

# Interactive DVD 2: Introduction

*Interactive DVD 2* 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 2*, 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 2*. 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 2*, 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 2* in class with your students.

## The video scripts

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

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

# Interactive DVD 2

## 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 2* 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 2 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 2*). 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 2).

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 2. Students use the video as a model for the freer practice activity, listening for the pronunciation features highlighted in the lesson and how meaning has affected the speakers' intonation.

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

### Ideas for extension activities

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

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

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

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

# Interactive DVD 2

## Pronunciation sections: Overview

The Pronunciation sections in *Interactive DVD 2* 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 2*. 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 2.
- 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 2 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 2 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.

# *Interactive DVD 2*

## **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.

# Interactive DVD 2

## Talking Heads Answer Worksheet

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

### Unit 1

*Have you ever broken any bones?*

*Who's the most amazing person you know?*

Before watching the video clip, go through the parts of the body which contain bones (including wrist and ankle). Ask students to predict what they think they might hear in the clip. After watching, students who have broken bones themselves tell the class about their experiences. Before watching the speakers answer the second question, ask students what makes a person amazing and write a short list of positive adjectives of personality on the board. The speakers talk about a friend and a parent. Did the students mention any of the adjectives on the board (adjectives that appear in the clips are sweet, kind and generous)? Do your students have any amazing friends? Are there any famous people that the class agrees are amazing?

### Unit 2

*Have you ever done work experience?*

*What did you use to do when you were younger that you don't do now?*

Before watching, find out if your students know what work experience is and if they have ever done anything similar. It is common for students in the UK to spend a short period of time in the workplace while they are at school (usually when they are 14/15). On first viewing ask students to find out where the teenagers worked and who they worked with. The first girl worked at school with the school nurse, the second girl worked at a textile design studio with her friend's mum. On second viewing ask them to say what they did (made cookies and made designs on cloth with paper and paints). If work experience is a part of their lives, ask students what jobs they've done or would like to do. If not, what do students think of the idea? For the second question, students give their own answers to the question in pairs before watching the speakers. The first girl used to be 'girly' and wear pink dresses, and the second girl used to play lots of sports but now only plays tennis. After watching the clip students compare their answers to those they heard. What other ideas and activities do we grow out of as we get older?

### Unit 3

*What do you think the best age to be is?*

*Do you have any heroes?*

Before watching, ask your students to decide what the best age to be is. Does your class agree with the speakers that the late teens and early 20s are the best age to be? Are there any disadvantages to being these ages? Ask about the advantages of being other ages (for example, 10 or 30). Before watching the answers to the second question write *musician*, *sportsperson* and *politician* on the board. Students write the name of someone in each category who they consider to be a hero. After watching the clips (the students' heroes are Kurt Cobain from *Nirvana*, footballer Steven Gerrard and Jimi Hendrix) ask students if they think their choice of heroes is better than the students in the video clip, and why. What makes a person a hero?

### Unit 4

*Where do you like to eat out?*

*What is your favourite food?*

Ask students what kinds of restaurants there are where they live and write their answers on the board. Students watch and see if their answers appear in the clips (the girl talks about an Italian restaurant and the boy a fast food restaurant). Students then watch the second clip and try to make a note of the different cuisines mentioned (French, Thai, Caribbean and Chinese). They can then follow up with their own answers to the questions. Do they like going to Chinese and Italian restaurants? What other dishes have they tried from around the world?

### Unit 5

*What would you like to do when you leave school?*

*How do you think the world will change in the next 20 years?*

Brainstorm jobs that the students would like to do and watch the clip to compare their answers to the speakers (the first boy wants to be an architect and the second boy a journalist). Why do your students want to do the jobs they've chosen? Before watching the second part, ask students for some brief answers to the question. The speakers talk about air traffic, transport, global warming and climate change. After watching, students could work in pairs to come up with ideas to help deal with the effects of climate change.

## Unit 6

*What sports do you do?*

*Have you ever done any extreme sports?*

Ask students what sports they do and write them on the board. Tick off the sports mentioned in the clip as students watch (the sports mentioned are running, athletics, rounders, cricket, football and tennis). Before watching the second part, elicit a list of extreme sports from the students. Both speakers talk about rock climbing. Have any students tried it? If so, ask them to describe their experiences. Did they climb outside or indoors? What equipment did they need? Ask students to rate the extreme sports on the board from least to most dangerous.

## Unit 7

*What kind of music do you like?*

*When do you listen to music?*

After asking students to name different kinds of music and say where and when they listen to their favourite music, watch the clips of the two questions together. Classical, contemporary, pop, heavy metal and rock music are all mentioned. In the second clip the boy says he likes listening to music on the computer and the girl likes listening to music on her own when her mum is out so she can have it on loud! Do students like the same kind of music? Do they listen in the same ways as the speakers?

## Unit 8

*Which three words would describe you?*

*Which special days do you celebrate in your family?*

Before watching the first question, brainstorm a list of adjectives of personality on the board. Which of these are mentioned in the clip? The boy describes himself as hard-working, talkative and sporty (but not shy) and the girl as sociable, talkative and honest. Students use the answers as a model to describe their own personality in three words. They may need time to think about it, so ask them to write them down first. Ask only for positive qualities and extend the activity into a game by reading out the adjectives for the class to guess the student who wrote them. Before watching the second question, students predict which special days they're going to hear and how they are celebrated in the UK. Christmas, birthdays and Easter are mentioned. What are special days in the year for your students? How do they celebrate them, and who do they celebrate with?

