then focus on any language issues.

Writing

Encourage students to think about their spending and saving habits. If appropriate, you could ask them to think about ways in which they could try to manage their money better. Ask students to prepare their descriptions for the next lesson. They can read each other's work. Encourage students to peer-correct, or you could collect them in for correction.

Answer key

Key 2

- debit card
- cashpoint card
- debit
- charity shop
- savings
- paper round
- second-hand
- car
- cashpoint card
- charity shops
- Christmas
- cinema tickets
- debit card
- debit
- maths and physics
- paper round

Key 3

- False. Rufaro works in a big clothes shop on Saturday and Sunday.
- True.
- False. Rufaro tries to save money each month for holidays, new shoes or clothes.
- True.
- True.
- False. He spends his money on going to concerts, and on buying cheap second-hand books.
- True.

Key 6

- baby-sitting
- pocket money
- save
- school work
- cash
- grandparents

Key 5

- d
- f
- a
- b
- g
- h
- c
- e

Key 4

Key 7

- 8
- 2
- earn
- 3
- week
- 4
- paper-round
- 5
- going out
- 10
- university

Topic 5: Tate Modern

Tate Modern

Before watching

1 Work with a partner. Ask and answer the questions.

- Have you heard of the Tate galleries in England?
- Do you enjoy visiting art galleries?
- What is your favourite kind of art?

2 Match the words with the definitions.

- | | | | | | |
|--------------|---------|--------------|-----|----------|-----------|
| art movement | exhibit | installation | art | painting | sculpture |
|--------------|---------|--------------|-----|----------|-----------|
- a group of artists who believe in one kind of art and use the same style
 - art that uses objects carefully arranged in a place to make an artwork
 - three-dimensional art
 - art that uses colours put on a surface with a brush
 - a piece of art that you can see in a museum or art gallery

While watching

3 Watch the video. Match the art movements and descriptions with the artists.

- Surrealist – art that tries to capture the strangeness of dreams
 - Dada – art that puts everyday objects together in a crazy or playful way
 - Impressionist – art using splashes of colour to give an impression of real things
 - Abstract Expressionist – art not showing real things but expressing the artist's feeling
 - Pop Art – art that uses readymade images from comics, photos or food packaging
- Duchamp
 - Andy Warhol
 - Miro
 - Jackson Pollock
 - Claude Monet

4 Watch the video again. Number these questions 1–7 in the order you hear the answers to them.

- How big are the rooms at the Tate Modern and what's inside them? _____
- How can you summarize the Tate Modern? _____
- How many people visit the Tate Modern every year and what can you buy there? _____
- What can visitors see and do at the Tate Modern? _____
- What can you see from the top floor of the Tate Modern? _____
- What is the history of the Tate Modern building? _____
- Which artists are on display on the interactive tour at the Tate Modern? _____

5 Watch again and answer the questions.

- When was the Tate Modern converted into an art gallery?
- What floor is the restaurant on?
- What is special about the Millennium Bridge?
- How old are the works of art in the museum?
- How big is the Turbine Hall?
- How many visitors does the Tate Modern have every year?

Topic 5: Tate Modern

6 Watch the video again. Are the sentences true or false? Correct the false sentences.

- 1 The Tate Modern building was originally used as a train station.
- 2 The artworks inside the building come from all around the world.
- 3 The biggest artworks in the Turbine Hall are often not very popular exhibits.
- 4 Visitors are charged some money to go into the gallery.
- 5 Through interactive displays, people can learn more about the artists and their work.
- 6 On a small computer you can see photos, hear interviews and see videos of artists.
- 7 The rooms are arranged to show how artists were influenced by previous artists.
- 8 The displays are never controversial and can be dull.

7 Complete the text with the words in the box.

bright early modern interactive guide Magritte Roy Lichtenstein sculptures

Artworks by (1) _____ artists like Matisse are on display. Visitors can also see work by surrealist artists like (2) _____ and Miró. In addition, there are (3) _____ by Dada artists like Duchamp. There's work by Impressionist and Abstract Expressionists, too. Jackson Pollock is shown at work on the (4) _____. Pop Art exhibits like (5) _____'s comic strips and Andy Warhol's (6) _____, boldly coloured repeated images are popular.

After watching

Work with a partner. Ask and answer the questions.

- 1 Do you think opening an art gallery was a good way to celebrate the Millennium?
- 2 Would you like to visit Tate Modern? Why? / Why not?
- 3 Who is your favourite artist from those shown on the video? Why?

Writing

Find information on the Internet about one of the artists shown on the video, or another artist of your choice. Find out where you can see his / her art. Makes notes and write a paragraph in your notebook describing what you have learnt. Present your work to the class.

