

Interactive DVD 3: Introduction

Interactive DVD 3 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 3*, 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 3*. 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 teaching 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 3*, 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 3* 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.

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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 3* 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 3 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 3*). 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 3).

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 3. 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.

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Pronunciation sections: Overview

The Pronunciation sections in *Interactive DVD 3* 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 3*. 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 3.
- 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 3 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 3 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 in the Pronunciation sections and make sure students practise saying them and remembering their meanings at regular intervals.

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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 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 open 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.

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Talking Heads Answer Worksheet

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

Unit 1

What do you think are the best ways of keeping fit?

What did you use to do after school when you were a child?

Pause the video on the first question. Before watching, students predict the keep fit activities the teenagers will talk about (going to the gym and using the weight machine, dancing, walking and working out with a DVD). Do students keep fit in the same way? In pairs, students talk about the activities they do. Ask the class to say how they can keep fit and have fun at the same time. Before watching the second video clip, elicit the kinds of routines a child has when they are young (the speakers used to watch children's TV, had a daily routine, went to art classes, rode bikes and did their homework before going to bed). How were their experiences similar to the speakers? What's different about their after school routines now that they are older?

Unit 2

Which modern invention do you think has most changed our lives?

What's your favourite piece of modern technology?

As the two questions are related, write both of them on the board and ask students to predict what they will hear (speakers mention the internet, computers and air travel; their favourite pieces of modern technology are the internet, the iPod and iPhone). After watching, divide the class into two groups: in the first group, each student prepares a one minute presentation on an important invention and how it has changed their lives. Students in the other group speak for the same amount of time about their favourite piece of modern technology and why they like it. Students could do a class survey to see which modern invention is the most popular and make a bar chart showing the results.

Unit 3

What's the most extreme weather you've ever experienced?

What do you think you'll be doing in five years' time?

Before watching the first interviews, brainstorm extreme weather conditions (e.g. flooding, thunderstorms, tsunamis, volcanic explosions etc). Two speakers had problems while on holiday (very humid weather in Japan and when a cable car stopped half way up a mountain in a thunderstorm) and one was unable to leave his village for three weeks because of heavy snow. As a class, decide which was the worst and see if students have their own extreme weather experiences to tell. Pause the video on the second question and ask students to think about how they would answer this question (the speakers hope to be doing an MA in film studies, playing football for Manchester United and teaching primary children). After watching, put students in pairs to share their thoughts on their future.

Unit 4

When you fall out with your friends, what do you do to make up with them?

If you could do any job, what would you do?

Before watching, elicit the meanings of the phrasal verbs to fall out and to make up (we fall out with our friends if we become angry with them, for example through an argument, and we make up by becoming friends again). After watching, ask students what kinds of things make people fall out. How do they resolve their problems with their friends? Pause the video on the second question. Students write individual lists of jobs they think they might hear (two want to be professional footballers and one would like to work in children's TV). Students tick the jobs they hear and then share their lists with a partner, discussing which jobs on their partner's list they would or wouldn't like to do and why.

Unit 5

What's your favourite way of learning?

Should students be allowed to choose what subjects they study in school?

Before watching, write the topic of Study and school subjects on the board. How do your students remember what they're learning? What subjects do they like best and why? Watch the entire video. The speakers talk about making notes, typing them up, having interesting teachers and using the internet to do more research and think that when we're young we need to study maths, English and science. The speakers also talk about the subjects they're doing now (history, psychology, classical civilisation, politics and biology) and why they're necessary for their careers (a midwife is a person who helps deliver babies). Do your students agree that young children need to study the basics? Are the subjects mentioned different from the ones your students do, and if so, would they like to have these options? Extend the activity further by asking students to make Tips for studying posters (both serious and humorous).

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Unit 6

Why do you think reality TV programmes have become so popular?

If you want to be good at something, is talent or practice more important?

Before watching, elicit what reality TV programmes are (shows where 'real-life' people are followed in a situation, game etc) and get examples of those on TV at present. Do students watch any of them, and why or why not? Do students agree with the speakers that they're full of drama, funny and entertaining? Before watching the second clip, ask students to tell you the difference between talent (a natural gift) and practice (repeatedly working at something to get good at it; the speakers agree that both are necessary). After watching, students talk about the subjects, sports and hobbies they're good at. Why do they find them easy? Are there any activities they enjoy but have to practise to get better at? Extend by having groups of students write short dialogues for a reality, game or talent show, acting their mini-plays out for the class.

Unit 7

What's the most incredible thing that's ever happened to you?

Why do people watch terrifying films?

In pairs, students write a list of amazing things that could happen to someone before watching the first part of the video. Which speaker's experience was the most incredible: flying over the Grand Canyon in a helicopter, moving to England as a child or learning to drive? Once they see how different an incredible experience can be, students could speak or write about a personal positive experience to share. Teenagers often like terrifying films (horror films). What makes them scary? After students have discussed this quickly as a class, watch the video. Do students agree with the speaker who says it's because they're exciting or the one who thinks they are like a puzzle? How many students don't like frightening films at all, or if they're too realistic?

Unit 8

Do you think that teenagers spend too much time online?

What problems can the internet create for some teenagers?

As the two questions are related, you may wish to write the questions on the board before watching the video right through. Ask students to list the positives and negatives of the internet and being online, and write their thoughts in two columns on the board. You may wish to ensure that cyber bullying (people being harassed online) is put down as a problem as this is discussed by two of the students. What are some solutions to cyber bullying and spending too much time on the internet? Ask students to think of ideas in pairs before you discuss these issues as a class.

Unit 9

Why are images of actors and models often altered in photographs?

Why do people tell white lies?

Using images which show people who have been altered in advertising and glossy magazines, brainstorm the reasons for this phenomenon as a class. The speakers say that people are made to look better to make more money for companies. Can your students tell when images have been altered and do they want to buy products as a result? Before watching the second part, elicit the meaning of 'white lies' (saying something that isn't true to make someone feel good; the second speaker told lies to her mother but these aren't white lies because she got her brother into trouble). When do your students tell white lies? In pairs students write a list of some of the situations where they might be necessary. Is it ever a bad thing to tell a white lie? Extend the activity by having pairs each write a dialogue which involves telling them.

Unit 10

Do you prefer reading books or watching films?

If you could organise an arts festival in your town, what kind of events would you include?

Before watching, pause the video on the question and get a show of hands, seeing who prefers films and who prefers reading books (two speakers prefer reading books and one watching films). What's the difference between visualising characters from a text and watching actors recreating situations on screen? Have the students read a book and seen the same story as a film? Which did they prefer and why? Pause the video on the second question and ask students if they've been to an arts festival (an event where music, film, literature and / or theatre is performed) and if so, what kind it was. Two speakers would like to organise arts festivals with acting and drama events and two would like to organise music festivals. In groups, students decide on the kind of festival they'd like to organise. After choosing a name, dates and a series of events and activities, they present their ideas to the class and vote on the best festival.

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Unit 11

Is prison the right punishment for criminals?

What do you wish you could change about yourself?

Pause the video on the first question and ask students to predict the answers of the speakers (it depends on the seriousness of the crime; for example, murder is a lot more serious than piracy; everyone should know the difference between right and wrong). Do your students agree? What are the alternatives to sending people to prison if they've committed a less serious crime? Pause the video on the second question and elicit the kinds of things they think the speakers might want to change about themselves. Write their ideas on the board and see if any of the predictions were correct. Did your students concentrate on physical characteristics (speakers wanted to change personal qualities: annoying habits, talking too much in class and being more confident about making decisions and taking exams)? What advice can students give the speakers about changing the behaviour they don't like? Extend by having students write simple behaviours they'd like to change at the top of pieces of paper. Pass them around for students to write suggestions under each one. Once you've corrected them, you could put them up on the notice board for students to read.

Unit 12

What are you most looking forward to next year?

If you had been born 100 years ago, how would your life have been different?

Before watching, ask students to think of personal answers to the first question in pairs. All three speakers are looking forward to going to university and one mentions a holiday in Venice. How do these answers compare to your students'? Are they planning to go to university? Get students to share their ideas for an exciting holiday with the class. Pause the video on the second question. Brainstorm a list of differences (about six) or ask students to do so in pairs. As they watch, students compare their list to the speakers' thoughts (no internet, uncomfortable clothing, harder to travel, no cars and contact with relatives who live abroad). Afterwards, ask students to share any ideas not discussed on the video. This question could make a good pair work presentation, writing or poster for a wall display.