## Unit 9

*Can you describe your best friend?*

*What do you watch on television?*

In pairs, students describe their best friend, saying what they look like and something about their personality. They then watch the first clip and compare their answers to those of the speakers. Afterwards ask students to write about their friend, adding a picture or photo. Before watching the second question ask students to tell you what kinds of programmes there are on TV to help them understand the speakers (comedies, music programmes, dramas, football matches and cartoons are all mentioned). Do your students like the same kinds of shows? Are there any programmes not talked about (for example, the news or reality shows) which students watch?

## Unit 10

*How did you get here today?*

*What is the longest trip you've ever been on?*

Before watching, students say how they came to school and how long it took them. Watch to see if the speakers had the same or a similar journey to your students (the boy came to school by car and the girl on foot and by tram). Before watching the second clip, students tell a partner about the longest trip they've ever been on. After watching, ask them if their journeys were longer or shorter than the students in the clip (the girl's journey was seven and a half hours on a plane, the boy's, a car journey from Manchester to London). You could then ask students to write a paragraph describing their journey, using the speakers as models.

## Unit 11

*What are your favourite types of films?*

*What subjects are taught at your school?*

Elicit a list of types of films before watching the first clip (speakers talk about comedies, dramas, thrillers, and action films). What kinds of films are most popular in the class and why? In the second clip the subjects mentioned are History, Music, Art, RE (Religious Education), Dance, Drama, and PE (Physical Education). On second viewing ask students to find the subject both speakers have in common (History). Are the subjects different to the ones offered in the students' school? Would they like to do any of the subjects in the clip if they could? Why?

## Unit 12

*What do you spend your money on?*

*If you could be anyone for a day, who would you be?*

Before watching elicit a list of things students like to spend their money on. In the clip the boys talk about spending their money on going to football matches, music, DVDs, a guitar, CDs and clothes; how does this compare to your students' list? After watching the second video clip once, you may need to say who Andy Murray (the British No 1 tennis player) and Slash (the Guns N' Roses guitarist) are, before extending the discussion to ask the students to choose someone they would like to be. In pairs they tell each other what they would do if they could be someone else for the day. Encourage them to use the second conditional in their discussions. Students could then write a composition on the topic.

## 1&amp;2

*Interactive interview: A punting trip***Before you watch**

Match the jobs to the activities.

1 A tour guide

2 A lecturer

3 A chef

4 A chauffeur

5 A waiter or waitress

A serves food and drinks

B cooks in kitchens and restaurants

C show visitors interesting places

D takes people to different places

E teaches in a college or university

Which of these jobs could students do part-time while studying?

**While you watch**

1 Olivia and Robert talk to a punt chauffeur about his part-time job. Watch and complete the gaps.



Today we're going round <sup>1</sup>.....Cambridge..... on a punt to look at some <sup>2</sup>..... buildings and talk to our punt <sup>3</sup>..... about his <sup>4</sup>..... So, if you're <sup>5</sup>..... for our cruise, <sup>6</sup>..... go.

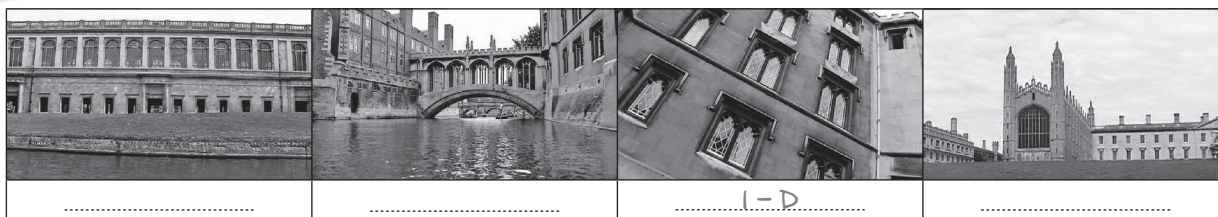


2 Guy talks about how he controls the punt. Circle the parts of the body he mentions.

arms   knee   ankles   shoulders  
legs   elbow   hand



3 Watch Guy's tour. Number the pictures in the order you see them. Then match the pictures to the texts.



A This connects two sides of the same college.

B It's an antiquarian library.

C It's the most famous site in Cambridge.

D It's the first building Guy talks about.

4 Olivia and Robert ask Guy about his job. Write true (T) or false (F).

1 Guy works from May to September. ☒ Guy works from April to September2 He works 8–10 hours a day. ☐3 His arms get tired, particularly his forearms. ☐4 He always has lunch at home. ☐5 The smells along the river come from sweet smelling flowers and the kitchens of the colleges. ☐**After you watch**

Think of a part-time job you could do while you're studying. Tell your partner what it would be and why you'd like to do it.



## 1&amp;2

**Interactive interview: A punting trip****Programme overview**

**Summary:** The presenters of the *Interactive* interview clips, Olivia and Robert, go punting. Guy, a student and part-time punt chauffeur, takes them on a tour of the River Cam, pointing out buildings of interest and answering questions about his job.

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

**Grammar:** present simple and present continuous (Unit 1)

**Vocabulary:** parts of the body and the senses (Unit 1); jobs, verb/noun collocations (Unit 2)

**Before you watch**

This activity provides some key vocabulary before students watch the interview. Students match the jobs to the descriptions.

**Answers:** 1 C 2 E 3 B 4 D 5 A

Students then discuss which jobs could be done at nights or weekends and which require more qualifications.

