

# Interactive DVD 1: Introduction

*Interactive DVD 1* offers students an enjoyable and motivating way to practise English while giving them an insight into the lives of British teenagers. The DVD corresponds closely to *Interactive Student's Book 1*, and is divided into four sections, each of which provides students with a different type of practice and exposure to the language in the Student's Book. Close caption subtitles can be switched on and off for the whole DVD.

## Interaction sections

The Interaction sections contain dramatised versions of the Interaction activities found in each unit of the Student's Book and give students further practice of the functional language in context.

## Pronunciation sections

These sections give students more practice of the pronunciation exercises in each unit of the Student's Book. Young actors are filmed saying the words and phrases in every activity, providing a visual representation of the sounds, stress patterns and intonation of the exercises in the book.

## Talking Heads sections

In the Talking Heads sections, British teenagers from different backgrounds and different parts of the country answer questions related to the topics of each unit of the course. Their unscripted answers give an insight into contemporary British culture, as well as providing students with practice in understanding natural spoken English.

## Interactive interviews

There is a short documentary-style interview for each pair of units in *Interactive Student's Book 1*. Two British teenagers present the programme, interviewing people on a variety of themes of interest and relevance to students using the course. Worksheets and teacher's notes are provided for each interview.

## Interactive interview worksheets and teacher's notes

The *Interactive* interview worksheets contain tasks to develop your students' comprehension and language skills. They are divided into the following sections:

- **Before you watch** activities are designed to stimulate students' interest in the interview and help them think about language they know related to the topic.
- **While you watch** activities provide fun, challenging comprehension tasks that focus on the key language in the interview.
- **After you watch** activities allow students to practise, personalise and remember the language and vocabulary presented in the interview.

The teacher's notes accompanying each interview provide instructions and answer keys for the tasks in the worksheet, as well as giving a brief summary of the contents and language. Extension activities are also included.

## Using the DVD in class

The video clips can be shown when teaching the relevant sections in *Interactive Student's Book 1*, or at a later time for revision. It is advisable to show each video clip at least twice, asking students to concentrate on a different task each time. See the individual worksheets for further ideas on how to use *Interactive DVD 1* in class with your students.

## The video scripts

The video scripts contain all the dialogue from each section of the DVD. Students can use the scripts to read and watch at the same time. They can also be used as the basis for extra tasks, such as:

- Jigsaw activities, where students reorder scripts that have been photocopied and cut up before the lesson.
- Role-plays, with students acting out the dialogues or using them to write their own versions based on similar themes.
- Gap-fill activities, where the video scripts are photocopied and some of the words blanked out. Students then watch the video and complete the gaps in the video script.

# Interactive DVD 1

## Interaction sections: Overview

The Interaction sections use teen actors, real locations and authentic accents to bring the functional language in each unit of *Interactive Student's Book 1* to life. Tell your students not to worry if they find the speed of the dialogue or the accents challenging at first, as they will see the interaction more than once. It is advisable to watch the clips yourself before showing them to your class.

## Using the Interaction video clips

Although the names of the speakers are different, the DVD can be used in place of the CD with the Student's Book 1 Interaction exercises. Follow the instructions below to take advantage of the visual content.

### Before you watch

Pause the video on the first scene. Students read the question. Ask them to predict what they are about to see; the location, what the people in the video will look like, etc. (for more ideas, see the notes in the Interaction sections of *Interactive Teacher's Book 1*). Start the video, pausing on the first frame to check their predictions.

### While you watch

Students watch the clip once through with their pens down. Answer the questions in pairs, groups or as a class afterwards. As well as general comprehension questions, you could use this as an opportunity to exploit the clip for extra vocabulary, for example, by asking what they can see in the background, getting them to describe the characters' appearances, etc.

Before showing the video clip for a second time, students read the next question in pairs, answering what they can from memory. They then watch again to check their answers and complete the exercise.

The third viewing serves as a model for the freer practice activity. Encourage students to listen to the connected speech and intonation patterns. You could ask them how meaning and emotion have affected the speakers' intonation.

### After you watch

In pairs, students complete activity **c** / **d** (the corresponding Interaction task at the back of Student's Book 1).

If you wish to use the video as supplementary material, show it after students have completed questions **a** and **b** in the corresponding Interaction activity in Student's Book 1. Students use the video as a model for the freer practice activity, listening for the pronunciation features highlighted in the lesson and how meaning has affected the speakers' intonation.

You could also use the video clips without the Student's Book for revision at the end of a unit. Pause on the first frame of the video. In pairs, students make notes of as much of the dialogue as they can remember before watching the video clip to check their answers.

### Ideas for extension activities

In pairs, students reconstruct the dialogue as best they can after watching the Interaction clip. When they have done this, they watch the video again to add anything they have missed.

Using the video script as a guide, pause before each speaker so that students can predict the next part of the dialogue based on what has been said previously. You could turn this into a competition: put students into small groups and award points to written answers closest to the script.

In pairs, students use the video clip as a model to write their own dialogues. Students practise their role-plays before acting them out in larger groups or in front of the class.

If facilities are available, students could film their own Interaction sections and show them to the other students in their class.

# Interactive DVD 1

## Pronunciation sections: Overview

The Pronunciation sections in *Interactive DVD 1* offer a valuable visual model to help demonstrate the correct pronunciation of words alongside the exercises found in each unit of *Interactive Student's Book 1*. The video clips for each unit include:

- the key words or phrases used to present the pronunciation point
- the exercises designed to develop sound awareness
- the tongue twisters or answers to puzzles, which help pupils to produce the target sounds fluently.

Pupils will benefit from seeing how the sounds are produced on screen and will also enjoy practising pronunciation with native speakers of their own age group as models.

## Using the Pronunciation video clips

- 1 Use the audio CD to complete the Pronunciation sections in Student's Book 1.
- 2 Show the video clip while students repeat the words and phrases, pausing between each word or sentence.
- 3 If pupils are having pronunciation difficulties, ask what they can see or hear related to the sounds in the exercise, for example, the shape of the mouth, lips and teeth, or which part of the word or sentence is stressed, etc. Use L1 for this if necessary.
- 4 Pupils may find it helpful to refer to the phonemic symbols on page 128 of Student's Book 1 while watching the DVD. If you feel more practice is needed, see the activities suggested below.

## Using the DVD to revise the Student's Book pronunciation exercises

If using the DVD for revision, ask pupils if they can remember any of the key words in the pronunciation focus of the unit before showing the video clip. Give clues if necessary. After students have done this they watch, listen and repeat.

Alternatively, have students open Student's Book 1 at the relevant pronunciation exercise. In pairs, they practise the pronunciation. Show the clip so they can compare their pronunciation to that of the video, pausing so they are able to repeat words or sentences again.

## Ideas for extension activities

Play the video clip without the sound. Pupils try to remember the words or phrases by watching the speaker's lips. Then play again with sound.

For back chaining sequences, play one line and pause the video. Students repeat the line and try to say the next (previous) line of the exercise. Repeat until you reach the end of the sentence. You could play this as a team game, with a point for each line remembered correctly.

For tongue twisters, put the class into teams. Each team tries to match the actor's pronunciation by saying the tongue twister line for line, with the class voting for a winning team. Give feedback to each team (*need to practise more, good or excellent*) if appropriate.

Keep a vocabulary bag of words and expressions from the Pronunciation sections and make sure students practise saying them and remembering their meanings at regular intervals.

# *Interactive DVD 1*

## **Talking Heads sections: Overview**

In this section British teenagers are asked questions related to the topic of each unit. The answers to the questions are unscripted and none of the participants are actors. Students have the opportunity to learn a lot about the culture of Britain through the Talking Heads sections, as the teenagers come from different parts of the country and have different social and cultural backgrounds.

## **Using the Talking Heads video clips**

The interviews provide authentic listening practice and give students a model for talking about their own experiences on a variety of topics. As they may find the different accents, speed of speech and level of vocabulary challenging, it is important that they watch the video clips more than once.

Below are some general suggestions for using the Talking Heads clips in class, followed by specific ideas for activities based on the questions in each unit. For your reference while students are watching the clips, you can print out the video scripts (also available on the *Interactive* website). There are also subtitles for all of the clips, so students can watch and listen at the same time.

## **Before you watch**

Write the two questions in the video clip on the board. Elicit the vocabulary students think they will hear for each question, writing it under the appropriate question.