1&2

Interactive Interview: On your bike**Before you watch**

Delilah and Travis discover about a cycle recycling project in Manchester. Talk to a partner.

- 1 Have you got a bike? Did you have one when you were a child? How did you learn to ride?
- 2 If you've never ridden a bike, would you like to learn now?

While you watch

1 Delilah and Travis talk to Neil about *Chainlink*. Listen and complete the questions.

- 1 Can you *tell* us about the ?
- 2 When did the project ?
- 3 How long have you on this project?
- 4 Why do you think the project is ?
- 5 Where do these bikes come from?
- 6 What do you do with the after you've them?
- 7 Why do you think bike is important?



2 Here are Neil's answers to the questions. Put the sentences in order and listen again to check.

- A Because people can learn to ride in a safe environment rather than on the roads.
- B About six years ago.
- C Because it reduces waste and allows people to get a cheap bike.
- D Chainlink offers bike rides where you can borrow a bike or bring your own.
- E They are donated by people and the police.
- F For two years, and he's helped bring in the rides and maintenance workshops.
- G It also has a bike repair service and workshops where people can learn how to fix their own bikes.
- H For their bike rides but they also sell them.

3 Delilah, Travis and Neil go for a bike ride. Listen and write D for Delilah, T for Travis or N for Neil in the boxes.

- 1 Can we go for a bike ride? ☐ D
- 2 It's hard to believe that we're still in the city. ☐
- 3 You need to work out more. ☐
- 4 I took it up properly when I had to cycle to college every day. ☐
- 5 I used to cycle all the time when I was a child. ☐
- 6 Well, I used to cycle a lot when I was young. ☐
- 7 A lot of the time it's quicker than driving around in a car. ☐
- 8 Come on, move your legs! ☐

**After you watch**

Work with a partner. Complete the sentences with your own answers.

- 1 We have / haven't got a bike service like this in our town. I think it is / isn't a good idea because ...
- 2 The best / worst / only bike riding experience I've ever had was when ...
- 3 The biggest / most expensive thing I've ever recycled is ...
- 4 I keep fit by ...

1&2

*Interactive Interview: On your bike***Programme overview**

Summary: Delilah and Travis, the presenters of the Level 3 Interactive documentary videos, visit Chainlink, a bicycle workshop and riding scheme which operates in Manchester. They interview Neil about his job at the centre and then go for a bike ride in a city park.

Language: This programme corresponds with Units 1 and 2 of Interactive Student's Book 3.

Grammar: present simple; present perfect; past simple (Units 1 and 2)

Vocabulary: fitness, phrasal verbs and expressions with get (Unit 1); recycling and reducing waste (Unit 2)

Before you watch

Students discuss the questions with a partner. Before watching the video, ask them to briefly share their ideas as a class. Students watch the video.

While you watch

- 1 After the first viewing of the video clip, students complete the questions and order the sentences from memory. Watch again, pausing at the animated scene change just before the bike ride.

Answers: 1 project 2 start 3 been, working 4 important 5 old 6 old, bikes, repaired 7 recycling

- 2 Once students have ordered the sentences from memory, they can listen again to check their answers. The sentences contain only some of the information Neil gives, so students will have to listen carefully.

Answers: D 1 G 2 B 3 F 4 A 5 E 6 H 7 C 8

- 3 Watch the final part of the video again while students complete the boxes.

Answers: 1 D 2 D 3 T 4 N 5 D 6 N 7 N 8 T

After you watch

In groups or pairs, students share their ideas and experiences using the sentence prompts. Monitor and to finish up, ask students with interesting ideas and experiences to briefly share them with the class.

Extension activity

These days, many city councils offer bike borrowing services to the community. If one exists in your area, ask students to find out about it. Make a display of the bicycle path maps and information in the classroom (in many cases the information is also available in English). If there isn't a service such as this, you could ask student to design one. In groups, they decide on a name for the project and plan a cycling path through the town, adding bicycle stations along the route.



Interactive Interview: Let's work together

Before you watch

Delilah and Travis are going to meet two friends who started a business together. Talk with your partner.

- 1 Describe a friend. How long have you known this person and how did you meet? Have you ever fallen out? How did you make up with them?
- 2 Do you think you could work with this friend? Why or why not?

While you watch

1 Complete the sentences.

- 1 Emma-Jayne and Viviane have known each other for seven years.
- 2 They first became friends when they met at in 2004.
- 3 They started the company in June and first started selling products in January
- 4 They discuss things carefully and respect each other's
- 5 They work as a team and if there's a problem they know both sides of the story so they can help each other it.
- 6 They're very lucky to have such a strong work and relationship.
- 7 They were inspired by an called Jackson Pollock.
- 8 They thought it would be cool to walk down the street and when it started their clothes changed



Emma-Jayne



Viviane

2 Listen and answer true (T) or false (F). Listen again to correct the sentences which are false.

- 1 The umbrellas are white to start with. F
The umbrellas are black and white.
- 2 Their best-selling umbrella is called *Paint Brush*.
- 3 The water interacts with the design to show the colour.
- 4 They start by brainstorming and choosing an image they like.
- 5 They're working on a colour-changing bag with a rainbow image.
- 6 They advise friends to work as a team and if they fall out, to make up before they go home.



After you watch

Design a colour-changing umbrella. Describe your design to the class or your partner.



Interactive Interview: *Let's work together*

Programme overview

Summary: The presenters visit Emma-Jayne and Viviane, who started a company called Squid London together three years ago. The women design umbrellas which change colour when they get wet and are currently working on designing clothing and accessories using the same technology. The friends talk about being in business with a friend and their products. The presenters try out their umbrellas.

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

Grammar: present simple, present perfect and past simple (review); *will* and *going to* (Unit 3); first and second conditional (Unit 4)

Vocabulary: weather and outdoor equipment (Unit 3); friendship and adjectives of personality (Unit 4)

Before you watch

In pairs, students talk about a friendship and what's important in a working relationship. Before watching the video through once, briefly ask the class to share their opinions on the positive and negative things that could happen when working with a friend.

While you watch

- 1 Before the second viewing, students work in pairs to complete the sentences and watch again to check. Pause at the scene-change animation to go through the answers together as a class.

Answers: 2 university 3 2008, 2009 4 opinion 5 solve 6 social 7 artist 8 raining, colour

- 2 After students have watched the video through to the end for the second time, check their answers as a class.

Answers: 2 F (Their best-selling umbrella is called London Skyline) 3 T 4 F (They start by brainstorming and choosing a theme) 5 F (They're working on a colour-changing rain cape) 6 T

After you watch

In pairs, groups or individually, students design their own colour changing umbrella. Ask them to follow the method used by the friends – first they brainstorm ideas, then choose a theme and finally draw the images onto an umbrella pattern. If you have the time, students could present their designs to the class.

Extension activity

Extend the discussion with the following questions:

What do you think of the friends' idea?

Would you like to start your own business or would you prefer to work for a large company?

Students give their opinions of the idea of colour changing products and decide how much success they think the company will have. Follow this up with a general discussion of the advantages and disadvantages of working for small and large companies, finding out your students' preferences and reasons for them.



Interactive Interview: *What a performance*

Before you watch

Delilah and Travis meet Amanda and Joel, students at the Manchester School of Theatre. Talk with a partner.

- 1 Have you ever performed on stage or in front of a camera?
- 2 Would you like to be an actor? Why or why not?
- 3 If you were going to be an actor, would you prefer to work in theatre, film or TV or radio? Why?

While you watch

- 1 Read the sentences and write *A* for Amanda and *J* for Joel.

This person ...

- 1 ... studied Theatre at college. ☒ *A*
- 2 ... did workshops and classes for two years. ☐
- 3 ... did a performance arts course. ☐
- 4 ... has taught students drama. ☐
- 5 ... talks about the school day and the audition to get into drama school. ☐
- 6 ... talks about the classes they take. ☐
- 7 ... is good at impersonations and accents. ☐
- 8 ... describes a favourite actor. ☐



Joel



Amanda

- 2 Listen and add more information to complete the sentences.

- 1 What must students do in the audition for the drama school?
They start out
- 2 How long is a typical day at the school?
They start at
- 3 What is said about Judi Dench?
She plays

- 3 The presenters meet David, a teacher at the school. Listen and complete the sentences.