**Answers: (guide only)** a waiter/waitress is a common part-time job for students at university in the UK. Lecturers and chefs need higher qualifications and a chauffeur who drives a car needs a driver's licence. In some countries tour guides must study at university, but it could also be a good part-time job for young people who know their city well.

**While you watch**

- 1 After the first viewing of the video clip, students complete the gaps from memory. Watch again, pausing when Olivia and Rob meet Guy.

**Answers: Olivia:** 2 historical 3 chauffeur 4 job; **Rob:** 5 ready 6 let's

- 2 Students watch as Guy explains how he controls and moves the punt and circle the parts of the body they hear. Pause the clip when he is about to tell the presenters about the first building on the tour.

**Answers:** hand, arms, legs

- 3 Play the video, pausing when Guy finishes his tour for students to check their answers.

**Answers:** 3 B 2 A 1 D 4 C

- 4 In pairs, students remember what they heard the first time they watched the clip and decide whether the sentences are true or false. They then watch again to check their answers and correct the sentences that are false.

**Answers:** 2 F (He works 8-12 hours a day.) 3 T 4 F (He often has lunch at home, but he also eats in restaurants and has picnics with his friends.) 5 F (The smells come from the flowers and the kitchens of restaurants.)

**After you watch**

Brainstorm a list of possible part-time jobs on the board for students at school, college or university. Students use the list to discuss the advantages and disadvantages of the different jobs and choose one they would like to do, explaining to their partner why they have chosen it.

**Extension activity**

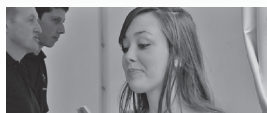
Students write a short essay describing a job they would like to do and one they would not like to do part-time while studying, giving reasons.

3&amp;4

# Interactive interview: Visiting a food festival

## Before you watch

Work with a partner. Ask and answer the questions.



What are your favourite kinds of sweets?

Have you ever had a stir-fry? What was in it?



What's your favourite kind of cake?

What's your favourite flavour of ice cream?



## While you watch

- 1 Olivia and Robert visit three different stalls at the Huddersfield Food Festival. Complete the sentences with the correct words.

### The Temujin restaurant stall



- 1 David's restaurant specialises in ..... Mongolian ..... food.
- 2 Customers choose their food from .....
- 3 The waiters serve ..... and .....
- 4 The food is much ..... than in other types of restaurants.
- 5 Olivia and Robert try a ..... stir-fry.

### The cake stall

- 6 Alison's cakes are special because of the ..... flavours in them.
- 7 The company has just started selling individual cakes to .....
- 8 The most popular flavour across the year is the ..... cake.
- 9 Olivia and Robert try the ..... cake.



### The ice cream stall



- 10 Jane's company has been making ice cream for ..... years.
- 11 It was her ..... 's idea.
- 12 They use the extra ..... from their herd of dairy ..... to make the ice cream.
- 13 All the ingredients are put in a .....-litre bucket and mixed together and then put in an ice cream .....
- 14 They make ..... different flavours of ice cream.
- 15 The flavours include ..... caramel fudge and honeycomb.

- 2 What are Olivia and Robert going to do after they visit the three stalls?

## After you watch

What food would you and your partner like to sell at a food festival? Write your idea down. Make a list of ingredients. Present your idea to the class.

# 3&4

## Interactive interview *Visiting a food festival*

### Programme overview

**Summary:** Olivia and Rob go to the Huddersfield food festival. They interview David who owns a Mongolian stir-fry restaurant, Alison who runs a cake business and Jane who makes ice cream using the milk from her family's herd of dairy cows. At each stall the presenters try something made by the stallholder.

**Language:** This programme corresponds with Units 3 and 4 of *Interactive Student's Book 2*

**Grammar:** past simple (Unit 3); comparative adjectives (Unit 4)

**Vocabulary:** restaurants and eating out; adjectives (Unit 4)

### Before you watch

Tell students they are going to watch Olivia and Robert at a food festival. Ask if any students have been to this kind of festival and if they tried any food while they were there. In pairs, students discuss the questions. Share some answers as a class before watching the video through once.

### While you watch

- 1 After the first viewing of the video clip, students complete the gaps from memory. Watch again, pausing when Olivia and Rob meet David.

#### The *Temujin* restaurant stall:

**Answers:** 2 a refrigerator; 3 starters, desserts and drinks; 4 cheaper; 5 kangaroo

**The cake stall:** Pause while Olivia and Robert are trying the liquorice cake to check students' answers. You could ask students if they think the cakes sound nice and which ones they'd like to try.

**Answers:** 6 unusual; 7 a supermarket; 8 cappuccino and walnut; 9 liquorice

**The ice cream stall:** Jane has a strong Yorkshire accent (from the north of England), so if students have problems understanding her you could show the clip more than once.

**Answers:** 10 three; 11 daughter; 12 milk, cows;  
13 15, machine; 14 23; 15 strawberry, chocolate

- 2 Students watch the end sequence where Olivia offers Robert some sweets from a bag.

**Answers:** Robert and Olivia are going to look around the food festival again because Robert is still hungry!

### After you watch

In pairs students plan a food or drink to sell at a market stall. While they present their ideas from the notes they've made, write a list on the board to see if there's a good selection of food for the festival.

### Extension activity

For homework, students write or find a recipe for making the food or drink they've chosen. They might be able to find photographs of the dish and the recipe in English on the internet. You could display the recipes and pictures by making food festival posters for a classroom notice board.