Topic 5: Teacher's notes

Warmer Explain that this video is about a famous British art gallery, Tate Modern. Are there any famous galleries or museums near the students' own town? Ask students if they are interested in art, or if they prefer different subjects such as science, technology or natural history.

Before watching

- Ask students to work in pairs and discuss the questions. During class feedback, elicit ideas from various students.
- This activity allows you to check or pre-teach the meaning of some key words from the video. Ask students to match the words with the definitions. Elicit answers from the whole class.

While watching

- Ask students to read through the names of the art movements and the descriptions. Note that the descriptions are given for students' information, and won't be found in the transcript. Then play the video and give students time to match them to the correct artists. Elicit answers from the whole class.

Key 3

- Before playing the video again, ask students to read the questions. Explain that they won't hear these exact questions, only the answers, so they should think carefully about what information they would expect to hear in answers to these questions. Then play the video and ask students to note the correct sequence.

Key 4

- Ask students to read through the questions and to answer any they can. Then play the video for them to check or complete their answers. Elicit answers from the whole class.

Key 5

- Ask students to read through the sentences and think about whether they are true or false. Remind them to correct the false sentences. Play the whole video again for students to check their answers. Elicit answers from the whole class.

Key 6

- Allow students to read through the summary silently. Remind them to read through the words in the box carefully and think about which word goes in each gap. Play the DVD again for students to check or complete the answers. Elicit answers from the whole class.

Key 7

After watching

Students discuss the questions in pairs. Encourage students to use vocabulary from this lesson. Monitor and make a note of any errors and any good examples of language. Have a class feedback session eliciting ideas from various pairs, then focus on any language issues.

Writing

Encourage students to think about different artists, and to carry out research using the Internet or other reference sources. Ask students to prepare their descriptions for the next lesson. They can read each other's work. Encourage students to peer-correct, or you could collect them in for correction.

Answer key

Key 2

1 art movement

2 art installation

3 sculpture

4 painting

5 exhibit

Key 3

1 c 2 a 3 e 4 d 5 b

Key 4

How big are the rooms at the Tate Modern and what's inside them? 3

How can you summarize the Tate Modern? 7

How many people visit the Tate Modern every year and what can you buy there? 4

What can visitors see and do at the Tate Modern? 5

What can you see from the top floor of the Tate Modern? 2

What is the history of the Tate Modern building? 1

Which artists are on display on the interactive tour at the Tate Modern? 6

Modern? 6

Key 5

1 In 2000.

2 The seventh floor.

3 It was built to link the Tate Modern to the city of London.

4 From 1900 onwards.

5 It's 150 metres long and 35 metres high.

6 Over 4 million.

Key 6

1 False. Originally the Tate Modern building was used as a power station.

2 True.

3 False. The biggest artworks in the Turbine Hall are often the most popular exhibits.

4 False. Visitors aren't charged any money but they are invited to make a donation.

5 True. 6 True. 7 True.

8 False. The displays can be controversial but are never dull.

Key 7

1 early modern 2 Magritte 3 sculptures 4 interactive guide

5 Roy Lichtenstein 6 bright

Topic 6: Agatha Christie

Agatha Christie

Before watching

- 1 Work with a partner. Ask and answer the questions.
 - 1 What do you know about the English author Agatha Christie?
 - 2 Do you enjoy reading crime stories?
 - 3 Who is the most famous crime writer in your country?
- 2 Match the words with the definitions.

autobiography	celebrity	disappearance	murder	mystery	novel	publisher
---------------	-----------	---------------	--------	---------	-------	-----------

 - 1 when somebody or something is lost or impossible to find
 - 2 a long story that fills a whole book
 - 3 a company that makes books and sells them
 - 4 the story of somebody's life, which that person writes
 - 5 a famous person
 - 6 something that people cannot easily explain or understand
 - 7 kill someone after planning to do it

While watching

- 3 Watch the video. Number these things in Agatha Christie's life 1–9 in the order you hear about them.
 - autobiography _____
 - died _____
 - disappeared _____
 - first crime novel _____
 - got married _____
 - had lessons _____
 - last crime novel _____
 - romantic novels _____
 - was born _____
- 4 Watch the video again. Complete the sentences.
 - 1 Torquay is on the _____ coast of England.
 - 2 Agatha Christie's father was from the _____.
 - 3 Agatha didn't go to _____.
 - 4 Her husband, Archie, was a _____.
 - 5 When she disappeared, some people thought her husband had _____ her.
 - 6 Two of her characters are Miss Marple and a detective from _____, Hercule Poirot.

5 Watch again and answer the questions.

- 1 How did Agatha's neighbour help her?
- 2 What was the name of her first novel?
- 3 When she disappeared, how was she found?
- 4 What kind of books did she write?