- 1 It's a practical course where students come if they want to act in theatre, film, TV or radio.
- 2 The school is looking for students who are enthusiastic about and can perform as different
- 3 There are students in the school. They take between 25 and a year from the that attend an audition.
- 4 The students are mostly between 18 and 22 but there are lots of students.
- 5 They offer professional classes to all third year students, who are taught audition and interview techniques as well as skills.
- 6 The skills taught are movement, voice, acting, singing,
- 7 David says Delilah and Travis's performances were really great and that they've got loads of



David

After you watch

Talk with a partner.

- 1 Are you or any of your friends good at impersonations and accents?
- 2 Who is your favourite actor, and why?





Interactive Interview: *What a performance*

Programme overview

Summary: The presenters visit the Manchester School of Theatre, a prestigious drama school. They interview two students, Amanda and Joel, and talk to David who teaches at the school. David shows Delilah and Travis how to act out a scene and congratulates them on their natural talent.

Language: This programme corresponds with Units 5 and 6 of Interactive Student's Book 3.

Grammar: present simple, present perfect and past simple (review); passive (Unit 5); past perfect (Unit 6)

Vocabulary: school, memory (Unit 5); noun suffixes, entertainment, natural talent (Unit 6)

Before you watch

Ask the class if anyone has ever performed on stage or in front of a camera and get some experiences and feelings about it as a class. In pairs, students discuss the other questions before watching the documentary through once.

While you watch

- 1 Before watching the video through for a second time, students read the sentences and decide who said what. Pause to check the answers when the scene change animation appears.

Answers: 2 A 3 J 4 J 5 J 6 A 7 J 8 A

- 2 Rewind to the point where Delilah and Travis meet Amanda and Joel so that students can listen carefully to pick up the more detailed information needed to complete the sentences. Students don't need to write everything; after watching, ask the class to offer information until you have the complete answers. Note: Dame Judi Dench is a famous English actor who has appeared in many films, including the James Bond series.

Answers: 1 They start off as a big group which gets smaller. Then you do audition speeches in front of the teachers, and if they like you they offer you a place. 2 They start at nine in the morning and finish at six at night. Classes include voice, movement and acting classes, so it's a long day. 3 Judi Dench plays lots of female characters and she's been in a lot of films and theatre plays.

- 3 Students complete as many gaps as they can before watching the rest of the video clip. They may need to see this part more than once to find all the answers.

Answers: 2 theatre / characters 3 75 / 30 / 1,800 (Note that David says 'eighteen hundred' rather than 'one thousand eight hundred') 4 mature 5 business 6 combat 6 natural talent

After you watch

You may find that some of your students are known for being good at impersonations or accents, in which case they may be willing to perform for the class. Once students have talked in pairs or groups, discuss your students' favourite actors and why they like them as a class.

Extension activity

Show the part of the video where Delilah is acting. She says: *'Snow! Ice! Mountains of ice! Some current of blood ... in the wind. How strange!'* Students discuss possible scenes where this monologue might occur and write short paragraphs describing the situation. Students could extend their paragraphs into mini-plays, writing dialogues and acting them for the class. Alternatively, students write their own mini-plays.

7&8

Interactive Interview: *It's a mystery*

Before you watch

Delilah and Travis visit one of the UK's most haunted houses. Talk with a partner.

- 1 Have you ever been on a guided tour? Was it in a city or an old building, or both? Tell your partner about it.
- 2 Do you believe in ghosts? Do you think houses can be haunted? Why? / Why not?
- 3 Do you believe in ghosts? Why? / Why not?



Salmesbury Hall

While you watch

- 1 Delilah and Travis meet Simon at Salmesbury Hall, one of the UK's most haunted houses. Circle the correct option.

- 1 Simon runs a lot of ghost tours in the north of England / Scotland.
- 2 Simon started doing ghost tours in 1990 / 1996 after a trip to the city of York / Manchester.
- 3 He says you *can* / *can't* tell if people are making up a story about seeing a ghost.
- 4 There are Victorian, Roman, Saxon and Greek / Viking tours in York.
- 5 The best way to tell ghost stories is to *know a lot about history* / *talk to local people*.
- 6 Simon *has* / *hasn't* seen a ghost.
- 7 People take ghost tours because they like *learning about history* / *being entertained and scared*.
- 8 *Four* / *Five* families lived in Salmesbury Hall.
- 9 There have been *two* / *three* terrible murders at Salmesbury Hall.
- 10 A famous person called *Charles Dickens* / *King Charles II* stayed there.
- 11 It's been a family residence, a boarding school, a *hotel* / *public house* and a place where fabrics were made.



Simon

- 2 The *White Lady of Salmesbury* is a bit like a *Romeo and Juliet*-type story. Listen to Simon telling the story and choose the correct option.

- 1 One night Lady Dorothea made her way to the
- 2 She met De Haughton and they planned to
- 3 All of a sudden, he was cruelly murdered by Dorothea's two
- 4 The following day, her father sent her to live in
- 5 Three days after arriving there, she died of a broken



After you watch

Ghost stories are popular in English culture. Do you know any? Are there any houses or buildings which are said to be haunted where you live? Tell your partner a ghost story you've read or seen in a film.



Interactive Interview: *It's a mystery*

Programme overview

Summary: Delilah and Travis visit an old house which is said to be haunted. They meet Simon who runs ghost tours in the north of England. He talks about his job and tells a story related to the house, *The White Lady of Salmesbury*.

Language: This programme corresponds with Units 7 and 8 of *Interactive Student's Book 3*.

Grammar: Present simple, present perfect and past simple (review); modal verbs of deduction: present and past (Unit 7); quantifiers (Unit 8)

Vocabulary: Extreme adjectives and mysteries (Unit 7)

Before you watch

Students discuss the questions in pairs. As a whole class, elicit their experiences of guided tours and find out if they believe in ghosts and haunted houses. Watch the video.

While you watch

- 1 On second viewing of the video clip, pause the video when the presenters introduce Simon. Students decide which options are correct. Pause at the scene change animation so that students can check their answers.

Note: Charles Dickens (1812–1870) is an English novelist who wrote many well known stories such as *A Christmas Carol*, *Oliver Twist* and *Great Expectations*. He is considered the greatest Victorian novelist and many of his stories have been made into popular films and TV series.

Answers: 2 1996 3 York 4 can 5 Viking 6 talk to local people 7 hasn't 8 being entertained and scared 9 Four 10 two 11 Charles Dickens 12 public house (a 'pub').

- 2 Students decide on their answers before watching this part through a second time. Once the video has finished, check the answers as a class.

Answers: 1 forest 2 marry 3 brothers 4 France 5 heart

After you watch

Start the discussion by finding out about ghost stories and haunted houses that students have heard about in their own culture. Once you have a list on the board, students can choose one to talk about with their partner. Depending on the language ability and interest of the class, they can either reconstruct a story together, writing the key points, or tell their own ghost stories to their partner.

Extension activity

Using *The White Lady of Salmesbury* as a guide, students write their own short ghost stories. Set up the activity by asking students to look at question 2 to see what elements make it a ghost story. They use this as a model to write their own sentences. Once they have this skeleton in place, they can either a) tell the story to the class and vote on the most imaginative story or b) develop their writing further by adding strong adjectives, good sentence starts and dialogue to make their stories more interesting.



Interactive Interview: Picture Perfect

Before you watch

Delilah and Travis are going to meet Helen, a digital photographer. Talk with your partner.

- 1 Do you enjoy taking photos? Do you like taking artistic photos or do you prefer taking pictures of your friends?
- 2 Do you like taking serious pictures of your friends or do you like them to pull faces?



While you watch

- 1 Listen and match the two halves of the sentences.

- 1 Helen's photo is about 60 metres long ... ☐ d
- 2 Helen wanted to create a landscape ... ☐
- 3 To edit the image she cut pieces out and moved them around ... ☐
- 4 She selects an area ... ☐
- 5 In the photo of the plane flying over a field at night ... ☐
- 6 Helen likes taking photos of landscapes, especially ... ☐
- 7 Changing a photo can take anything from ... ☐
- 8 When images in magazines and media have been altered ... ☐
- 9 She thinks that when altering an image is used for artistic purposes ... ☐

- A she wants to increase the brightness of the sky.
- B a day to a month.
- C which made Leicester look beautiful and surreal at the same time.
- D and two and a half metres high.
- E places in between town and countryside.
- F we don't really know what's real and what's fake anymore.
- G until she was happy with her composition.
- H it can make the world a more interesting place.
- I then makes an adjustment.