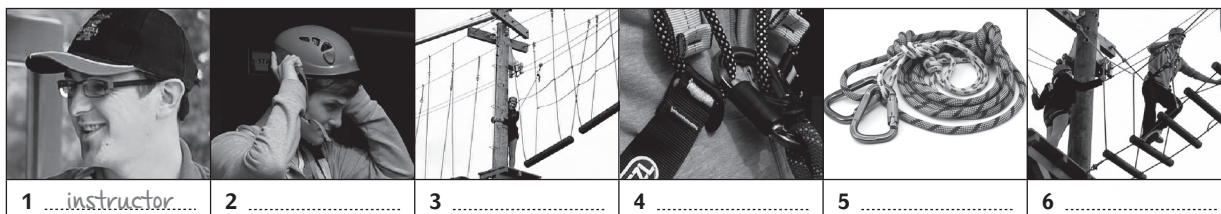
## 5&amp;6

## Interactive interview: Aerial Extreme

## Before you watch

Match the words with the pictures.

harness rope platform bridge instructor helmet



## While you watch

1 Olivia and Rob arrive at Aerial Extreme. Watch and put the sentences in the correct order.

- A They put on their helmets. ☐
- B They meet Joe and fill in some forms. ☐
- C They attach the ropes to the harnesses. ☐
- D They put on their harnesses. ☐
- E They read the sign that says 'Please wait here for an instructor.' ☐

2 Watch and tick the three golden rules Olivia and Robert have to follow on the course.

- 1 Keep to the paths at all times. ☐
- 2 Do not touch your safety equipment. ☐
- 3 Don't jump on or off the platforms. ☐
- 4 One person to an activity at a time. ☐
- 5 Make sure that there are only three people on a platform at a time. ☐
- 6 You have to stay with an instructor at all times. ☐

3 Olivia and Rob interview Joe. Watch and complete Joe's answers.

- 1 How did Joe become an instructor at Aerial Extreme? He really loves rock climbing, and has a lot of experience at it, so when he saw the advertisement on the ..... he answered it.
- 2 What training did he have? He had a ..... training course that taught him all the ..... aspects he has to know.
- 3 How often does he have to go on the course? He has to go on it at least ..... to check it for safety.
- 4 How many instructors are there at the centre and what other duties do they have to do? There are ..... instructors and ..... supervisors. They have to maintain the safety of the course and also go around and pick up any litter.
- 5 What's his favourite part of the course and why? It's the drop line, because the feeling you get in your ..... when you jump off is very .....
- 6 What would he be doing if he wasn't working here? He'd be a ..... instructor in the mountains, following the ..... around the world.



## After you watch

What extreme sports do you know? In pairs, choose one extreme sport and write a list of the things you should and shouldn't do to stay safe while doing it.

# 5&6

## Interactive interview: Aerial Extreme

### Programme overview

**Summary:** Olivia and Rob go to an adventure park called Aerial Extreme in Sheffield, Yorkshire, where they learn some safety rules and how to use the equipment before doing the course. They interview their instructor, Joe, who tells them why he became an instructor and what he does at the adventure park.

**Language:** This programme corresponds with Units 5 and 6 of *Interactive Student's Book 2*

**Grammar:** *going to* for future plans (Units 5); *should/shouldn't* and *have to* (Unit 6)

**Vocabulary:** giving instructions (Unit 5); extreme sports and describing rules (Unit 6)

### Before you watch

If any students have been to an aerial adventure park or tried rock climbing, ask them to tell the class about it. If no one has done either of these sports, ask them to imagine what kinds of things you might do at this kind of park, based on the vocabulary in this activity.

**Answers:** 2 helmet 3 platform 4 rope 5 harness 6 bridge

### While you watch

- 1 Before watching the video through for a second time, students read the sentences. They order them while watching. Pause when the sign at the beginning of the course appears on the screen.

**Answers:** 2 D 3 A 4 C 5 E

- 2 Students watch Joe and tick the rules he tells Olivia and Rob. They then watch the video through to the end.

**Answers:** Rules 2, 4 and 5.

- 3 Once students have watched the video through, in pairs they complete as many gaps in Joe's answers as they can before watching again. They may need to see this part more than once to find all the answers.

**Answers:** 1 internet 2 one-day; safety 3 once a day  
4 five; two 5 stomach; exciting 6 ski; snow

### After you watch

As a class, write a list of extreme or potentially dangerous sports on the board, e.g. *rock climbing*, *snowboarding*, *surfing*, *cycling*, *hot air ballooning*, *sky diving*, *deep sea diving*. In pairs, students discuss the sports and choose one to write safety advice about. Tell them to use the modal verbs *should/shouldn't* and *have to/don't have to* from Unit 6 in their answers. When feeding back to the class, ask them to read out the rules to the sport without saying the name to see if other students can guess what it is.

### Extension activity

Students find out where they can do exciting sports locally, either for homework, or on the internet if you have access at school. They then choose a sport to write about, including information about how to stay safe while doing this activity.



## 7&amp;8

Interactive interview: *Making music*

## Before you watch

Write the words and complete the sentences.

- 1 uvenes ..... *VENUES* .....
- 2 mperfsro .....
- 3 scirly .....
- 4 horic .....
- 5 bluc .....
- 6 whos .....

- A She writes her own .....
- B She plays the guitar at a folk .....
- C He plays with his band at music ..... *VENUES* .....
- D I hope to win the talent .....
- E He always gets nervous when he ..... in front of people.
- F They sing in the high school .....