## **While you watch**

Show the video clip once, with students watching and listening but not writing anything down. Before watching again, ask them to tell you which of their predictions were correct, ticking the relevant vocabulary on the board.

On the second viewing, students take brief notes of the answers given to the questions. Elicit the answers from the class before watching again, clarifying any difficult vocabulary or pronunciation issues.

A final viewing allows students to listen for greater understanding and to identify key pronunciation features used by the speakers. You could also use the subtitles or print the relevant Talking Heads scripts so students can read and watch together at this stage.

## **After you watch**

The Talking Heads video clips provide a model to help students describe their own experiences and opinions. For follow-up ideas related to the specific questions for each unit, refer to the Talking Heads Answer Worksheet, also on the *Interactive* website.

Use the follow-up questions as a basis for discussion or write them on the board to give students time to prepare their answers before speaking. For the second option, students could discuss the questions in pairs or small groups. Encourage more detailed answers by getting students to time each other for 30 to 45 seconds of individual talking time in response to a question to develop their fluency skills.

# Interactive DVD 1

## Talking Heads Answer Worksheet

This worksheet contains the questions, answers and extension questions and activities for each Talking Heads section.

### Unit 1

*Who do you live with?*

*What do you do at the weekends?*

The teenagers describe their family situations (one girl lives with her mother, father, brother and sister, while the other just lives with her mother, although she also has two sisters and a father). Ask students if their families are similar to the ones described in the video clip. Do their grandparents usually live in the family home? Both speakers include pets in their answers (two dogs and a hamster, now dead). Are pets considered part of your students' families? After watching the second clip, ask students what they usually do at the weekend.

### Unit 2

*What's your daily routine?*

*What's your favourite school subject?*

Speakers talk about their routines on a school day. Before watching the clip, ask students to write a list of their weekday routines, what time they get up, get dressed etc. While watching, they then tick the activities that the speakers mention. As a follow-up activity, students find out everyone's favourite subjects at school. How many students like the same subjects as the speakers? Do they like them for the same reasons (the first girl likes Maths and Science because she's good at them and she finds them interesting, while the second girl likes English because she wants to be an author)? What other subjects do students like, and why?

### Unit 3

*What do you usually do on holiday?*

*What's your favourite kind of weather?*

In pairs, students write down the activities they hear (the girl goes fishing, listens to music and reads books, and the boy goes to the beach with his family and cousins and swims in the river). Students compare the speakers' holiday activities with their own. Weather is a popular talking point in England. The girl says she prefers sunny weather while the boy likes hot weather as long as it's not too hot. What is your students' idea of perfect weather? What do they most like to do in this weather?

### Unit 4

*What sports do you do?*

*What sports are you good at? Why?*

Students predict what sports they will hear the speakers talking about. Write their suggestions on the board before watching and have a volunteer tick the sports off as you hear them. The girls mention netball, football, rugby, hockey, basketball, running, athletics, rounders and cricket. Some of these sports your students might not be familiar with:

- Rugby is a contact sport, played on a field with an oval-shaped ball. The 15 players on each side can run, pass or kick the ball. Tries (rugby goals) are scored by placing the ball in the goal area and points are also given for kicking the ball through H-shaped posts in the goal area.
- Cricket is a bat and ball team sport played on a pitch. One team tries to catch the ball (field) while the other team bats. The bowler throws the ball down the pitch to a batsman, who tries to hit the ball and score as many runs as he can before getting out. Players switch from fielding to batting at the end of an innings.
- Rounders is a bat and ball team game similar to softball or baseball; the team fielding bowls to the batting team who run around four bases to reach home and score a rounder (point).
- Netball is a women's sport played by two teams of seven players. It is similar to basketball in that points are scored by throwing the ball through a hoop, but players must pass the ball from hand to hand and cannot bounce it.

If you have access to the internet you could ask students to find and watch short clips of these sports. Students watch the clips and note down what sports the speakers are good and bad at (the girl is good at netball, basketball and rugby, and the boy is good at tennis but not so good at football). In pairs, students tell each other two sports they are good at and two sports they are bad at, and why. If they are not interested in sports, what hobbies or crafts are they good or bad at?

## Unit 5

*Who is your favourite famous person? Why?*

*What's your dream job?*

The speakers talk about Jimi Hendrix and Lady Gaga, so on first viewing ask students to find out what the famous people have in common (they are both musicians). Write columns titled *music*, *film*, *sport* and *other* on the board. Students name famous people for each category and vote for the person who most deserves to be famous. For the second question, students write down the dream jobs they hear and why the students want to do them (the boy wants to be a detective because he loves watching police dramas, and the girl wants to be a doctor because she likes science and helping people). Would they like to do one of these jobs? Why / Why not? What would the students' dream jobs be?

## Unit 6

*Do you have any pets?*

*Where do you like to go on holiday?*

Before watching, find out if your students have pets, what they are and what they are called. Ask students who don't have pets which animals they would like to own. Show the video clip (the boy has got two cats and a lizard, and the girl has got a cat). After watching the clip, students could write a short paragraph describing their pet, or the pet they would most like to have and why. For the second question, ask students to write the places the speakers like to go on holiday and why (the boy likes to go to the south of France and swim in a river, and the girl likes to go to Spain because it is hot, sunny and there are sandy beaches). Has anyone in the class been to these places? What did they do there? Which holiday destinations have they enjoyed the most?

## Unit 7

*What's your favourite food?*

*Do you like cooking?*

Before watching, students write down their favourite food and see if it is mentioned by the speakers (the girl's favourite food is spaghetti Bolognese, and the boy's, chicken burgers with ketchup and mayonnaise). Do the students agree with the speakers' choices? Why / Why not? Ask your students if they like to cook before they watch the second clip. (The girl likes to cook because her uncle's a chef, the boy doesn't like to cook so he reheats a pizza or cooks some pasta). Ask students whether they like cooking or not. What dishes can they make? Do they watch cooking programmes on TV?

## Unit 8

*Where do you live?*

*Can you describe your bedroom?*

Before watching, ask students if they live in a flat or in a house and to compare where they live to the speakers (the girl lives in a flat and the boy in a big house). Ask them to then predict what the speakers' bedrooms will be like. The girl describes her bedroom as small with a single bed, a computer table and a dressing table, while the boy's room is large with a TV, a double bed, a games console and posters on the walls. After watching, students draw a plan of their bedroom and describe it to their partners. What would they like to have in their bedrooms that they don't have?

## Unit 9

*What do you do at the weekends?*

*How do you get to the station from here?*

Students discuss and make notes of the places they go at the weekends and then compare them with those of the speakers (the girl goes to the local park with her friends, and the boy plays guitar in bands with his friends). Follow up by asking students to recommend good places to go at the weekend in their area. When listening to the directions to the station, students decide if the teenagers are giving directions to the same station or a different one (it's the same one). On the board, the class works together to write directions from the school to the nearest bus or train station, drawing a map if necessary.

## Unit 10

*What are your favourite shops?*

*What clothes do you wear in the summer/winter?*

Before watching, students tell each other about their favourite shops and why they like them. The speakers talk about their favourite shops (the boy likes clothes and sports shops, and the girl likes clothes and accessory shops). Do your students prefer to buy clothes or other things when they go shopping? For the second question, students write two columns in their notebooks, titled *winter* and *summer*, writing as many clothes as they hear in each column before checking their lists as a class. The clothes mentioned for summer are: shorts, T-shirts, sandals and V-neck tops; for winter, (woolly) jumpers, long trousers and tracksuit bottoms. Ask students to add more clothes to each list to share with the class.

## Unit 11

*What do you do in your free time?*

*What kind of films do you like to watch?*

Students predict the answers to the questions before they watch the speakers. The girl likes watching DVDs, listening to music and playing rounders (see Unit 4 for a description of rounders). The boy likes playing football, watching films and listening to music. Students compare their free time activities to the teenagers. Do any of your students have more unusual pastimes? Ask your students if they also like the same films as the teenagers interviewed; dramas, comedies, thrillers, chick flicks (a film made for women, often with a romantic theme) and scary films. What popular new films are on at the moment? Have your students seen them? Which ones would they recommend?

## Unit 12

*What are you frightened of?*

*Have you ever been to a fancy dress party? What did you go as?*

In pairs, students discuss things that make them feel frightened. They then watch the first clip and make a note of what makes the speakers frightened (spiders and feeling like you need to say something when a conversation goes quiet). As a class, discuss things that make your students feel frightened. Do they agree with the speakers? After listening to the speakers talk about their fancy dress costumes (Woody from *Toy Story* and a sailor's outfit), students answer the questions for themselves. If you wish to make this into a mini project, they could design a fancy dress costume they would like to wear for an imaginary party, drawing and writing about it for a wall display.