- 2 Helen takes pictures of Travis and Delilah. She puts them on the computer. What kinds of changes does she make?

colour replacement agree pull faces selects aliens from outer
hair ~~smile~~ computer program eyes bright



First Helen takes photos of Delilah and Travis. She asks them to 1.....~~smile~~..... and 2..... . They choose a photo and Helen uses a 3..... to make changes. She 4..... Delilah's 5..... and uses the 6..... tool to make them a 7..... green. She changes Travis's 8..... to a nice blue. Delilah thinks they look like 9..... space. They both 10..... that they looked better before.

After you watch

Talk with a partner.

- 1 Do you agree with Helen that digitally altering photographs for artistic purposes can make the world a more interesting place?
- 2 Do you prefer to look at photographs or paintings? Why?
- 3 Do you edit your photos on the computer, for example, by cropping them, or by changing the colour and contrast?



Interactive Interview: *Picture Perfect*

Programme overview

Summary: The presenters talk to Helen, a digital photographer, about her job. They meet her in front of the mural she created for Leicester City Council and then go to her studio where they learn how she manipulates images. After seeing some of her photographs, Helen takes a photo of Delilah and Travis and shows them how to change it.

Language: This programme corresponds with Units 9 and 10 of *Interactive Student's Book 3*.

Grammar: Present simple and past simple (review); *like* (Unit 9)

Vocabulary: Adjectives of opinion and being tactful (Unit 9)

Before you watch

Many students enjoy taking photos so it will make a short but interesting class discussion before watching the documentary. After students have discussed their ideas in pairs, find out what kinds of photos they enjoy taking.

While you watch

- 1 After watching the video through once, students match the two halves of the sentences. Pause the video when the scene change animation starts for students to check their answers to part one.

Answers: 2 C 3 G 4 I 5 A 6 E 7 B 8 F 9 H

- 2 Student complete the gaps with the words in the vocabulary box before watching again to check their answers.

Answers: 2 pull faces 3 computer program 4 selects 5 eyes 6 colour replacement 7 bright
8 hair 9 aliens from outer 10 agree

After you watch

In pairs, students talk about the questions before finishing with a class discussion on the topic of photography as art.

Extension activity

For homework, ask students to bring a selection of advertising and artistic photographs to class. Bring some of your own if possible. Students try to identify which photos have been digitally altered, say what they think has been done and for what purposes. Ask the following questions:

Do you like photographs that have been altered or do you prefer natural photos?

What's your opinion of altering images to make people look more beautiful in advertisements and magazines?

Are you influenced by these kinds of images?



Interactive Interview: Play it again

Before you watch

Delilah and Travis are visiting the Royal Northern College of Music. Talk to a partner.

- 1 What kind of music do you like? Do you ever listen to classical music?
- 2 Do you sing or play any kind of musical instrument?
- 3 If you were a professional musician, would you prefer to be a soloist or play with a group or orchestra? Why?

While you watch

1 Travis and Delilah meet Daniel, a student at the RNCM. Listen and complete the sentences.

- 1 Daniel was really interested in Chemistry and Computer Technology before he decided to become a musician.
- 2 He started playing the trombone when he was
- 3 He was originally a and then picked up the trombone.
- 4 He says you must to get into any kind of college.
- 5 He's just started taking lessons.
- 6 Daniel's favourite musician is Christian Lindberg because he's one of the most successful
- 7 He'd like to become an musician but in the future he'd rather have a career in or chamber music.
- 8 He says you must every day.



Daniel

2 The presenters meet Leo, another student at the RNCM. Listen and complete the sentences.

- 1 Where is Leo from?
He's from China.
- 2 What does he do during the day at the RNCM?
He practises on his own,
- 3 How many musicians are there in a symphony orchestra?
There are musicians in a symphony orchestra and 50 musicians in a chamber orchestra.
- 4 How does Leo feel when he plays a concert with the orchestra?
He feels very excited when he plays a solo concert and very when he plays with the orchestra.
- 5 Can you name one of his favourite pieces of music to play?
He likes all types of music, such as
- 6 Can you name one of the orchestras he'd like to play with?
He'd like to play with the
- 7 Where will Leo be playing in two weeks' time?
He's going to visit



Leo

After you watch

Watch the orchestral concert at the end of the video again. Which instruments do you know? Have you ever played any of them? Would you like to play a particular orchestral instrument? Which ones do you think have the best sound?





Interactive Interview: *Play it again*

Programme overview

Summary: Delilah and Travis visit the Royal Northern College of Music, where they interview two musicians: Daniel, who plays the trombone, and Leo, who plays percussion. They talk about their studies and playing classical music as soloists and as part of an orchestra.

Language: This programme corresponds with Units 7 and 8 of *Interactive Student's Book 3*.

Grammar: Present simple, past simple, going to and present continuous (review); subject and object questions (Unit 11)

Vocabulary: Hopes and ambitions, and dependent prepositions (Unit 12)

Before you watch

Once students have discussed the questions in pairs, get general feedback as a class. Find out if anyone plays with a band or orchestra and what experiences they have had, including their ambitions for the future. Play the video through.

While you watch

- 1 On second viewing, pause the video when the presenters are introducing Daniel. Students try to complete the sentences from memory and watch again to check their answers.

Answers: 2 14 or 15 3 pianist 4 audition 5 organ 6 soloists 7 orchestral 8 solo
9 practise (a lot)

- 2 On second viewing, pause the video when Leo appears and ask students to answer the questions from memory. They watch this part through a second time to check their answers. Check exercise 1 and 2 as a class once the video has finished.

Answers: 2 plays music with friends and does research 3 90 4 nervous 5 Shostakovich, Tchaikovsky or Brahms 6 the BBC Philharmonic or the Halle orchestra 7 Hong Kong

After you watch

Show the last part of the video clip again, pausing to ask the class which instruments they know. The instruments we can see are: string instruments – violin, viola and cello; brass instruments – trumpet, trombone, horn and tuba; percussion – drum and cymbals. There are no woodwind instruments (flute, oboe, clarinet and saxophone) although students may volunteer these as ones they play or like the sound of. Which students in the class like the idea of performing in front of an audience and which do not?

Extension activity

Listen to a popular piece of classical music (from CD or on You Tube). Ask students to identify the instruments they hear. Afterwards, students can choose adjectives to describe the music or write a simple story to go with the piece.

Interactive DVD 3

Video scripts: *Talking Heads*

Unit 1

What do you think are the best ways of keeping fit?

Boy: I think the best way of keeping fit is to go to the gym and use the weight machines, and I exercise three times a week.

Girl 1: Er, well I used to do a lot of dancing, er, but now I do more walking, and I walk places rather than getting public transport because it's quite expensive.

Girl 2: The best way to keep fit is to join the gym, or you could work out with a DVD. I prefer to go to the gym, although I have to choose between going to the gym and driving lessons, and driving lessons are more important.

What did you use to do after school when you were a child?

Boy: After school when I was a child, I used to go home and watch children's television for an hour or so.

Girl 1: Er, I used to have a daily routine of, er, coming home, having a few biscuits and then I used to have my tea and then after that I used to sit down and do my homework, and then ... then it would be bedtime.

Girl 2: Sometimes I used to have Art classes, but if not I used to come home and go out for bike rides with my cousins. After that, I used to come in for tea, and then I had to get through my homework before bedtime.

Unit 2

Which modern invention do you think has most changed our lives?

Boy 1: I think the internet and computers have most changed our lives because with the internet you can access information within seconds and you can communicate with people anywhere on the planet very, very quickly.

Boy 2: Er ... the modern invention that I think has changed our lives the most, er, is the internet because I use it to, er, stay in touch with people, and er, especially my uncle, who lives in Dubai.

Girl: Air travel, because now we can have business trips, go and visit relatives, and also we can go on holiday.

What's your favourite piece of modern technology?

Boy 1: My personal favourite invention is the computer, which I've been using since I was seven, and I use it for Facebook and Twitter, and to keep in contact with my friends, and chat with my friends on the internet.

Boy 2: My favourite piece of technology, er, is my iPod. I can, er, download music, and I can also download games, er, and I've had it for about three years now.

Girl: My iPhone. I've been using it for about a year. I use it to check emails, research in class, keep in contact with my friends on social networking sites, and also make telephone calls.

Unit 3

What's the most extreme weather you've ever experienced?

Boy 1: The most extreme weather I've ever experienced was when I was on holiday in Japan with my family, and it was very humid which left me feeling very tired, and this was a few years ago.