Have you ever been to a music venue or performed in a talent show? Tell the class about it.

## While you watch

1 Olivia and Rob meet Ben at the recording studio. Write true (T) or false (F).

- 1 Ben plays the piano, the saxophone, the trumpet and the clarinet. ☒
- 2 He's played the piano for eight years. ☐
- 3 His favourite instrument is the saxophone. ☐
- 4 His favourite musician is John Coltrane because he was a really great jazz saxophonist. ☐
- 5 He plays the piano and the trumpet for Olivia and Rob. ☐

2 The presenters meet Lucy next. Tick the sentences that are correct.

- 1 She's just finished her A levels. ☒
- 2 She's going to study theatre at university. ☐
- 3 She plays the trumpet. ☐
- 4 She writes and performs her own songs. ☐
- 5 She finds writing lyrics difficult. ☐
- 6 She writes the lyrics to her songs first, and then the music. ☐
- 7 She performs at music venues in Manchester. ☐
- 8 She doesn't get nervous when she performs. ☐

3 Finally Olivia and Rob talk to Anya. Complete the text with the words in the box.

high school   sung   ~~loves~~   folk clubs   twelve   playing  
college   professionally   five   talent show

At the moment Anya's studying at college but she really <sup>1</sup> ..... *loves* ..... singing and <sup>2</sup> ..... the guitar. She started playing the guitar <sup>3</sup> ..... years ago when she was <sup>4</sup> ..... She sang in her <sup>5</sup> ..... choir and then she won a <sup>6</sup> ..... and she's <sup>7</sup> ..... ever since then. She writes all her own songs. She plays at <sup>8</sup> ..... and at her <sup>9</sup> ..... as well. She'd love to sing <sup>10</sup> .....



## After you watch

Have you ever performed for an audience? Make some notes about your experience and then tell your partner about it. If you haven't performed, talk about a good concert or play you've seen.



## Interactive interview: *Making music*

### Programme overview

**Summary:** Olivia and Rob visit a recording studio where they interview three musicians: Ben, Lucy and Anya. Ben plays the piano, saxophone, trumpet and clarinet. Lucy and Anya sing and play the guitar. They all compose their own music and perform.

**Language:** This programme corresponds with Units 7 and 8 of *Interactive Student's Book 2*

**Grammar:** present perfect and past simple (Unit 7)

**Vocabulary:** music and talking about songs; the London music scene (Unit 7); Motown records (Unit 8)

### Before you watch

The language in this activity will help students follow the video clip. Check the meaning of *lyrics*, *talent shows*, *choir*, *folk club* and *music venue* as students do the activity.

**Answers:** 2 performs E 3 lyrics A 4 choir F 5 club B 6 show D

Students tell the class about any music events they have been to or any musical performances or talent shows they have been in. They then watch the video through once.

### While you watch

- 1 On the second viewing of the video clip, pause the video when the presenters are introducing Ben. Students decide whether the sentences are true or false and watch again. Pause when Olivia is playing the drums for students to check their answers.

**Answers:** 2 F (He's played for 10 years.) 3 F (It's the piano.)  
4 T 5 F (He plays the piano and the saxophone).

- 2 Students watch the section where Olivia and Rob interview Lucy a second time, ticking the sentences they think are correct. Pause when Olivia and Rob are sitting on the sofa to check the answers as a class.

**Answers:** 1, 2, 4, 6 and 7 are correct.

- 3 Once students have checked their answers to this part, ask them to look at the *Before you watch* activity again, to check the meanings of the vocabulary Anya uses.

**Answers:** 2 playing 3 five 4 twelve 5 high school 6 talent show  
7 sung 8 folk clubs 9 college 10 professionally

### After you watch

Start by eliciting the kinds of performances the musicians give in the video clip. Extend the discussion to include other kinds of performances (including dancing, art and presenting a TV show). Have students write notes about their experience as a performer or as part of an audience before they take turns to talk. Time each speaker for a minute to encourage extended speech and to give fluency practice.

### Extension activity

Put students into groups to create a performance. Students could write a short play or write the lyrics to a song and perform their work in front of the class.

## 9&amp;10

*Interactive interview: Special effects***Before you watch**

Match the two parts of the sentences.

- |  |  |
|--|--|
| 1 A make-up artist <input checked="" type="checkbox"/> | A it is true to life.  |
| 2 An actor <input type="checkbox"/>                    | B creates an actor's physical appearance in photographs or on screen.                |
| 3 Special effects <input type="checkbox"/>             | C is damage to a part of the body.   |
| 4 A film sequence <input type="checkbox"/>             | D added to an actor's face to change their appearance, for example, their nose.      |
| 5 Prosthetic make-up is <input type="checkbox"/>       | E performs a role in a film or play.   |
| 6 If something is realistic <input type="checkbox"/>   | F are things such as explosions or fantasy sequences that make a film more exciting. |
| 7 An injury <input type="checkbox"/>                   | G is a small part of a film.   |

**While you watch**

- 1 Olivia and Rob interview Daz, a make-up artist at a film and television studio. Watch and choose the correct answer: A, B, C or D.



- 1 Daz was a very ..... child who had a fascination with films.  
 A artistic      B curious      C creative      D intelligent
- 2 After he left school, Daz got work experience in ..... where he worked in the make-up department.  
 A a television studio    B the theatre      C a film company    D a museum
- 3 Daz buys ..... which he mixes to get certain special effects.  
 A chemicals      B paints      C make up      D brushes
- 4 It's very ..... to create a young face on an older person.  
 A easy      B fast      C hard      D interesting
- 5 Daz is going to help them make their own action sequence, where Robert receives an injury to his .....  
 A leg      B ankle      C hand      D forearm

- 2 Olivia and Rob rehearse the film sequence. Complete the dialogue.