1&amp;2

**Interactive interview: Meet my family****Before you watch**

Work with a partner. Write three more words in the table.

family	jobs	school subjects	sports
mother	taxi driver	English	cricket

**While you watch**

- 1 Watch and tick the words you hear in the table (e.g. mother ✓).
- 2 Watch again and circle the correct words. Sometimes there is more than one answer.



- 1 Ben and Mia visit Lauren, who's 14 / 15 / 16 years old.
- 2 Lauren lives with her mum / dad / sisters / brothers / grandparents.
- 3 Her mum's a shop assistant / teacher / lawyer.
- 4 Her dad works in an office / an airport / a university.
- 5 Lauren's mother's name is Brenda / Beverley / Beatrice.
- 6 Dan's 10 / 11 / 12 and likes basketball / cricket / computer games.
- 7 Tom's 14 / 15 / 16 and likes basketball / football / cricket.
- 8 Lauren's cousin lives in London / Manchester / Paris.
- 9 Her great grandmother is 103 / 104 / 105 years old.
- 10 Lauren goes to school by bus / car and sometimes by bike / train.
- 11 She likes Drama / Maths and she doesn't like Drama / Maths.
- 12 Her favourite sports are rugby / swimming / football / tennis.
- 13 Her favourite music is pop / rock / classical.
- 14 Lauren goes on holiday to France / Greece / Spain.

**After you watch**

Look at Question 2 and write a similar quiz about you and your family. Give it to your partner. How many questions can he or she guess correctly?



## 1&amp;2

**Interactive interview: Meet my family****Programme overview**

**Summary:** The presenters of the *Interactive* interview clips, Ben and Mia, visit 16-year-old Lauren at her home in London. They ask her questions about her family, school and interests. They meet her mother Beverley, and her two brothers Dan and Tom. Lauren shows the presenters a photo album containing pictures of her family and talks about her school, hobbies, sports and what she does on holiday.

**Language:** This programme corresponds with Units 1 and 2 of *Interactive* Student's Book 1

**Grammar:** present simple; positive, negative and question forms (Units 1 and 2); adverbs of frequency (Unit 2)

**Vocabulary:** family, asking for personal information (Unit 1); daily activities and school subjects (Unit 2)

**Before you watch**

In pairs students add three more words to each column in the table.  
Elicit some possible answers from the class and then show the video clip.

**While you watch**

- 1** Students watch the whole video clip. On first viewing, they tick any of the words in the table they hear. Students tell the class the words they wrote down that were mentioned by the speaker.

**Answers:** All the example words in the table are mentioned and should be ticked if present.

**Family:** father, brothers, cousin, grandfather, great grandmother

**Jobs:** teacher, works in a clothes shop

**Subjects:** History, Maths, Science, Drama

**Sports:** basketball, football, swimming, tennis

- 2** After watching the video the first time, students read the options and, in pairs, circle as many answers as they can remember. Watch again to check answers.

**Answers:** 2 mum, dad and brothers  
3 teacher 4 an airport 5 Beverley  
6 12; basketball and computer games  
7 15, football and cricket 8 London  
9 104 10 car, bike 11 Drama; Maths  
12 tennis and swimming 13 pop  
14 France and Spain

**After you watch**

Students use the While you watch activity as a model to make a quiz about themselves. Pairs exchange quizzes and guess their partner's answers.

**Extension activity**

Students write questions similar to those Mia and Ben ask Lauren in the video clip. Write the questions in jumbled form on the board:

- 1 old / How / are / you ?
- 2 do / you / Who / with / live ?
- 3 family / tell / you / Can / about / your / me ?
- 4 get / to / How / do / school / you ?
- 5 favourite / What / your / subjects / are ?
- 6 favourite / your / sports / What / are ?
- 7 music / What's / favourite / your ?
- 8 holidays / Where / go / do / you / on ?

In pairs students interview each other. Ask them to work with a different partner to the previous activity.

**Answers:** 1 How old are you? 2 Who do you live with? 3 Can you tell me about your family? 4 How do you get to school? 5 What are your favourite subjects? 6 What are your favourite sports? 7 What's your favourite music? 8 Where do you go on holidays?

## 3&amp;4

## Interactive interview: Show jumping

## Before you watch

Look at the photos. What sport does Melissa do? What do you think she does every day?  
Would you like to do this sport?



## While you watch

1 Watch and write true (T) or false (F).

- 1 Ben and Mia meet Melissa at the stable where she keeps her horse.
- 2 Melissa's 14 years old.
- 3 She rides horses in competitions at an international level.
- 4 The easiest thing is travelling to competitions.
- 5 The most difficult thing is getting up in the morning.

2 Answer the questions about Melissa's horse.

- 1 What's his name? His name's Iffy.
- 2 How old is he? He's ..... years old.
- 3 Where's he from? He's from .....
- 4 How big is he? He's ..... cm tall.
- 5 How much does he weigh? He weighs ..... kg.

3 Complete the text.

early feeds hours box running gallop rides show

Melissa and her horse can canter, 1 gallop and jump. On a typical day at the stables, Melissa 2 ..... the horses and then 3 ..... She practises riding for two 4 ..... every day. She gets up 5 ..... when going to competitions and loads the horses into a horse 6 ..... to travel to the 7 ..... Melissa also enjoys cross country 8 ..... and playing netball.

## After you watch

Tell your partner about three sports or hobbies that you do and why you like them. Have you ever been in a show or competition? If not, would you like to? Why / Why not?

## 3&amp;4

**Interactive interview: Show jumping****Programme overview**

**Summary:** The presenters of the *Interactive* interviews, Ben and Mia, visit Melissa at the stable where she keeps her horse, Iffy. She tells them about her horse and what she does on a typical day at the stables and when competing. The presenters help at the stables by filling hay nets.

**Language:** This programme corresponds with Units 3 and 4 of *Interactive* Student's Book 1

**Grammar:** present simple and present continuous (Unit 3); verb + *-ing* (Unit 4); adverbs of manner; *good at* (Unit 4)

**Vocabulary:** outdoor activities (Unit 3); sports and sports words (Unit 4)

**Before you watch**

Pre-teach the words *gallop*, *horsebox*, *jump*, *show* and *stable*. Ask students to look at the photos of Melissa. What can they see? In pairs, students discuss the questions. Ask a few students to feed back to the class.

**While you watch**

- 1 Before watching again, students decide which sentences are true or false. Pause the video and ask students to give you the correct answers to the false sentences.

**Answers:** 2 T 3 F (She rides horses in competitions at a national level.) 4 F (The easiest thing is riding.) 5 T

- 2 Pause before and after this section of the video so that students can complete the gaps.

**Answers:** 2 six 3 Ireland 4 148 5 450

- 3 Students may need to listen to this section twice to get all the information. Before watching, ask them to complete the gaps from what they remember and by using the text to help them decide what's possible. Refer students back to the Before you watch section. Were their predictions about Melissa correct?

**Answers:** 2 feeds 3 rides 4 hours 5 early 6 box  
7 show 8 running

**After you watch**

Students talk about their sports and hobbies, including any interesting experiences they've had through them. Monitor and give students who have competed, exhibited work, been on TV etc. the opportunity to tell the class about it.

**Extension activity**

Classroom Olympics. Students will enjoy setting up an Olympic-style competition for the class. In groups they decide on an event they would like to run, for example, arm wrestling, synchronised dancing, tennis using a ball of paper, etc. Each group explains their competitive sport, the equipment needed and the rules to the rest of the class. They act as the referees and judges for their chosen sport while the other groups compete.

5&amp;6

## Interactive interview: A day at the zoo

## Before you watch

Match the jobs to the activities.

1 A chef

2 A sportsperson

3 A zookeeper

4 A TV presenter

A interviews people

B feeds animals

C cooks in a restaurant

D exercises every day

What's your dream job? Tell your partner why you'd like this job.

## While you watch

1 Tick (✓) the animals Ben and Mia see before they meet Rosa.

lemur cheetah owl parrot camel wallaby 

Can you name any other animals you see?