Boy 2: The most extreme weather conditions I've ever faced was last winter, when it snowed for about three weeks, and I live in a village, and I couldn't get out of it to go to college.

Girl: The most extreme weather conditions I've ever been in was on holiday. I went up a mountain in a cable car. Then it stopped when the weather changed, and we were stuck up there for 30 minutes and it was thundering and, er, raining, and the cable car was swaying. I was only young so I found it quite exciting, but my mum was terrified.

What do you think you'll be doing in five years' time?

Boy 1: In five years' time I think I'll be doing a degree in Film Studies. I'm currently doing Sociology and Drama Theatre Studies, and after my degree in Film Studies I'd like to do a masters in Film Studies.

Boy 2: At the moment, I'm playing semi-professional football, er, for a youth team, and in five years' time, I'll hopefully be playing football for Manchester United.

Girl: I'm currently studying Childcare and Education at college, but I'd like to go on to do a teaching degree at York University and then in five years' time be teaching primary children.

Unit 4

When you fall out with your friends, what do you do to make up with them?

Boy 1: Er, I don't generally fall out with my friends, but if I do, then I just say sorry, because life's too short.

Girl: When I fall out with my friends I like to meet up with them face to face to sort out our differences and find a solution.

Boy 2: When I fall out with my friends, if it's my fault, I'll buy them a present to apologise, but if it's their fault I'll wait for an apology from them.

If you could do any job, what would you do?

Boy 1: Er, if I could do any job, I'd love to be a professional footballer because I love playing football and I could earn a living out of it.

Girl: I really like working with children, so if I had the opportunity I'd like to work in children's television.

Boy 2: If I could do any job I'd like to play football professionally for Manchester City, in the midfield, so I could earn lots of money.

Unit 5

What's your favourite way of learning?

Boy 1: My favourite way of learning is to write things down so I can remember it, and if I don't write it down I can't remember it.

Girl: My favourite way of learning is by going to all lessons and making notes so that I can go home and type them up because then I remember them, and if I don't type them up then I forget them.

Boy 2: I'm more of a visual learner; I learn better with teachers who are interesting, and I use the internet as a textbook to make my own notes so I remember the information.

Should students be allowed to choose what subjects they study in school?

Girl 1: Younger students should be made to do Maths, English and Science so they've got those basic skills. But as you get older you should be allowed to choose what you want to do with your life.

Boy 1: I'm currently studying History, Psychology, Classical Civilisation and Politics, and without the basics I wouldn't be able to study these subjects, so when I was younger I needed to study the basics. But now I'm older, I know what I want to be, which is a History teacher, so I should be able to choose what I do.

Girl 2: Well, I want to be a midwife, so I needed to be able to choose to do Biology and other sciences like that and to be able to do them when I was younger I had to do things like English and Science to give me the basic knowledge to be able to do them and go on to be a midwife.

Boy 2: Yes, I'd like to work in television and I'd like to go to university in Lancaster and I think that I should be able to choose the subjects I want so I can get on the course.

Unit 6

Why do you think reality TV programmes have become so popular?

Boy 1: I don't like reality TV programmes because I don't think they're real, but I think they're so popular because they're for drama and people like drama.

Girl: I think reality TV programmes have become popular because they involve people who are supposed to be normal in strange situations and people can relate to that, and they often find it funny because of the way they behave in those situations.

Boy 2: Well I think they're funny and they make people laugh, but they're also dramatic at the same time. But I have to say the main reason is the entertainment. I think they're very entertaining and people watch it to be entertained.

If you want to be good at something, is talent or practice more important?

Boy 1: Without the basic talent you won't be able to get anywhere, but you need to practise so that you can become the best you can. I know this from playing sport where you have to practise and practise to be the best you can possibly be.

Girl: I think they're both important because you need to have a basic talent to be able to develop it with practice and if you don't practise then you're not going to be able to get anywhere.

Boy 2: There's no point having the talent if you're not going to practise in order to develop your talent, so in order to be good at something you've got to have both of them.

Unit 7

What's the most incredible thing that's ever happened to you?

Girl 1: I went on a holiday to Las Vegas and did a helicopter ride over the Grand Canyon, and it was an amazing holiday because it's somewhere that everybody wants to go and it was unbelievable.

Boy: The most incredible thing that's ever happened to me would have to be me moving over to England from Iran when I was 11 years old. I think it was incredible because I realised just how different the two cultures were, and in order to survive in England I had to adapt to a new life, new culture, learn a new language. And I can honestly say after six years that I wouldn't have enjoyed my stay in England at all if I hadn't adapted to the life.

Girl 2: Learning to drive is probably the most incredible thing that's ever happened to me and I'm about to do my test, so hopefully then it will give me a lot more opportunities.

Why do people watch terrifying films?

Girl 1: Some people like to watch terrifying films because they find it thrilling and exciting. I like to watch them sometimes if I can tell that the film's artificial, whereas if it's too realistic I find it too scary.

Boy: I think they're curious to see what it is that makes a film – or anything – terrifying at all, and I think if anything it's a puzzle that they'd like to know the answer to.

Girl 2: I think some people want to watch terrifying films to give themselves a challenge, but like me, if it's very realistic it stays in my mind a few days afterwards.

Unit 8

Do you think that teenagers spend too much time online?

Boy: Yes, I do think they do spend far too much time online, but having said that, I don't think it's disastrous to spend too much time online because it can be useful for certain things such as communicating with your teachers, submitting your homework, and being able to do your coursework easier, you know, instead of having to handwrite it in an old-fashioned way.

Girl 1: Yes, I think teenagers spend too much time on the internet but, like me, I do Art & Design, so I need to go and research to find materials and photographs for my work.

Girl 2: Yes, I do think, er, teenagers do spend a lot of time on the internet, me being one of them. I like to go on Facebook, Twitter and other social networks, so, yes I do think they do.

What problems can the internet create for some teenagers?

Boy: I think that one of the biggest problems the internet can cause for teenagers is that it can make them forget their other commitments, other activities and other things that they have to do, which can be quite important things at times. But also I think the biggest problem that the internet can cause is addiction, and once people get addicted to the internet then it's very hard to get them off the internet and in reality that can destroy their lives.

Girl 1: The internet can create the problem of cyber bullying, and it's not happened to any of my friends, but I think if it did, it would be horrible.

Girl 2: Er, cyber bullying is one of the main things it can cause. Er, in one case in the school I used to attend, er, the police had to be brought in because a young girl was being bullied and the school was unable to solve it by themselves.

Unit 9

Why are images of actors and models often altered in photographs?

Girl 1: I think the images are altered because people want to feel as if they can be that person on the photo.

Girl 2: Usually they are edited to make the people look more beautiful so it sells more copies and it interests more people, making the company more money.

Boy: Er, I think it's to improve the public's opinion of them so the thing that they're trying to sell sells better and looks better against it. Personally for me I don't think it really makes me want to go and buy something, but it might work for other people.

Why do people tell white lies?

Girl 1: I think people tell white lies to make other people feel better – like my friend went to the hairdresser's and got their hair cut and it wasn't very nice but I told them that it was to make them feel better.

Girl 2: When I was younger I used to tell white lies to get myself out of trouble, for example, if I did something wrong I'd usually tell my mum it was my brother.

Boy: I think they tell white lies not to offend people. I mean I had a friend who had cut himself and he asked me, 'How does it look?' and I said, 'It's not bad', but it really looked hideous.

Unit 10

Do you prefer reading books or watching films?

Girl: I personally like to watch films because you get a better understanding, because you get to see the images and you get to hear the speech whereas if you are reading a book, you have to read and then picture the image in your head.

Boy 1: I prefer reading books because in a book it's your interpretation, it's the characters that I want and how they look, but in a film it's someone else's interpretation, someone else's ideas.

Boy 2: I prefer reading books because I can imagine what the characters are like and it's a hobby that I can do by myself, where I can concentrate on the book and forget everything else.

If you could organise an arts festival in your town, what kind of events would you include?

Girl 1: I would organise a music festival and I would use different types of music, so more and more people like the music and also people got introduced to new songs.

Boy 1: I would organise a drama or acting festival and I'd have lots of different types of acting, lots of different events and workshops, and hopefully I could get someone famous to come along.

Girl 2: I would organise a music festival with all the current musicians, er, and I'd go with my friends.

Boy 2: If I were to organise an arts festival, I'd put on some drama performances and workshops and also include music and poetry.