**Olivia:** It's taken us <sup>1</sup>..... *five* ..... hours to get this far and there's still no sign of the others.  
 I don't want the <sup>2</sup>..... to take off without us.

**Rob:** They must still be ahead. Hopefully we can <sup>3</sup>..... them before nightfall and leave with the rest of the  
<sup>4</sup>..... What's that <sup>5</sup>.....?

**Olivia:** I don't know, but it doesn't sound <sup>6</sup>.....

**Rob:** Look <sup>7</sup>.....!

- 3 Daz creates Robert's injury. Watch and put the sentences in the correct order.

- A He puts paint on Robert's arm. ☐
- B He makes a silicone putty. ☐
- C He makes scratches on Robert's arm. ☐
- D He puts the silicone putty on Robert's arm. ☐
- E He puts colour in the silicone putty. ☐

**After you watch**

What happens to Olivia and Rob next?

In pairs, write an ending for the action film. Practise your dialogue.





## Interactive interview: *Special effects*

### Programme overview

**Summary:** Olivia and Rob go to a film and television studio where they interview Daz, a make-up artist. He tells them about his job and works on the special effects for the presenters' action sequence. Daz shows us how he builds up make-up to create the injury and the final scene is shot. We see the finished film with the digital scenery in place.

**Language:** This programme corresponds with Units 9 and 10 of *Interactive Student's Book 2*

**Grammar:** defining relative clauses (Unit 9); verb + infinitive of purpose (Unit 10)

**Vocabulary:** describing appearance; on TV (Unit 9); going on a trip (Unit 10)

### Before you watch

Students match the vocabulary to the descriptions to help them understand the video clip which contains quite detailed language regarding make-up and making films.

**Answers:** 2 E 3 F 4 G 5 D 6 A 7 C

### While you watch

- 1 After watching the video through once, students watch the interview with Daz again and choose the correct options. Pause the video when Olivia and Rob start their rehearsal to check the answers.

**Answers:** 2 B 3 A 4 C 5 D

- 2 Before watching again, ask students to try to complete the gaps from memory. They watch the sequence to check their answers. Students watch to the end.

**Answers:** 2 helicopter 3 catch 4 group 5 noise 6 good 7 out

- 3 Students watch the sequence where Daz creates the special effects of Robert's injured forearm. You may need to pre-teach *silicone putty* (a rubber paste that looks like skin when it dries) and *scratches*. The dialogue is quite challenging as they are not talking to camera but students should be able to follow the visuals.

**Answers:** 2 E 3 D 4 A 5 C

### After you watch

In pairs, students decide how the film will end. They write a short dialogue and practice their roles as Olivia and Rob.

### Extension activity

Play the film sequence from the on-screen map, pausing the video when Rob says 'My arm!' Pairs of students act out their dialogues. The class votes on the best ending to the film.

11&amp;12

# Interactive interview: The Young Enterprise scheme

## Before you watch

Write the names of three inventions and why you think they are important in the table. Work with a partner. Explain your choices.

Invention/product	1 .....	2 .....	3 .....
Why it's important	..... ..... .....	..... ..... .....	..... ..... .....

## While you watch

- 1 Olivia and Rob interview six teenagers about their company and the product they make. Watch and choose the correct answer: A, B, C or D.



- 1 The company is called ....  
**A** 30 Limited      **B** 35 Limited      **C** 13 Limited      **D** 15 Limited
- 2 The business aims to promote healthy ..... amongst children around the world.  
**A** competition      **B** activities      **C** eating      **D** exercise
- 3 The Vegimat is a sticker ..... which can be put on a wall or used as a placemat.  
**A** book      **B** poster      **C** postcard      **D** chart
- 4 Each child gets a packet of stickers that will last them .....  
**A** a week      **B** two weeks      **C** a month      **D** two months

- 2 Four girls talk about different aspects of the company. Match the picture to the sentence.

Emily ☐Hayley ☐Scheherazade ☐Eleanor ☐

- A** We marketed the company further through Twitter, YouTube, and Facebook.  
**B** A marketing team drew a number of designs for the Vegimat and we picked the one which we thought was best.  
**C** We've sold about three thousand mats, mostly to schools. The head teacher will decide whether to buy for a class or the whole school.  
**D** Healthy eating is such an important problem in today's society.

- 3 Finally, Julia talks about the future of the Vegimat. Watch and complete the text.

Throughout the year we've competed in <sup>1</sup>.....five..... competitions. The most successful one was when we went to the UK Young Enterprise Championships, where we competed against <sup>2</sup>..... businesses. We won this competition and went on to represent the United Kingdom at the European Young Enterprise Championships against <sup>3</sup>..... other countries. We came <sup>4</sup>..... at this competition and to continue with our success, now that we've started our own new <sup>5</sup>....., we are looking into variations of the mat, such as translating them into different <sup>6</sup>..... and including <sup>7</sup>..... and <sup>8</sup>..... from different <sup>9</sup>.....



## After you watch

What would you do if you started your own company? Talk with your partner. Write about your product, who would buy it and how you would market it.

11&amp;12

**Interactive interview: The Young Enterprise scheme****Programme overview**

**Summary:** Olivia and Rob meet six young women who have started their own company. They talk about their product, how they developed it, their roles in the company and their expectations for the future.