2 Watch and complete the sentences about Rosa's job.

- 1 When did you start your job here? I started my job six and a half years ago.
- 2 Why did you become a keeper? Because I love animals, particularly .....
- 3 What training do you need to do the job? I .....  
to college for six years and then I ..... on the job.
- 4 What do you have to do to work with wild animals? I work with the ..... so I have to work with meat.
- 5 What did you want to do when you were a child? Being a ..... was my dream job.
- 6 What's a typical day at work for you? I start at ..... in the morning, make breakfast for the animals, feed at ....., do some cleaning, have lunch at ....., make dinner for the animals and then hopefully I go home at .....

3 Rosa takes Ben and Mia to see some of the animals. Watch and write true (T) or false (F).

- 1 Camels come from India and Mongolia.  They come from China and Mongolia.
- 2 Camels live in dry deserts.
- 3 It's hot in the day and night where camels come from.
- 4 They don't like the weather in England.
- 5 The zoo has conservation projects in Australia and Bolivia.
- 6 Rosa says Ben and Mia can feed the lemurs and the foxes.
- 7 Lemurs live in fields and mountains.

## After you watch

Make a poster about a zoo or natural park you have visited. Write about what you did and the animals you saw. Find more information about one of the animals. Add pictures to your poster.

Joseph and Eva went to the city zoo. They saw lions, tigers and giraffes.  
Tigers live in forests and jungles in India ...

## 5&amp;6

**Interactive interview: A day at the zoo****Programme overview**

**Summary:** Ben and Mia visit Hamerton Wildlife Park where they interview Rosa, a zookeeper. Rosa talks about why she became a keeper and what she does at the zoo park. She tells Ben and Mia about some of the animals and they help her feed the lemurs and foxes.

**Language:** This programme corresponds with Units 5 and 6 of *Interactive Student's Book 1*

**Grammar:** present simple; past simple questions and answers (regular and irregular verbs) (Units 5 and 6)

**Vocabulary:** jobs (Unit 5); the natural world and animals (Unit 6)

**Before you watch**

Before watching the clip, ask students to match the activities to the jobs. Ask one or two students to feed back the answers.

**Answers:** 2 D 3 B 4 A

In pairs students talk about their dream jobs and what they need to do to make their dream come true. Ask some students to share their ideas with the class.

**While you watch**

- 1 Show the video clip from when Ben and Mia are standing beside the Hamerton Wildlife Park until they are sitting with Rosa outside the bird enclosure. After checking the answers to this question, show the video through once without stopping.

**Answers:** owl, parrot, wallaby

Other animals that appear in this part of the clip are:  
cranes, vultures, a monkey, a deer and a stork.

- 2 After watching the video through once, students complete as many sentences as they can before watching again to check their answers. Pause the clip when Rosa, Ben and Mia are at the camel enclosure.

**Answers:** 2 tigers 3 went; learnt 4 big cats  
5 zookeeper 6 8.30; 9.30; 1.00; 5.30

- 3 Students write T or F as they watch the rest of the clip. If you'd like them to correct the sentences which are false, give them time to make changes in pairs before watching the last part again to check their answers.

**Answers:** 2 T 3 F (It's very hot during the day and very cold at night.) 4 F (Rosa says they like the weather in England very much.) 5 F (The zoo has projects in Africa and Brazil.) 6 T 7 F (Lemurs live in forests and jungles.)

**After you watch**

In pairs or groups, students talk about their personal experiences of seeing animals in zoos or in the wild. Once they've decided on a particular trip, they make a poster about it. If they haven't been somewhere together, they can combine their experiences and imagine they went together. Students write about their visit and find out more facts about one of the animals they saw, adding photographs or pictures to their work.

7&amp;8

# Interactive interview: What did they eat?

## Before you watch

Look at the words in the box. Work with a partner. Which foods are good and which are bad for you?

tinned soup   fruit and vegetables   sliced bread   cheese and butter  
sweets   frozen fish   meat   milk   chocolate

## While you watch

- 1 • **Rations:** Fraser, a food scientist, talks about the food people ate in Britain 70 years ago. What rations does Fraser show Ben and Mia?

Every week one adult could have some <sup>1</sup>.....*sugar*....., some <sup>2</sup>....., an <sup>3</sup>....., some <sup>4</sup>..... and some <sup>5</sup>.....

- **Animals:** What animals did people sometimes keep in their gardens?

People kept ..... and .....

- **Fruit and vegetables:** What are some of the fruits and vegetables people ate 70 years ago?

.....  
.....



- 2 Next, Fraser talks about what people ate in the 1960s and 1970s. Number the foods in the order you hear them.

tinned soup    tinned fruit    bananas    orange juice    sliced bread    sweets

- 3 Finally, Fraser talks about the food we eat now. Complete the sentences with the words in the box.

pineapple   fish and chips   ~~frozen~~   shops   chocolate   curry sauce   ethnic

Now we eat a lot of <sup>1</sup>.....*frozen*..... food, like <sup>2</sup>..... . There are also many new fruits in the supermarkets, like avocados and <sup>3</sup>..... . We also eat a lot more <sup>4</sup>..... foods, such as <sup>5</sup>..... than before. We also eat a lot more <sup>6</sup>..... . We buy our food from very large <sup>7</sup>..... called supermarkets.

- 4 Fraser, Ben and Mia talk about their favourite foods. What are they?



Fraser



Mia



Ben

.....  
.....  
.....

## After you watch

Talk about food in your country. What food do you eat that your grandparents ate when they were young, and what food is new or from different countries?

## 7&amp;8

**Interactive interview: What did they eat?****Programme overview**

**Summary:** Ben and Mia visit Fraser, a food scientist who analyses food and gives advice about what people should eat. He talks about the history of food from 70 years ago to the present. In World War II, food was rationed (the government told people what they could eat and how much). People grew their own vegetables and kept chickens and rabbits. He then talks about the 1960s and 70s, when people started to eat tinned food and new kinds of fruit such as bananas. Finally he talks about the present day: shopping in supermarkets and the rise of frozen food, new exotic fruits and ethnic foods in the UK.

**Language:** This programme corresponds with Units 7 and 8 of *Interactive Student's Book 1*

**Grammar:** past simple (revision from Unit 6); a/an, some, any (Unit 7); a lot of, much and many (Unit 7); comparative adjectives (Unit 8)

**Vocabulary:** food and drink; food collocations (Unit 7)

**Before you watch**

Students work in pairs and look at the words in the box. They discuss which foods are healthy and unhealthy, and separate them into the two different categories. Answers are obviously open for discussion, but could include:

**Possible answers:**

**Good for you:** frozen fish, fruit and vegetables, cheese and butter, milk, meat

**Bad for you:** tinned soup, sliced bread, chocolate, sweets

Ask students if they can add any more foods to the two categories.

**While you watch**

- 1 Watch the clip until after the point where Fraser talks about food rations for adults in World War II. Pause and elicit answers from the whole class to complete the sentences.

**Answers: Rations:** 2 cheese 3 egg 4 butter 4 milk

**Animals:** chickens; rabbits **Fruit and vegetables:** apples; pears; cherries; potatoes; carrots; turnips

- 2 Students watch this part of the video, numbering the food they hear in order. Pause the video before Fraser talks about the food we eat now to check the answers as a class.

**Answers:** 2 tinned soup 3 sliced bread 4 bananas 5 orange juice 6 sweets

- 3 Students watch the next part of the video and complete question 3.

**Answers:** 2 fish and chips 3 pineapple 4 ethnic 5 curry sauce 6 chocolate 7 shops

- 4 In pairs, students answer these questions from memory. Ask them if any of these foods are their favourites and have a class discussion about their favourite foods.

**Answers: Fraser:** fish and chips; **Mia:** pizza; **Ben:** salad and fruit (bananas, strawberries and grapes)

**After you watch**

Start the discussion by writing some traditional foods from your country on the board (they may not have English names, but you can list the ingredients in English if you wish). After you have decided what traditional foods they know, in pairs students make a list of foods that are new to the country or come from different countries (for example, different kinds of fast food or ethnic restaurants).

9&10

# Interactive interview: Let's go shopping

## Before you watch

Work with a partner. Put the letters in the correct order and make clothes words.

- |  |                  |                |
|--|------------------|----------------|
| 1 sseccaeisro ..... <u>accessories</u> ..... | 4 tah .....      | 7 oeshs .....  |
| 2 ssdre .....                                | 5 frasc .....    | 8 shtri .....  |
| 3 nejas .....                                | 6 outrrses ..... | 9 ajktec ..... |

## While you watch

1 Ben and Mia shop for clothes in three different places. Complete the sentences with the correct words.

### The high street shop

Catfish is a 1..... clothes ..... shop for young people and teenagers. At the shop Cerys sells tops, 2....., T-shirts, shoes and handbags. They don't sell jewellery or 3..... They're busiest at the 4..... and in the school holidays. They have a 5..... where you can buy clothes for men and women online.