Unit 11

Is prison the right punishment for criminals?

Boy 1: I think criminals should be taken off the streets, but I think prison depends on how serious the crime they commit – like murder is a lot more serious than piracy – but it all depends on the case.

Girl 1: Yes, if it's a serious crime, but if it's less serious, then maybe they should find a different punishment.

Girl 2: Er, yeah, I think it is because criminals shouldn't be allowed to walk around the street, and everyone should know the difference between right and wrong, and there's no excuse.

Boy 2: Yes, criminals should be put in prison because they damage our community and should be punished for their bad behaviour.

What do you wish you could change about yourself?

Boy 1: I would like to be able to stop doing annoying habits like drumming my fingers or clicking and making annoying noises, and I think also I'd like to be a bit braver and be able to take a few more risks.

Girl 1: I wish I didn't talk as much. When I'm in class, it disturbs the other members of my class and it makes my teacher angry.

Girl 2: Er, I wish I could be more confident so that I could make decisions more easily, especially big decisions in the future.

Boy 2: I wish I was more confident and relaxed about exams, but even though I work very hard to try and achieve good results, I still feel stressed.

Unit 12

What are you most looking forward to in the next year?

Girl 1: I'm currently studying the Childcare and Education course. I hope to be a primary teacher and I'm looking forward to going to university next year.

Girl 2: Er, I'm really interested in Art Photography; I'd like to be a photographer in the future, and also I'm looking forward to studying photography at university.

Girl 3: At the moment I study Art, English and Media Studies and in the future I hope to go into television or gaming. In the next year I hope to study at Leeds Trinity University and do Media Studies, and in the next year I am also going on holiday to Venice.

If you had been born 100 years ago, how would your life have been different?

Girl 1: I wouldn't have been able to connect with my friends – Facebook wasn't around back then – and the clothing would have been uncomfortable.

Girl 2: Er, a hundred years ago my life would have been different because I wouldn't know one of my best friends who I met over the internet, and also it would have been a lot harder to go and see her.

Girl 3: Everything would be different. There would be no internet and no cars. Contact with my relatives in Austria would be very difficult and also I wouldn't be able to get in contact with them on the internet.

Interactive DVD 3

Video scripts: *Interactive interviews*

Units 1&2: On your bike

- Travis:** Hi, I'm Travis.
- Delilah:** And I'm Delilah.
- Travis:** Today we're in Manchester.
- Delilah:** We're going to find out about an exciting bike repair project.
- Travis:** We're also going for a bike ride.
- Delilah:** Can't wait!
- Travis:** We're going to meet Neil, the coordinator of this project.
- Delilah:** Neil's project repairs old bikes so that people can use them again.
- Travis:** Hi Neil!
- Neil:** Hello.
- Delilah:** It's nice to meet you.
- Neil:** Nice to meet you both.
- Travis:** Could you show us around your bike workshop?
- Neil:** Of course. Come this way.
- Delilah:** This is dirty work. Look at my hands! Can you tell us about the project?
- Neil:** Yes, the project is called Chainlink and we run lots of bike activities. We run bike rides, where people can borrow one of our bikes or bring along one of their own, and we'll take them around the local area. We also have a bike repair service where people can bring their bikes in and we can fix them for them, and I also run bike workshops where people can learn how to fix their own bikes.
- Delilah:** When did the project start?
- Neil:** Well, initially about six years ago, when it was just one man in the bike workshop.
- Travis:** How long have you been working on this project?
- Neil:** Well, I've been working for Chainlink for the last two years, and I've helped bring in the rides and maintenance workshops.
- Delilah:** Why do you think this project is important?
- Neil:** Well, it gives people access to bikes that maybe haven't got their own bike, so they can still come in, use it to get fit maybe, but also they can practise, er, the skills and techniques in a safe environment. We can take them down to the park rather than having ... learn on the roads with the traffic.
- Travis:** Where do these old bikes come from?
- Neil:** Well, most of them are donated by the public, so people who can't use the bikes any more, or don't ... don't need them any more, can bring them in, and we'll take them off them. Or, we do sometimes get donations from the police where bikes that have been stolen, and can't be returned to their owner, um, and haven't been claimed.
- Delilah:** What do you do with the old bikes, after you've repaired them?
- Neil:** Well, we either use them for our bike rides, um, but if we've got enough in stock for our rides, we will try and, er, try and sell them on to other people at an affordable price.
- Travis:** Why do you think bike recycling is important?
- Neil:** Well, it reduces waste – it saves them going on the tip – um, but also it allows people to be able to get a bike, say, for a few months rather than spend a lot of money on getting a new bike.
- Delilah:** Can we go for a bike ride?
- Neil:** We can.
- Travis:** This bike's great.
- Delilah:** Wow. It's hard to believe that we're still in the city.
- Neil:** It's a different side to Manchester. It's very peaceful here.

Delilah: I used to cycle all the time when I was a child. But I don't do it enough now. I'm getting tired. My legs are aching.

Travis: You're so unfit. You need to work out more.

Delilah: How did you get into cycling?

Neil: Well, I used to cycle a lot when I was young, and then I took it up properly when I had to cycle to college every day.

Travis: So, what are the benefits of cycling?

Neil: Well, it's a cheap way to get around, it keeps you nice and fit, er, and a lot of the time it's quicker, er, than driving around in a car.

Delilah: Can anyone get involved in this project and take up cycling?

Neil: Yeah, there's something available for everyone.

Travis: Can we ride some more?

Neil: Why not?

Travis: Come on, move your legs!

Delilah: OK, OK, I'm trying!
Thanks for the bike ride.

Travis: And thanks for showing us around Chainlink.

Neil: Hope you enjoyed it. Shall we head back now?

Travis: OK!

Units 3&4: Let's work together

- Delilah:** Hello. Today we've come to this lovely part of London to meet two friends, Emma-Jayne and Viviane, who started a company together three years ago, whilst they were still at university. I'd really like to work with my best friend. She's so hard-working, she'd be great.
- Travis:** I don't know. My best friend's a little bit too laid back to work with. He never even did his homework on time! If we worked together, I'd be the one doing all the work!
- Delilah:** Well, Emma-Jayne and Viviane have known each other for seven years, and they must get along as their business is doing very well. The company is called Squid London, and it makes umbrellas which change colour when they get wet. What a great idea!
- Travis:** It's a brilliant idea. Emma-Jayne and Viviane have won lots of awards for their umbrellas.
- Delilah:** They run the business from this house. Shall we go inside and meet them, and see how the umbrellas work?
- Travis:** Yes, come on, they're waiting for us.
- Delilah:** When did you become friends?
- Viviane:** We first became friends when we met at university in 2004.
- Travis:** When did you start the company?
- Emma-Jayne:** We started the company in June 2008, and first started selling our products in January 2009.
- Delilah:** Have you ever fallen out?
- Viviane:** We've never had an argument, and we don't get cross with each other. We discuss things carefully and respect each other's opinion.
- Travis:** What do you like best about working with each other?
- Emma-Jayne:** We're a team and we have each other. Whenever there's a problem, we know both sides of the story, so we can help each other solve it.
- Delilah:** Do you think the business is better or more successful because you are friends?
- Viviane:** Yes, we are very lucky to have such a strong work and social relationship. We understand each other very well.
- Travis:** How did you come up with the idea of the colour-changing material?
- Emma-Jayne:** We were inspired by an artist called Jackson Pollock. We thought, 'Wow, wouldn't it be cool to walk down the street and when it started raining our clothes change colour.' So, we got to work.
- Delilah:** So, can we have a demonstration with the umbrellas?
- Emma-Jayne:** Yes, I think that's a great idea. But I'm afraid you'll have to get wet!
- Travis:** Maybe Delilah should show us then ...
- Delilah:** Oh, thanks!
- Emma-Jayne:** So, as you can see, at the moment the umbrellas are black and white. Delilah, you have a London Skyline, and Travis, you have a Paint Brush. The London Skyline is our best seller.
- Viviane:** Here's some water to spray on the umbrellas.
- Travis:** Hey, I have an umbrella so I don't get wet!
- Delilah:** Sorry! Wow, look at your umbrella!
- Travis:** Look at yours!
- Delilah:** How does this actually work?
- Emma-Jayne:** The water interacts with the design to show the colour.
- Delilah:** So, do you both come up with the designs for the umbrellas?
- Viviane:** Well, yes indeed. Um, we start by brainstorming ideas and choosing a theme. Then we draw images, scan in textiles and use our photos. We make the final version using design software such as Adobe.
- Travis:** Have you thought about making clothes or shoes, or any other things that will change colour when they're wet?
- Emma-Jayne:** Actually, yes. We've created a couture collection, and we're working on a colour-changing rain cape.