**Language:** This programme corresponds with Units 11 and 12 of *Interactive Student's Book 2*

**Grammar:** present simple passive, past simple passive (Unit 11); second conditional (Unit 12)

**Vocabulary:** materials (Unit 11); money and business (Unit 12)

**Before you watch**

Start by eliciting a few inventions and products which are important in our lives. Students write their ideas in the table individually and then explain and discuss their ideas with a partner. They then watch the video through once.

**While you watch**

- 1 Students remember as much as they can about the Vegimat from their first viewing and choose from the multiple choice options. Watch Juliet speaking as she is the one who describes the product and pause when the presenters turn to Emily.

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

- 2 Before watching, students work with a partner to match the speakers to the sentence. Pause after Eleanor has spoken to check answers and prepare students for the next exercise.

**Answers: Emily D Hayley B Scheherazade A Eleanor C**

- 3 Students complete the sentence as they watch. Elicit answers from the class before moving on to the *After you watch* activity.

**Answers: 2 2,400 3 36 4 second 5 company  
6 languages 7 fruits 8 vegetables 9 countries**

**After you watch**

In pairs, students discuss ideas for starting a business around their interests. They write short texts about their company from the notes they've made together. You could run your own class *Young Enterprise Competition* and have the class vote on the best idea.

**Extension activity**

Ask students to design a poster similar to the Vegimat, but for your class to use. What kind of information would be useful, for example, class rules, homework, or film and book reviews? Sports and healthy activities done by students during the week could also be a possibility.

# Interactive DVD 2

## Video scripts: *Talking Heads*

### Unit 1

#### Have you ever broken any bones?

**Girl:** I fractured my wrist when I was rollerblading. I was going along and then I fell because it was loose.

**Boy:** I broke my ankle jumping on my bed when I was younger.

#### Who's the most amazing person you know?

**Girl:** I know a really amazing girl named Maria. She's really sweet and kind and really generous. Whenever you have a problem, she's always listening. Yes. She's pretty amazing.

**Boy:** The most amazing person I know is my dad because he works really hard but he's always there for me.

### Unit 2

#### Have you ever done work experience?

**Girl 1:** I did work experience with the school nurse once. It was really fun and we made lots of cookies. She made the mixture for us and we just had to kind of dole them out on to some baking trays and put them in the oven. It was really fun.

**Girl 2:** I went to a textile design studio in London, my friend's mum's. And we did prints so I cut the right design out on a piece of paper, and then I stuck it on to a cloth and then I put the paint over it.

#### What did you use to do when you were younger that you don't do now?

**Girl 1:** When I was younger, I used to be quite girly; I would play with dolls and wear quite a lot of pink dresses. Now I don't wear pink at all.

**Girl 2:** I used to do a lot of sports like tennis and football and running, but now I only do tennis so I'm not as sporty as I'd like to be.

### Unit 3

#### What do you think the best age to be is?

**Girl:** I think that the best age to be is probably somewhere between 18 and mid-twenties because you don't have many responsibilities but you can still do pretty much what you like.

**Boy:** I think the best age to be is 20 or 21 because you can do anything you want and you can work.

#### Do you have any heroes?

**Girl:** I think one of my heroes would probably be Kurt Cobain from Nirvana because he didn't have a very good life but he still made some really amazing music.

**Boy 1:** My hero is Steven Gerrard because he always plays very well for England.

**Boy 2:** My hero is Jimmy Hendrix because he was a very good guitar player.

### Unit 4

#### Where do you like to eat out?

**Girl:** I like to eat out at Bella Italia because I like really pizzas and they also do pasta which is one of my favourite foods. Me and my mum usually go to Bella Italia if something good has happened.

**Boy:** My favourite place to eat out is a fast food restaurant because I really like hamburgers.

#### What is your favourite food?

**Girl 1:** I like pretty much everything from around the world. I like ... French steak is really nice, and Thai curry, and Caribbean food and things like that.

**Girl 2:** I like Chinese cuisine, in particular duck pancakes.

## Unit 5

### What would you like to do when you leave school?

**Boy 1:** I'd like to become an architect, mainly because of my mum, she's very interested in architecture.

**Boy 2:** When I leave school, I would like to become a journalist because I enjoy writing.

### How do you think the world will change in the next 20 years?

**Boy:** I think in the future, there will be a lot less air traffic because of global warming so people will have to use trains and boats more.

**Girl:** Over the next 20 years I think that the world will get hotter due to global warming and climate change.

## Unit 6

### What sports do you do?

**Girl:** Well, I don't do a lot of sports outside school so the only ones I really do are in PE lessons and we do a whole range there, but I really enjoy running and doing athletics but I also liked it when we did rounders and cricket though I don't know whether I'm any good at them!

**Boy:** I play football and tennis. I guess I'm better at tennis, because it's a bit easier for me to play and I can put more power into my shots and I've got a bit of trouble control when I play football.

### Have you ever done any extreme sports?

**Boy:** I have done rock climbing in the past. I like it because I like heights and I enjoy the challenge.

**Girl:** The only extreme sport I have ever done is rock climbing. I do it when I go away with school and I hope to do it again sometime in the future.

## Unit 7

### What kind of music do you like?

**Girl:** So, I like a variety of music. And, well, I should be interested in classical, playing the piano, but I'd say I prefer more contemporary music such as pop because you're able to sing along to that.