### The vintage clothing shop



At Pippa's shop you can buy vintage clothes. She shows Ben and Mia a cotton day 6..... which is about 7..... years old. She says that people buy vintage clothes because they're different and unique, and offer an alternative to 8..... clothes. She also shows them a 1950s hat which is typical of the period and came from 9.....

### The market stall

Prakash owns a market stall. He arrives at 7.45 every morning, stays all day and then packs up at 10..... in the evening. His market stall is open all year round: in spring, summer, autumn and winter. He has many different types of customers, but they are mainly 11....., locals and 12..... They buy scarves, 13....., accessories, bracelets and necklaces.



2 What does Ben buy from each shop?

The high street shop	The vintage clothing shop	The market stall

What's his costume for the fancy dress party?

What does Mia think of his clothes?

## After you watch

Your friend's having a fancy dress party at the weekend. Design your costume and write about it. Tell your partner what you're going to wear.





## Interactive interview: Let's go shopping

### Programme overview

**Summary:** Ben and Mia go shopping. First they go to a high street shop called Catfish, which sells clothes for young people, and meet Cerys. Then they talk to Pippa at her vintage shop. A vintage shop sells specially selected old clothing which can often be quite valuable. Finally they meet Prakash at his market stall, which sells accessories. Ben collects items of clothing from all three shop owners for a special event, and reveals at the end of the clip that he's going to a fancy dress party dressed as a cowboy.

**Language:** This programme corresponds with Units 9 and 10 of *Interactive Student's Book 1*

**Grammar:** present continuous and *going to* for future plans (Unit 9)

**Vocabulary:** shops and shopping (Unit 9); clothes and accessories (Unit 10)

### Before you watch

In pairs students write the words. Check the answers as a class before asking them to say whether they like shopping for clothes or not and why.

**Answers:** 2 dress 3 jeans 4 hat 5 scarf 6 trousers 7 shoes 8 shirt 9 jacket

### While you watch

- 1 After watching the video through once, students watch again to complete the three texts about the places Ben and Mia go shopping.

**The high street shop:** On second viewing, pause the video when Cerys gives Ben the bag and ask students what's inside (it's the cowboy shirt).

**Answers:** 2 jeans 3 belts 4 weekends 5 website

**The vintage shop:** Explain what a vintage shop is if necessary. On second viewing, pause the video when Pippa gives Ben the bag and ask students to tell you what's inside (it's the scarf).

**Answers:** 6 dress 7 70 8 modern 9 New York

**The market stall:** Students may need to watch this section a third time to complete the text as Prakash speaks quite quickly. Pause when Prakash gives Ben the bag for students to tell you what's inside (the cowboy hat).

**Answers:** 10 5.30pm 11 students 12 tourists 13 jewellery

- 2 Watch to the end before asking students to tell you what Ben bought at each shop and why. Ask your students what they think of Ben's fancy dress.

**Answers:** **The high street shop:** shirt **The vintage clothing shop:** scarf **The market stall:** hat  
He's going to a fancy dress party on Saturday dressed as a cowboy. Mia doesn't like his fancy dress costume.

### After you watch

In pairs, students talk for about a minute, deciding what they would like to wear to a fancy dress party. After drawing their outfit, they then label the clothes and write a description of the outfit. You could ask them to add more information (colour, material etc.).

### Extension activity

If you have access to fashion magazines, students could cut out clothes from the magazines to make a collage. Students then describe the outfit they have made and present their artwork to the class.

11&12

# Interactive interview: Super fans

### Before you watch




Match the activity to the fan. Write *S* for sports fan, *M* for music fan and *C* for cinema fan (sometimes there is more than one answer).

1 Play football ..... <i>S</i> .....	6 Watch films .....
2 Buy albums .....	7 Collect posters .....
3 Download music .....	8 Go to concerts .....
4 Watch tennis .....	9 Go to games .....
5 Play an instrument .....	10 Buy tickets .....

Are you a fan of any activity? What's your favourite hobby?

### While you watch

1 Watch and write the information under the fans.

			
Name	.....	..... <i>Annabel</i> .....	.....
Fan of	.....	.....	..... <i>cinema</i> .....
Uses technology to	..... <i>logs in to Blink 182</i> .....	.....	..... <i>email friends about</i> .....
	..... <i>website, downloads</i> .....	.....	..... <i>films, read about films</i> .....
	..... <i>music</i> .....	.....	..... <i>on movie database</i> .....

2 Watch again and write *T* (Tom), *W* (William) or *A* (Annabel) in the boxes.

1 I'm a big fan of the band Blink 182. <input checked="" type="checkbox"/>	2 The sound's louder and the screen's bigger. <input type="checkbox"/>	3 I feel very interested and often surprised. <input type="checkbox"/>	4 Yes I do. I use IMDb. <input type="checkbox"/>
5 About twice a month. <input type="checkbox"/>	6 I'm flying to Dublin in August. <input type="checkbox"/>	7 I often log in to keep up to date. <input type="checkbox"/>	8 I'm going to see <i>Oliver</i> in the West End with my friends. <input type="checkbox"/>
9 I saw her in <i>Wicked</i> in 2009. <input type="checkbox"/>	10 I have my own blog. <input type="checkbox"/>	11 <i>The Day After Tomorrow</i> . <input type="checkbox"/>	12 My dad has a large collection. <input type="checkbox"/>

### After you watch

Annabel collects postcards from the shows she goes to. Draw a postcard of your favourite hobby, sport or interest. Write about your interest and how long you've been a fan on the back of your postcard.



11&amp;12

**Interactive interview: Super fans****Programme overview**

**Summary:** Ben and Mia interview three teenagers who are interested in the world of entertainment. Tom is a fan of the band Blink 182, Annabel is a fan of musical theatre (where actors sing, dance and act as part of the performance), and William is a fan of the cinema. They actively pursue their interests and use the internet to keep up with and write about them. Tom and Annabel collect memorabilia (souvenirs) of their hobbies.

**Language:** This programme corresponds with Units 11 and 12 of *Interactive Student's Book 1*

**Grammar:** present perfect statements and questions (Unit 11); future with *going to* (Unit 12)

**Vocabulary:** entertainment and films (Unit 11); music and adjectives for feelings (Unit 12)

**Before you watch**

Decide as a class which activities go with each type of fan and ask some students for answers. Ask your students if they do any of these activities.

If any are fans and actively pursue an interest, ask them to tell the class about their hobby.

**Answers:** 2 M 3 M 4 S 5 M 6 C 7 S, M, C  
8 M 9 S 10 S, M, C

**While you watch**

- 1 After watching the video through once, students write the information under the photos of the super fans.

**Answers: Tom:** music; logs in to the Blink 182 website; downloads music  
**Annabel:** musical theatre; uses internet fan sites; writes a blog about musical theatre  
**William:** cinema; emails his friends to tell them about films; uses a movie database called IMDb

- 2 Watch the video clip again. Students decide which fan said each sentence in the speech bubbles. They then watch once more, listening carefully to check their answers.

**Answers:** 2 W 3 A 4 W 5 W 6 T 7 T 8 A  
9 A 10 A 11 W 12 T

**After you watch**

Give each student a blank piece of paper (or better still, a postcard-sized piece of card). Elicit possible hobbies and interests and how these could be represented on a postcard, using Annabel's *Wicked* postcard from the clip as an example. Students draw their pictures and write a short text on the back before telling their partner about their interest and how their picture represents it.

**Extension activity**

Students colour their postcards. They 'send' the postcard to a classmate who reads it and writes a short note asking more questions about their hobby, which students reply to. Display the postcards and letters on the notice board. If you have access to computers, the information could be collected and put together on a blog about the students' interests.

# Interactive DVD 1

## Video scripts: *Talking Heads*

### Unit 1

#### Who do you live with?

**Girl 1:** I live with my mum and my dad, I have a brother and a sister and I have two pet dogs called Eli and Tara.

**Girl 2:** I just live with my mum, although I do have an older and a younger sister and a father but I don't live with any of them, and I did have a pet hamster called Emma but she died a few years ago.

#### What do you do at the weekends?

**Girl:** At the weekends, I like to go into town with my friends. We like to look at the shops and have something to eat.