Topic 6: Agatha Christie

6 Watch the video again. Are the sentences true or false? Correct the false sentences.

- 1 Every December there is an Agatha Christie Festival in Torquay.
- 2 She loved being a celebrity, often did interviews, and liked people taking photos of her.
- 3 People still don't understand how and why she disappeared.
- 4 Mary Westmacott was the name Agatha Christie used when she went to Harrogate.
- 5 Many of Agatha Christie's books have been made into film and TV programmes.
- 6 Agatha Christie died just after her last book was published.

7 Watch the video again. Fill in the missing numbers in the sentences.

- 1 Over _____ billion copies of Agatha Christie's _____ novels have been sold, and they have been translated into over _____ languages.
- 2 She was born in Torquay on _____ September _____ . In _____ she married Archie Christie.
- 3 In _____ she sold her first novel to a publisher. They paid her £ _____ for it.
- 4 In December _____ she disappeared from her home. She was found _____ days later in a hotel over _____ miles away in the north of England.
- 5 She wrote _____ romantic novels under a different name. For _____ years, nobody knew she had written them. Her autobiography took her _____ to write. She died in _____ .

After watching

Work in groups. Read these questions and compare your ideas.

- 1 Can you think of any other famous detectives from books or TV?
- 2 Do you like films or TV programmes which are based on books, or do you prefer to read the original stories?
- 3 Would you like to read any novels by Agatha Christie? Why? / Why not?

Writing

Find information on the Internet or from other reference sources about a novel by Agatha Christie. Find out what happens in the story, who the main characters are, and where the story takes places. Make notes and write a paragraph in your notebook. Present your ideas to the class.

Topic 6: Teacher's notes

Warmer

Explain that this video is about a famous British author – her life, and the kind of books she wrote. Ask students who their favourite authors are, and whether they enjoy reading books by authors from other countries. Find out if students enjoy reading novels, short stories, magazines or websites in English.

Before watching

- 1 Ask students to work in pairs and discuss the questions. During class feedback, elicit ideas from various students.
- 2 This activity allows you to check or pre-teach the meaning of some key words from the video. Ask students to match the words with the definitions. Elicit answers from the whole class.

Key 2

While watching

- 3 Ask students to read through the items in the list carefully. Then play the video and give students time to number them in the correct sequence. Elicit answers from the whole class.

Key 3

- 4 Before playing the video again, ask students to read the sentences carefully and try to complete the correct answers from memory. Then play the video and ask students to check or complete their answers.

Key 4

- 5 Ask students to read through the questions carefully and check they understand them. Ask students to answer any questions they can from memory, then play the video for them to check or complete their answers. Elicit answers from the whole class.

Key 5

- 6 Ask students to read through the sentences and to think about whether they are true or false. Remind them to correct the false sentences. Play the whole video again for students to check their answers. Elicit answers from the whole class.

Key 6

- 7 Allow time for students to read through the sentences silently. Remind them that they need to complete each gap with a number. Play the DVD again for students to check or complete the answers. Elicit answers from the whole class.

Key 7

After watching

Students discuss the questions in pairs. Encourage students to use vocabulary from this lesson. Monitor and make a note of any errors and any good examples of language. Have a class feedback session eliciting ideas from various pairs, then focus on any language issues.

Writing

Encourage students to carry out research using the Internet or other reference sources. You could do some preliminary research in class together to help students find some of the different titles of Christie's work. Ask students to prepare their descriptions for the next lesson. They can read each other's work. Encourage students to peer-correct, or you could collect them in for correction.

Answer key

Key 2

- 1 disappearance
- 2 novel
- 3 publisher
- 4 autobiography
- 5 celebrity
- 6 mystery
- 7 murder

Key 3

- autobiography 7
- died 8
- disappeared 5
- first crime novel 4
- got married 3
- had lessons 2
- last crime novel 9
- romantic novels 6
- was born 1

Key 4

- 1 south
- 2 USA
- 3 school
- 4 pilot
- 5 murdered
- 6 Belgium

Key 5

- 1 He encouraged her to write.
- 2 *The Mysterious Affair at Styles*
- 3 A man recognized her in a hotel.
- 4 She wrote detective stories and romantic novels.

Key 6

- 1 False. Every September there is an Agatha Christie Festival in Torquay.
- 2 False. She hated being a celebrity, rarely did interviews and didn't like people taking photos of her.
- 3 True.
- 4 False. Mary Westmacott was the name Agatha Christie used when she wrote romantic novels.
- 5 True.
- 6 False. She died just before her last book was published.

Key 7

- 1 2, 80, 100
- 2 15th, 1890, 1914
- 3 1920, 25
- 4 1926, 11, 200
- 5 6, 20, 15, 1976

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