Delilah: What advice would you give friends who are thinking of going into business together?

Viviane: I would say: work as a team, and talk to each other, and if you do have an argument, you have to make up before you go home.

Delilah: That sounds fantastic. Good luck.

Travis: Thank you. Oh, I think it's going to rain.

Delilah: I'm glad we've got our umbrellas!

Units 5&6: What a performance

- Delilah:** Hello. Today we're really lucky to be visiting a very prestigious drama school.
- Travis:** Yes, we're here at the Manchester School of Theatre, at Manchester Metropolitan University, where actors such as Steve Coogan and Julie Walters studied. The students here learn all about how to act.
- Delilah:** Maybe we'll meet some actors who'll be famous in the future.
- Travis:** I hope so. Maybe we can get some signed photographs!
- Delilah:** It's not easy to get into this drama school though. You have to have several auditions and they're extremely tough.
- Travis:** Come on, let's meet the talent.
It looks like they're having a great time rehearsing.
- Delilah:** Yes, it does. They all seem very talented.
- Travis:** I think we should meet some of them, don't you?
- Delilah:** Why not? But don't ask anyone for their autograph!
- Travis:** Oh ... OK.
Thanks for talking to us today. Could you tell us about yourselves?
- Amanda:** I'm Amanda, and I study here at the Manchester School of Theatre.
- Joel:** And I'm Joel, and I'm also a student here at the Manchester School of Theatre.
- Delilah:** What acting experience did you have before you applied to drama school?
- Amanda:** I did Theatre at college, and then I did workshops and classes for two years before I got into drama school.
- Delilah:** What about you, Joel?
- Joel:** I did a two-year Performance Arts course, and then did some teaching with some students who also wanted to go to drama school.
- Travis:** Could you tell us about your audition to get in to drama school?
- Joel:** Yeah, you start off as a big group and then, um, you go into smaller groups and then do your audition speeches in front of the teachers, and if they like you they offer you a place on the course.
- Travis:** How did you feel?
- Joel:** Terrified, absolutely terrified.
- Travis:** Do you still get nervous?
- Joel:** Yeah, very nervous before I go on stage, but, um, as soon as I get on stage it all just disappears.
- Delilah:** Are you allowed to pick which classes you want to go to?
- Amanda:** No, we start at nine in the morning, and finish at six at night, and those classes include voice, movement and acting classes, so it's a long day for us.
- Delilah:** What are your special talents, Joel?
- Joel:** Er, well, I'm good at impersonations of people, and, er, accents.
- Travis:** Who's your favourite actor, Amanda?
- Amanda:** Dame Judi Dench, because she plays lots of strong female characters, and she's been in a lot of films and theatre plays.
- Delilah:** Thank you for the interview and good luck with the play.
This is David, who teaches the acting course at the theatre school. Hello, David. Could you tell us about the course?
- David:** It's a practical course for students who wish to become professional actors working in theatre, film, TV and radio.
- Travis:** How do you select the students?
- David:** All students who apply have to do an audition and work with teachers in the school.
- Delilah:** How do you decide who to admit?

David: We're looking for students who are enthusiastic about theatre, and who can perform as different characters.

Travis: How many students do you have?

David: There are 75 students in the school. We take between 25 and 30 a year from the 1,800 that attend an audition.

Delilah: How old are the students?

David: Mostly between 18 and 22, but there are lots of mature students in the school and we offer places to good actors of all ages.

Travis: Do you teach students how to audition – for when they're out in the real world?

David: Yes, we offer professional classes to all third-year students, where we teach them audition and interview techniques, as well as business skills.

Delilah: What skills do you teach here?

David: Movement, voice, acting, singing, combat ...

Delilah: Could we see some acting?

David: Yes, of course.

Travis: Wow, they're fantastic actors.

Delilah: Yes, they are. Do you think we could learn to act like that?

Travis: I'd love to know how it's done. Could you show us how to do a scene like that?

David: OK, let's go!

OK, that's great. Let's take a break.

Delilah: Now I know how difficult acting really is!

Travis: It is difficult, but it's so interesting. What do you think of our acting, David?

David: Your performances were really great, and you've got loads of natural talent.

Delilah: Thank you for teaching us today, we've really enjoyed it.

Travis: Yes, thank you, David.

David: It's a pleasure. Well done!

Delilah: Goodbye!

Travis: Thanks.

David: Bye.

Units 7&8: It's a mystery

- Travis:** Hello. Today we're going to be finding out about strange and mysterious things. Behind us is Samlesbury Hall – one of the UK's most haunted houses. Apparently, there are six official ghosts.
- Delilah:** Really? Do you believe in ghosts, Travis?
- Travis:** I don't see why not. There are lots of mysterious stories about ghosts and strange noises behind these walls. We're here to meet an expert on the hall and all its history.
- Delilah:** Yes. His name is Simon and he runs ghost tours here and other spooky places nearby. He's going to tell us more about what goes on here. Woooooh!
- Travis:** But, I have heard that camera equipment apparently stops working here sometimes. I hope that doesn't happen to us. Are you ready?
- Delilah:** Eek – I think so! Let's go.
- Travis:** Simon, so we know you run a lot of ghost tours here in the north of England. Could we ask you some questions about your job?
- Simon:** Please do.
- Delilah:** How did you start ghost tours?
- Simon:** I started in 1996 after a trip to the city of York. York has a variety of guided ghost, murder and mystery tours. Er, for instance, you've got a Victorian tour, a Roman tour, a Saxon tour, a Viking tour and a cruise on the River Ouse, which takes in all the ghostly stories of the city.
- Travis:** Do you need to know a lot about history to do your job?
- Simon:** I think it helps, but I find the best way is to talk to local people and use their stories for the tour.
- Travis:** Have you ever seen a ghost?
- Simon:** I've never personally seen a ghost, but I've met many people who have. You can always tell when someone's telling the truth, and when someone is actually making a story up.
- Delilah:** Why do you think people take ghost tours?
- Simon:** I would say to be entertained. People enjoy being scared.
- Delilah:** Before we start scaring Travis too much, can you tell us some more about the history of Samlesbury Hall?
- Simon:** Um, four families lived here: the Southworth family, the Brady family, the Harrison family and a gentleman called Frederick Baines, the High Sheriff of Lancashire and Mayor of Blackburn. Samlesbury Hall has experienced some terrible events. We've had a suicide, two suspicious deaths in the grounds of Samlesbury Hall, and two terrible murders, which makes Samlesbury Hall one of the most haunted buildings in Great Britain.
- Travis:** Has anyone famous ever stayed here?
- Simon:** A gentleman called Mr Charles Dickens.
- Delilah:** What was it used for in the past?
- Simon:** It's been used for a variety of purposes, really. It's been a family residence, it's been, um, a boarding school for young ladies, a public house and, indeed, fabrics have actually been made here.
- Travis:** What did the families do who lived here?
- Simon:** The families that lived here did nothing – they lived off their wealth.
- Travis:** Can we go to some of the rooms where things have been seen or heard?
- Simon:** Yeah.
The White Lady of Salmesbury is a bit like a Romeo and Juliet-type story. One night she made her way to the forest, she met De Haughton and they planned to get married. All of a sudden, he was cruelly murdered by Lady Dorothea's two brothers. The following day, her father had her sent to live in France. Three days after arriving there, she died of a broken heart.
- Delilah:** Surely not everybody believes there are ghosts here. What other explanations are there?
- Simon:** We really and truly don't know.
- Travis:** I'm already frightened. Let's get going, shall we?
- Delilah:** Well, I was quite glad to come outside, but now I think I'm even more afraid! But the story about the White Lady is very sad, too.
- Travis:** Imagine walking down a road alone at night, and seeing that!

Delilah: Terrifying! I feel sorry for her. Maybe she'll keep looking for her lost love forever.

Travis: It is sad, but still, I wouldn't like to meet her on a dark night. Thankfully it's still nice and light at the moment. But, I think we should be heading back soon, don't you think?

Delilah: Yes, definitely! It's a beautiful house, but I don't think I'd want to stay the night here.

Travis: Me neither. Thank you for showing us round, Simon.