**Boy:** On the weekend, I like to go to the shopping centres with my friends. We like to go to the clothes shops and the sports shops.

### Unit 2

#### What's your daily routine?

**Girl 1:** I wake up at 7 o'clock and I have a shower and I eat my breakfast and then I go to school. At school I talk with my friends and go to registration first. Then at lunchtime me and my friends go into the playground and talk some more. When I get home from school, I have another shower and I read, do my homework.

**Girl 2:** I usually wake up around 6.45 but I don't usually get up until around 7. And then I get dressed, and I eat breakfast and I leave for school, but I don't usually get there, well, I usually get there before school starts and so I talk to my friends or I do homework. Then I do the lessons and then I come home and it's quite early, so I read books, or listen to music, or watch TV, or do more homework.

#### What's your favourite school subject?

**Girl 1:** I enjoy subjects like Maths and Science because I'm good at them and find them very interesting.

**Girl 2:** My favourite school subject is definitely English because it's always been my dream to be an author and to write books.

### Unit 3

#### What do you usually do on holiday?

**Girl:** On holiday I like to go fishing and listen to music and read my books. I enjoy going to the seaside because it's nice and sunny.

**Boy:** When I'm on holiday I like to go to the beach with my family and cousins, and I also like to swim in the river with my friends.

#### What's your favourite kind of weather?

**Girl:** Well, I prefer sunny weather because, well, it's hot and lovely.

**Boy:** My favourite kind of weather is when it's hot but not too hot because you get uncomfortable.

### Unit 4

#### What sports do you do?

**Girl 1:** I enjoy playing netball and football and I also like rugby at school. I also enjoy playing games like hockey and basketball.

**Girl 2:** I really enjoy running and doing athletics but I also liked it when we did rounders and cricket, though I don't know whether I'm any good at them!

#### What sports are you good at? Why?

**Girl:** I'm quite good at games like netball and basketball because I'm quite a quick runner and I'm good at catching the ball. In rugby I'm good at passing the ball and throwing it.

**Boy:** I play both tennis and football. I'm better at tennis just because I'm better at hitting the ball, but I'm not very good at kicking the ball.

## Unit 5

### Who is your favourite famous person? Why?

**Boy:** My favourite famous person would probably be somebody like Jimi Hendrix because he's really good at what he does and I quite like the guitar.

**Girl:** My favourite famous person is Lady Gaga because I like the type of music she makes.

### What's your dream job?

**Boy:** My dream job would be a detective because I love watching police dramas.

**Girl:** When I leave school, I would like to go to university and become a doctor because I like science and helping people.

## Unit 6

### Do you have any pets?

**Boy:** I have two cats called Benny and Niffy and I also have a lizard called Tomkim who loves lying in the sun by my window.

**Girl:** I have a cat and she's called Milly. She is black and she has hazel coloured eyes and she likes playing in the garden.

### Where do you like to go on holiday?

**Boy:** When I go on holiday, I like to go to a small village in the south of France because it has a river that you can swim in.

**Girl:** I like to go on holiday to Spain because it is very hot, and the sea is blue and there are sandy beaches.

## Unit 7

### What's your favourite food?

**Girl:** My favourite food is spaghetti Bolognese because my mum is good at cooking it and I like the herbs and spices that she puts in it.

**Boy:** My favourite food is chicken. I usually have it at a restaurant called Nando's, which is Portuguese, and in my burgers I like ketchup and mayonnaise.

### Do you like cooking?

**Girl:** I like cooking because my uncle's a chef and he teaches me things to cook and my nana's a good cook as well.

**Boy:** I don't like to cook, but if I do have to cook, I'll do something simple like reheat a pizza or cook some pasta.

## Unit 8

### Where do you live?

**Girl:** I live in a flat with my mum and my brother. It's got two bedrooms, a bathroom, a kitchen and a front room, and I don't have a garden.

**Boy:** My house has five bedrooms, two bathrooms and a very large cellar. My family live nearby so they all come over, and everyone sits in the living room which makes it very noisy.

### Can you describe your bedroom?

**Girl:** I've got a small room. It's cream, baby blue and brown and I have a single bed. I've got a computer table for my computer and a dressing table with all my jewellery.

**Boy:** In my bedroom, I have a big TV. I also have a double bed and I have a games console which I play a lot. Around my room, I have posters which have something to do with football and Manchester United.

## Unit 9

### What do you do at the weekends?

**Girl:** At the weekends I go out with my friends to the local park. I don't like going into town where all the shops are because I don't like shopping.

**Boy:** At the weekend I like to get together with my friends and play music. At the moment, I play lead guitar with a few bands.

### How do you get to the station from here?

**Girl:** From here you go out of the gate and turn right, go straight on down the street to the junction, then turn left and the tram station is there.

**Boy:** If you go through the main gate, you turn right and then you go straight down the road and on your left hand side there is a sign that says 'Prestwich Metrolink stop'. And that is where the Met stops.

## Unit 10

### What are your favourite shops?

**Boy:** My favourite shops are Topman and Republic. Those are both clothing shops where you can buy many different clothes. Also Nike is a favourite shop of mine where you can get sports clothing.

**Girl:** When I go shopping, I like to go to clothes shops and if I get an outfit, I like to go and get a bracelet or a necklace to go with it from an accessory shop.

### What clothes do you wear in the summer/winter?

**Girl:** In the summer I wear shorts, sandals and short sleeved T-shirts to keep cool, and in the winter I wear long trousers with jumpers to keep warm.

**Boy:** In the winter I like to wear woolly jumpers and tracksuit bottoms; they keep me warm. But during the summer I like to wear V-neck tops and beach shorts because they keep me cool.

## Unit 11

### What do you do in your free time?

**Girl:** In my free time, I watch DVDs, listen to music and play rounders.

**Boy:** In my free time, I like to play football, watch films and listen to music.

### What kind of films do you like to watch?

**Girl 1:** The movies I like to watch are dramas, comedies and I like a good thriller.

**Girl 2:** When I go to the cinema, I like to watch chick flicks, which are romantic comedies and I also like to watch scary films.

## Unit 12

### What are you frightened of?

**Girl 1:** I am frightened of spiders because they have long legs, they move fast and they are hairy.

**Girl 2:** I get frightened when everything goes quiet in a conversation; I feel like I have to say something.

### Have you ever been to a fancy dress party? What did you go as?

**Boy:** When I went to a fancy dress party I dressed as Woody out of *Toy Story*.

**Girl:** I went to a fancy dress party. I went as a sailor. I wore a dress and a sailor's hat.

# Interactive DVD 1

## Video scripts: *Interactive* interviews

### Units 1&2: *Meet my family*

**Ben:** Hello, my name is Ben.  
**Mia:** And I'm Mia.  
**Ben:** We're the presenters of the *Interactive* interviews and today we're talking to a British teenager.  
**Mia:** We're visiting Lauren, who's 16 and lives in Stevenage.  
**Ben:** What number is Lauren's house, Mia?  
**Mia:** Number 57. Here we are.  
**Mia:** Hi Lauren.  
**Lauren:** Hi Mia. Hi Ben. Come in.

\*\*\*

**Ben:** We want to learn more about you and your family. Tell us about yourself.  
**Lauren:** My name is Lauren. I'm 16, I live in Stevenage, near London and this is my house.  
**Mia:** Who do you live with?  
**Lauren:** I live with my mum, my dad and my two brothers.  
**Ben:** What does your mum do?  
**Lauren:** She's a teacher.  
**Mia:** What does your dad do?  
**Lauren:** He works in an airport.  
**Ben:** Are any of your family in now? Can we meet them?  
**Lauren:** Yeah. Come on.

\*\*\*

**Lauren:** This is my mum, Beverley.  
**Ben and Mia:** Hi Beverley.  
**Beverley:** Hi guys. Nice to meet you.  
**Lauren:** She works at a school, but she's at home today.

\*\*\*

**Lauren:** This is my brother, Dan.  
**Ben:** Hi Dan.  
**Dan:** Hello.  
**Lauren:** Dan's 12 and likes basketball and computer games.

\*\*\*

**Lauren:** This is my other brother, Tom.  
**Mia:** Hi Tom.  
**Tom:** Hi guys.  
**Lauren:** Tom's 15 and likes football and cricket.