Simon: No problem. Now don't have any nightmares!

Delilah: Goodbye.

Simon: Bye.

Travis: What was that?

Delilah: What? What are you talking about?

Units 9&10: Picture perfect

- Travis:** Hi!
- Delilah:** Hello! Today we're in Leicester and we're here to meet the digital photographer who created this.
- Travis:** Her name is Helen Saunders and she's going to show us how she uses computer software to transform her images. Ah, here she is now.
- Helen:** Hello.
- Travis:** This photo's great. How big is it, and why is it here?
- Helen:** Er, it's about 60 metres long, and two-and-a-half metres high. It was commissioned by Leicester City Council to cover up this fence, which wasn't very attractive. I wanted to create a landscape which made Leicester look beautiful and surreal at the same time.
- Delilah:** How did you edit this image?
- Helen:** I took lots of photographs of the canal and uploaded them onto my computer. Then I used digital software to manipulate the photographs. I cut pieces out and moved them around until I was happy with my composition.
- Travis:** Could you show us how you edit your images together?
- Helen:** Yes, of course.
- So here's a photo I took of a plane flying over a field at night. First of all, I'd like to increase the brightness of the sky. So first of all, I need to select the sky using my 'Magic Wand'. And then go to 'My Adjustments' and increase the brightness. There we go. Now I'd like to make my grass a bit greener. Select the grass. Go to 'Colour Balance' and increase the amount of green. So there, you see, before and after.
- Delilah:** Wow. It looks great. The photo's a lot brighter than it was before.
- Travis:** It seems quite easy to do. Is it easy?
- Helen:** Yes, it's simply a case of selecting an area, then making an adjustment.
- Delilah:** How long does it take you to edit one of your photos?
- Helen:** It can be just a few minutes if I just need to crop it or change the size. It takes longer if I need to change the exposure or alter the colours.
- Travis:** What do you most like taking photos of?
- Helen:** I like taking photos of landscapes, in particular, places in between town and countryside. I'm interested in architecture and transport systems, such as railways and canals.
- Delilah:** How long does it take you to complete an image?
- Helen:** It can take anything from a day to a month. It depends how many elements there are to it.
- Travis:** Do you think it's a good thing to edit images in fashion magazines?
- Helen:** I think we're all aware that images in magazines and media have been altered, and we don't really know what's real and what's fake any more. I think in advertising sometimes it's used to make a product look better than it is, and this isn't always a good thing. But I think when it's used for artistic purposes, it can make the world a more interesting place.
- Delilah:** Can you show us some more of your photos?
- Helen:** Yes, of course. This way.
- Travis:** These photos are really impressive. I like that one the best.
- Delilah:** This one's my favourite because the sky looks gorgeous, and it's so detailed. It's fascinating.
- Travis:** Could you change photos of people? Could you change someone's photo so that they look different to how they look in real life?
- Helen:** Yes, of course. People do it all the time. Colours can be changed to make them look brighter, fashion models' skin can be airbrushed so it looks more perfect, and even eye colour can be changed.
- Travis:** Sounds great. Could you change how we look?
- Helen:** Yes. But first of all I need to take your photos.
- Ready guys? Big smiles. Pull a face ... and one more. That's great.
- So, what shall we change?
- Delilah:** Hmm ... I'd like different-colour eyes, please.
- Travis:** I'd like a totally different hair colour, please.

Helen: That should be easy enough. First of all, we select Delilah's eyes ... then go to the 'Colour Replacement' tool. Let's pick a nice bright green ... and paint it on ... and now for Travis's hair. Select the hair ... go to the 'Colour Replacement' tool. I'm thinking a nice blue. So here we have before, and after.

Travis: I think I prefer me before!

Delilah: Yes, me too, although my eyes look very green! We look as though we're aliens from outer space!

Travis: Do you think I look better?

Delilah: Well, you look ... different.

Travis: Oh, thanks! It's fascinating to see how easy it is to change an image, especially now with all these great computer programs. Thank you for showing us, Helen.

Delilah: Yes, thank you and good luck with your photos. Can we make some more changes to ours?

Helen: Yes, of course.

Units 11&12: Play it again

- Delilah:** Hello. Today we're visiting the Royal Northern College of Music.
- Travis:** Here, they train musicians to the very highest standards, ready either for solo careers or to become members of some of the great orchestras around the world.
- Delilah:** Did you learn an instrument when you were young?
- Travis:** I was supposed to learn the piano, but I never did the practice.
- Delilah:** You're so lazy.
- Travis:** Maybe the students here always knew they wanted to be musicians when they were younger. I was never that ambitious. I wish I'd practised the piano more.
- Delilah:** Well, I'm sure the students here are ambitious and they practise a lot as they want to be the best.
- Travis:** Maybe we should meet some of them and find out what keeps them motivated to work hard.
- Delilah:** And maybe you'll learn something while we're here.
- Travis:** This is Daniel. He's studying at the Royal Northern College of Music.
- Delilah:** Hi, Daniel.
- Daniel:** Hi.
- Travis:** Have you always wanted to become a musician?
- Daniel:** No, I was really interested in Chemistry and Computer Technology, but then decided to become an orchestral musician.
- Delilah:** How old were you when you started to play the trombone?
- Daniel:** I was probably about 14 or 15. I was originally a pianist, and then picked up the trombone.
- Travis:** What did you have to do in order to get into the Royal Northern College of Music? Did you have to audition?
- Daniel:** Yes, in order to get into any kind of college, um, you have to audition, and then they tell you if they like you or not.
- Delilah:** Can you play any other instruments?
- Daniel:** Yes, I play the piano, and when I started college I started taking organ lessons.
- Travis:** Is there a particular musician that inspires you?
- Daniel:** One particular musician would be Christian Lindberg. He's one of the most successful soloists.
- Delilah:** What are your aspirations for the future? Would you like to be a solo musician or play as part of an orchestra?
- Daniel:** I would like to become an orchestral musician, er, but for the future I would rather have a career in solo or chamber music.
- Travis:** What advice would you give a young person who wants to become a professional musician?
- Daniel:** Practise a lot and practise every day.
- Delilah:** Can we come and watch you rehearse for your concert?
- Daniel:** Yes, of course.
- Delilah:** This is Leo, he plays percussion. Daniel has explained to us how you can make it as a professional musician. We'd like to ask you about your ambitions, too. Do you feel like you are following your dream career here at the RNCM?
- Leo:** Yes, of course. I come from China – learning here is my dream.
- Travis:** What do you do during your day here?
- Leo:** I practise on my own, I play music with my friends, and I do some research.
- Travis:** How many musicians make up an orchestra?
- Leo:** In a symphony orchestra, there are 90 musicians. In a chamber orchestra, there are 50.
- Delilah:** Where do you sit in the orchestra if you play percussion?
- Leo:** The percussionist always sits at the back of the orchestra.
- Travis:** Do you still get scared when playing in front of a big audience?
- Leo:** When I play solo concerts, I'm very excited, but when I play with an orchestra, I'm nervous because we're playing together.
- Delilah:** What is your favourite piece of music to play?

- Leo:** I like all types of music, such as Shostakovich, Tchaikovsky, Brahms ...
- Travis:** Do you have an ambition to play with a particular orchestra?
- Leo:** I'm interested in playing with many orchestras, such as the BBC Philharmonic and the Hallé orchestra.
- Delilah:** Are you looking forward to touring concert halls around the world?
- Leo:** Yes, I am. I visited China with the RNCM string orchestra last year and we are going to Hong Kong in two weeks' time.
- Travis:** Thank you for talking to us. Now I understand the work you need to do in order to achieve your ambitions. It's not just about talent, is it?
- Delilah:** I agree. Now, we're coming to watch you perform in your concert later, so we'll leave you to get ready. I'm really excited to see Daniel and Leo playing in the orchestra.
- Travis:** Me too! I've seen lots of rock bands play live, but I haven't seen many orchestral concerts. I wonder how it'll go?
- Delilah:** Well, they worked really hard at the rehearsal. I'm sure they'll be great. Come on.
So, did you enjoy that?
- Travis:** Yes, I did! It takes a lot of people to play in an orchestra, and every one of them has to be brilliant.
- Delilah:** Yes, they're all fantastic.
- Travis:** Now I appreciate the amount of time they spend in rehearsal and the dedication it must take. I really must try to be less lazy in the future!
- Delilah:** Hmm, we'll see about that! Goodbye everybody!
- Travis:** Goodbye!