\*\*\*

**Mia:** Let's look at your photos, Lauren. Who's this?  
**Lauren:** That's my cousin. She's 21 and lives in London. She works in a clothes shop.  
**Ben:** And who's this?  
**Lauren:** That's my granddad. He's 65 and he lives in Welwyn, but he comes from Scotland. This is my great grandma. She's 104. She's 105 in May. She's very old.

\*\*\*

**Mia:** Where do you go to school?

- Lauren:** I go to a college near to my house. My brother Tom goes to the same school as me.
- Mia:** How do you get to school?
- Lauren:** My mum usually drives me, but sometimes I ride my bike.
- Ben:** What do you study at school, and what's your favourite subject?
- Lauren:** I study English, History and Science. My favourite subject is Drama, but I don't like Maths.
- Mia:** What do you do when you are not at school, Lauren?
- Lauren:** I sing and dance in an Art School and sometimes I go out with my friends at the weekend.
- Ben:** What's your favourite sport?
- Lauren:** I like swimming and tennis.
- Mia:** Do you listen to music?
- Lauren:** Yes, I listen to music in my bedroom. I like pop music, but I don't like rock music.
- Ben:** Do you go on holiday with your family?
- Lauren:** Yes, every year in the summer.
- Mia:** Where do you go on holiday?
- Lauren:** We usually go to France, but sometimes, we go to Spain.
- \*\*\*
- Ben:** Thanks for talking to us Lauren.
- Mia:** It was really interesting to meet you and your family. Goodbye.
- Ben:** See you again soon.
- Lauren:** Bye!



**Units 3&4: Show jumping**

**Mia:** Hello. Today we are at a stables in Essex to visit a girl who rides her horse in competitions.  
**Ben:** Yes. Melissa is 14 years old and rides her horse in riding competitions at a national level.  
**Mia:** We want to find out what it's like to look after a horse and what you have to do to be good at this sport.  
**Ben:** So let's go to the stables where Melissa is waiting to meet us.

\*\*\*

**Melissa:** Hi, I'm Melissa.  
**Mia:** Hi, I'm Mia.  
**Ben:** Hi, I'm Ben.  
**Mia:** So, what do you like most about horse riding?  
**Melissa:** I like going to competitions and show jumping competitions best.  
**Ben:** So, what do you find difficult and what do you find easy?  
**Melissa:** I find it easy riding and I find it difficult getting up in the morning.  
**Ben:** How old is your horse?  
**Melissa:** My horse Iffy is six years old.  
**Ben:** What type of horse is he?  
**Melissa:** Iffy is a Connemara from Ireland.  
**Mia:** How big is your horse?  
**Melissa:** He is 148 centimetres and weighs about 450 kilogrammes.  
**Ben:** What can you and your horse do?  
**Melissa:** We can do everything: canter, gallop and jump.  
**Mia:** What is a typical day here at the stables?  
**Melissa:** I feed the horses, give them water and then ride. That's the best bit.  
**Ben:** How long do you practise horse riding each day?  
**Melissa:** I practise with Iffy two hours a day.  
**Ben:** What's a typical day like when you are competing?  
**Melissa:** I have to get up very early. I come down, get the horses ready to travel and then load them in the horse box. Then we travel to a show.  
**Mia:** What other sports are you good at?  
**Melissa:** I love cross country running and I also enjoy netball.  
**Ben:** Can we help you today?  
**Melissa:** Of course! Let's go and fill some hay nets.

\*\*\*

**Melissa:** Put your foot on it. Do you want to take over?  
**Ben:** Yup. Thanks.  
**Melissa:** See you later.  
**Ben:** This is hard work.  
**Mia:** I want to ride a horse.  
**Melissa:** Well done. Let's take it to the stables.  
**Ben:** Thanks for showing us around, and good luck with your next competition. Goodbye.  
**Melissa:** Bye.

**Units 5&6: A day at the zoo**

- Mia:** Hello. Today we're in Hamerton at a zoo park.
- Ben:** We're here to find out what it's like to work with wild animals and what other jobs people do here at Hamerton.
- Mia:** We also want to learn about where the animals come from.
- Ben:** So let's go in and meet Rosa, a zookeeper who works here at the zoo.
- \*\*\*
- Mia:** We're here at the bird enclosure and this is Rosa. So, Rosa, when did you start your job here?
- Rosa:** This is my first job and I started six and a half years ago.
- Ben:** Why did you become a keeper?
- Rosa:** Because I love animals, particularly tigers, and I thought this would be the best way of working with tigers.
- Mia:** What training do you need to do the job?
- Rosa:** I went to college for three years, and then I learned on the job.
- Ben:** What do you have to do to work with wild animals?
- Rosa:** I work with the big cats so you have to work with meat, so it's not a good idea to be a vegetarian.
- Mia:** What did you want to do when you were a child?
- Rosa:** I've always loved animals and being a zookeeper was my dream job.
- Mia:** What other jobs do people do at Hamerton?
- Rosa:** There are lots of jobs: shop staff, receptionists and of course, lots of zookeepers.
- Ben:** What's a typical day at work for you?
- Rosa:** I start at 8.30 in the morning, make breakfast for the animals, feed at 9.30, do some cleaning, have lunch at 1 o'clock, make dinner for the animals and then hopefully I go home at 5.30.
- \*\*\*
- Mia:** Where do camels come from?
- Rosa:** They come from China and Mongolia.
- Ben:** What sort of environment do camels live in?
- Rosa:** They live in dry deserts.
- Mia:** What's the weather like where the camels come from? Is it difficult for them to live in England?
- Rosa:** It's very hot during the day and very cold at night, so they like this weather very much.
- Ben:** Does the zoo do any conservation projects?
- Rosa:** Yes we do. We do conservation projects in Africa and Brazil and we have a breeding programme for our cheetahs.
- Mia:** We'd love to work with animals, wouldn't we Ben?
- Ben:** Yes. Is there anything we can do to help today?
- Rosa:** Yes. You can come and feed the lemurs and the foxes.
- \*\*\*
- Ben:** Where do these lemurs come from?
- Rosa:** They come from the island of Madagascar, off the east coast of Africa.
- Mia:** What sort of environment do the lemurs live in?
- Rosa:** They live in forest and jungle.
- Ben:** What's the weather like where the lemurs come from?

**Rosa:** It can be very hot and very wet in the rainy season.

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**Ben:** Thanks for talking to us Rosa. You have a really interesting job.

**Mia:** And good luck with the conservation projects.

**Rosa:** Thank you very much. We'll see you again. Bye.

**Ben and Mia:** Bye.

**Units 7&8: What did they eat?**

**Mia:** Hello. Today we're in a town called Reading in the west of England.

**Ben:** We're here to meet a food expert called Fraser. He knows a lot about the history of food. He's going to tell us all about food in Britain in the last 70 years. Is this the right house?

**Mia:** I think so. Let's see.

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**Fraser:** Hello, Ben. Hello, Mia. Come through to the kitchen.

**Mia:** So, Fraser, what is your job?

**Fraser:** I'm a food scientist. I analyse food, I find out what it's made of, I then tell you whether it is good for you or bad for you.

**Ben:** Did we eat very different food 70 years ago?

**Fraser:** Yes we did. 70 years ago we were in the middle of World War II and food was rationed, and here's a typical example of what one adult could have in a week: some sugar, some cheese, an egg, some butter and, of course milk. People grew vegetables and also they kept chickens, and you could keep the eggs from the chickens and sometimes, as in my case, we kept rabbits and we ate those at Christmas too.

**Mia:** Where did people go shopping?

**Fraser:** It was very different then than it is today. We went to the corner shop or to one of the local shops.

**Ben:** Did they eat lots of fruit and vegetables?

**Fraser:** Yes they did. You could buy fruit and vegetables from the local greengrocer, so you would have apples and pears and cherries in season and you would have potatoes and carrots and turnips in the winter.

**Mia:** What did people eat in the 1960s and the 1970s?

**Fraser:** Well, food rationing lasted until the middle of the 1950s. Food was produced in tins like tinned fruit or tinned soup. Bread was often sold as sliced bread. And then people started to introduce new kinds of fruit, and here is an example, the banana. We used to get orange juice, which was much better than concentrated orange juice, and finally, we managed to get back our sweets.

**Ben:** What do we eat now that people didn't eat in the 1970s?

**Fraser:** We eat a lot of frozen food, like this frozen fish and frozen chips. We find many different kinds of fruits now in the supermarkets. This is an avocado and this is a pineapple. We also eat a lot more ethnic food. This is food from other countries and this is an example: it's a curry sauce which comes from a country like India. And finally, we eat a lot more chocolate than we used to.

**Mia:** Are the shops different now?

**Fraser:** Yes, they're very different. We have very large shops selling a wide range of fresh, frozen and dried foods from all over the world. You can buy fruits and vegetables from many, many different countries. These are called supermarkets and they sell all the different sorts of food that we like.

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**Ben:** What's your favourite food Fraser?

**Fraser:** Fish and chips.

**Mia:** My favourite food is pizza.

**Ben:** I like salad. I like fruit. Bananas, strawberries and grapes are my favourite.

**Mia:** I'm hungry. Let's try some of the food from after the War.

**Ben:** Let's try the cheese pie. It tastes better than I thought.

**Mia:** I think it's disgusting. I'm glad we don't have rations now.

**Ben:** You try the powdered potato.

**Mia:** I really like it. It's delicious.

**Ben:** It looks horrible. I'd like a cheese sandwich. I think that would be better than powdered potato. I'm glad we have sliced bread now. It's easier to make a sandwich now than in the 1940s.

**Units 9&10: Let's go shopping**

**Ben:** Hello. Today, we're going shopping.  
**Mia:** I really enjoy buying clothes so today is going to be fun!  
**Ben:** We're going to visit different places where people buy clothes. We're going to a high street shop, a place that sells clothes from the past, and see what's on sale in our local market.  
**Mia:** With a bit of luck I can try on some really trendy things.  
**Ben:** And I'm looking for something for a special event.  
**Mia:** What event is that?  
**Ben:** It's a secret. Now let's go see what we can find.

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**Cerys:** Hi, I'm Cerys. Welcome to Catfish.  
**Ben:** Hi, I'm Ben.  
**Mia:** Hi, I'm Mia.  
**Ben:** What sort of clothes do you sell?  
**Cerys:** We sell clothes for young people and teenagers. We sell tops and jeans and T-shirts.  
**Mia:** Do you sell accessories?  
**Cerys:** We sell shoes and handbags but not jewellery or belts.  
**Ben:** What days are you busiest?  
**Cerys:** We're busiest at the weekends and during the school holidays with lots of school children.  
**Mia:** Do you sell clothes online?  
**Cerys:** Yes, all our clothes are on our website where you can shop for men and women. Ben, I think this is what you wanted.  
**Ben:** Thanks.  
**Mia:** What's that?  
**Ben:** It's a secret. Thanks. Bye.  
**Mia:** Goodbye.  
**Cerys:** Bye.

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**Ben:** This is a shop that sells vintage clothes.  
**Mia:** Let's go in and take a look.  
**Ben:** Hello Pippa. I'm Ben and this is Mia.  
**Pippa:** Hello Ben, hello Mia. Nice to meet you.  
**Mia:** Can you show us one of the dresses you sell?  
**Pippa:** Yes. This is a 1930s cotton day dress and it's about 70 years old.  
**Ben:** Why do people buy vintage clothes?  
**Pippa:** They buy vintage because it's different and unique and it offers an alternative to modern clothes.  
**Mia:** Do you sell accessories to go with the vintage clothes?  
**Pippa:** Yes, I can show you a 1950s hat. This is typical of the period and came from New York.  
**Ben:** Pippa, did you find what I needed?  
**Pippa:** Yes. Here it is, and thank you.  
**Ben:** Thanks.  
**Ben and Mia:** Bye.  
**Pippa:** Bye.

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**Ben:** Hi Prakash.  
**Prakash:** Hi Ben, hi Mia.  
**Ben:** What time do you arrive in the morning?  
**Prakash:** I arrive at quarter to eight in the morning. I stay here all day and then I pack up at half past five in the evenings.  
**Mia:** Are you here all year round?  
**Prakash:** Yes I am. Spring, summer, autumn and winter.  
**Ben:** Who are your main customers?  
**Prakash:** I have many different types of customers, but mainly tourists, locals and the students.  
**Ben:** What sort of things do they buy?  
**Prakash:** They buy lots of things, mainly scarves, jewellery, accessories, bracelets and necklaces. Here you are Ben. I've got something for you.  
**Ben:** Thanks. And thanks for talking to us.  
**Prakash:** You're welcome.  
**Ben and Mia:** Bye.  
**Prakash:** Bye bye.

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**Ben:** Today we've seen all sorts of clothes in lots of different shops.  
**Mia:** So, Ben, what clothes did you buy?  
**Ben:** Today I bought my costume for my friend's fancy dress party on Saturday. I got the shirt from the high street shop, I got the scarf from the vintage shop and the hat from the market. What do you think? What?

**Units 11&12: Super fans**

**Ben:** Hello. Today we've come to meet three friends who are huge fans of theatre, cinema and music.

**Mia:** Yes. They each follow their own interests by going to concerts, plays and films, but also communicate with each other and other fans using technology.

**Ben:** They use blogs and websites to keep in touch and also book tickets online for theatre, cinema and music events.

**Mia:** So, let's go and meet them and see some of the things they've picked up on their adventures as super fans.

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**Ben:** First we're going to talk to Tom, who's interested in music. What type of bands or music do you like?

**Tom:** I'm a big fan of the band Blink 182, which my dad introduced me to when I was younger.

**Mia:** How many times have you seen them in concert?

**Tom:** I've seen them in concert three times, most recently last year.

**Ben:** How did you feel the first time you saw them in concert?

**Tom:** It was a fantastic feeling and it was great to see my favourite band on stage.

**Mia:** When are you going to see them next, and where?

**Tom:** I'm flying to Dublin in August to see them in a big concert with my dad.

**Ben:** Do you keep in contact with other fans on the Blink 182 website?

**Tom:** Yes, I often log in to keep up to date with tour dates, albums and news.

**Mia:** Do you have all their CDs and DVDs?

**Tom:** My dad has a large collection and I often download their music too.

**Ben:** You've brought along some memorabilia. Could you tell us about it?

**Tom:** Yes. This is a poster I bought from a concert last year. I usually have it on my bedroom wall.

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**Ben:** And now we've come to talk to Annabel, who's a fan of musical theatre. So when did you become a fan of musical theatre?

**Annabel:** 11 years ago when I started a local performing arts school called Stagecoach.

**Mia:** Who is your favourite performer and when did you last see them?

**Annabel:** Kerry Ellis. She does a lot of shows in the West End in London and I saw her in *Wicked* in 2009.

**Ben:** How do you keep in contact with other fans?

**Annabel:** By using the Internet which has fan sites. I have my own blog and I write about musical theatre.

**Ben:** How does going to the theatre make you feel?

**Annabel:** When I see shows, I feel very interested and often surprised at what is happening. It makes me happy.

**Mia:** Do you have any memorabilia from your visits to the theatre?

**Annabel:** Yes. I always collect posters and postcards when I go to see shows. I've brought some with me today. When I went to see *Wicked* last year, I got these two postcards. And when I saw *Footloose* this year I got a poster.

**Mia:** What are you going to see next?

**Annabel:** I am going to see *Oliver* in the West End with my friends in the summer.

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**Mia:** Next we're going to talk to William, who's a big fan of cinema. So, William, what's your favourite type of film?

- William:** My favourite type of films are action movies and disaster movies, because they're exciting to watch.
- Ben:** How long have you been interested in cinema?
- William:** My parents took me to see my first film when I was six and I've been interested in films ever since.
- Ben:** How often do you go to the cinema?
- William:** I go to the cinema about twice a month.
- Mia:** Do you prefer watching films at home or at the cinema?
- William:** I prefer watching films at the cinema because the sound is louder and the screen is bigger.
- Ben:** Do you have a favourite actor?
- William:** My favourite actor is Anne Hathaway, because she can play any role.
- Mia:** What's your favourite film?
- William:** My favourite film is *The Day after Tomorrow*, because it's thrilling to watch.
- Ben:** Do you discuss films on the Internet?
- William:** I usually email my friends to tell them about good films or bad films that I have seen.
- Mia:** Do you use the Internet to get information about films?
- William:** Yes I do. I use IMDb, which is a movie database, with lots of information about films.
- \*\*\*
- Mia:** Wow. Thomas, Annabel and William really are super fans.
- Ben:** I know. They are so enthusiastic about films, music and the theatre.
- Mia:** I didn't realise there was so much going on in the world of entertainment.
- Ben:** So thanks to Thomas, Annabel and William. Thanks.
- T, A, W:** Goodbye.
- Ben and Mia:** Goodbye.