**Boy:** I like all kinds of music, from classical to heavy metal, but mostly I like to listen to rock music.

### When do you listen to music?

**Boy:** I like listening to music while I'm on the computer. I like having music on in the background.

**Girl:** I like listening to my music when my mum goes out so I can have it loud and I'm just on my own.

## Unit 8

### Which three words would describe you?

**Boy:** The three words that would describe me are: hard working, talkative and sporty. One word that wouldn't describe me would be shy.

**Girl:** The three words that would best describe me are sociable, talkative and honest.

### Which special days do you celebrate in your family?

**Girl 1:** Special days I celebrate with my family are Christmas where we all go to my nana's for something to eat and birthdays where we have parties and all my family are together.

**Girl 2:** Me and my family celebrate Christmas, birthdays and Easter. I like Easter because we eat loads of chocolate eggs.

## Unit 9

### Can you describe your best friend?

**Girl:** My best friend has long black hair and brown eyes and she is Greek and very pretty.

**Boy:** My best friend is quite attractive. She wears a lot of fake tan, also wears make up. She has red hair and is a very nice person.

### What do you watch on television?

**Girl:** On TV I like to watch comedies like Friends, music programmes and dramas.

**Boy:** I don't watch much TV but when I do, I like to watch football matches and I like to watch cartoon shows.

## Unit 10

### How did you get here today?

**Boy:** Today I got to school in a car. My parents dropped me off. It takes five minutes from my house to get here.

**Girl:** Today I came to school on foot and by the tram. I left my house and walked to the tram station on foot, stayed on for three stops, got off and walked to school.

### What is the longest trip you've ever been on?

**Girl:** My longest journey was a seven and a half hour plane flight to Qatar for a holiday.

**Boy:** My longest trip was down to London. I went with my family; we were going to watch the Champion's League semi-final, Arsenal versus Manchester United. It was a great experience, but going there wasn't very nice because there was a lot of traffic on the motorway.

## Unit 11

### What are your favourite types of films?

**Girl:** My favourite films are comedies, dramas and thrillers.

**Boy:** My favourite film is Iron Man. I like it because it's got lots of action, and it has a lot of special effects.

### What subjects are taught at your school?

**Boy:** There are lots of subjects that are taught in my school. The ones that I picked are History, Music, Art and RE.

**Girl:** The subjects that are taught at my school are Dance, Drama, PE and History.

## Unit 12

### What do you spend your money on?

**Boy 1:** The things I like to spend my money on are going to see Manchester City play and I like spending money on music and DVDs.

**Boy 2:** I spend my money a lot of the time on my guitar, but also I buy CDs, DVDs and clothes.

### If you could be anyone for a day, who would you be?

**Girl:** If I could be anybody else for a day, I would be Andy Murray because he's a tennis player and he's going to the semi finals and he could win.

**Boy:** If I could be anybody for a day, I would be Slash, because he's one of my favourite guitarists.

# Interactive DVD 2

## Video scripts: *Interactive* interviews

### Units 1&2: *A punting trip*

**Olivia:** Hello, I'm Olivia.  
**Rob:** And I'm Robert.  
**Olivia:** Today we're going to investigate what it's like to have a part-time job.  
**Rob:** Many people in the UK have part-time jobs while they are studying at school and college.  
**Olivia:** Today we're going round Cambridge on a punt, to look at some historical buildings and talk to our punt chauffeur about his job.  
**Rob:** So, if you're ready for our cruise, let's go.

\*\*\*

**Rob:** Hi, I'm Robert and this is Olivia.  
**Guy:** Hi, I'm Guy, I'm your punt chauffeur for the day. Is this your first time on a punt?  
**Olivia:** Yes.  
**Rob:** Yes, it is.  
**Guy:** Right, would you like to get on board? Let me help you.  
**Rob:** Cheers.

\*\*\*

**Guy:** So, I'm the punter, and this big long metal thing in my hand is the pole, and we're travelling in a punt today. The way I control the boat is by lifting the pole up, as you can see. I drop it so it hits the riverbed, and then I use my arms to push and I squat down using my legs, and the boat moves along.  
 Right, so I'm going to tell you a little bit about what you can see as we go up the river. Starting here and going all the way down this section of the river until it bends round is Saint John's College. In Venice the Bridge of Sighs connects the city law courts with the prison, but in Cambridge it just connects two sides of the same college.  
 So this library to my left is what we call an antiquarian library and that means that the books in there are very old.  
 And over to my left here is the most famous site in Cambridge, and that's King's College chapel.

\*\*\*

**Olivia:** So Guy, when do you work as a punt chauffeur?  
**Guy:** This year I'm working from April until September, that's the busiest time of the year.  
**Olivia:** How long do you work for each day?  
**Guy:** I work for between eight and twelve hours a day. It depends on how many customers there are.  
**Rob:** After a day on the river, do your arms get tired?  
**Guy:** My arms get very tired, yes, particularly this part of the arm here, the forearm, and where it meets the elbow.  
**Olivia:** When and where do you eat, or is every day a picnic?  
**Guy:** Every day is not a picnic, no. Erm, sometimes I eat in cafés and restaurants in the city centre, often I just cook at home, but if the weather's nice my friends and I have a picnic, yes.  
**Olivia:** There must be some interesting smells along the river. What are they like?  
**Guy:** Erm, well, there are lots of very beautiful gardens along the River Cam, and often you can smell sweet-smelling flowers, and sometimes also the kitchens of restaurants.  
**Rob:** Shall we go back, as I expect you've got another group of visitors to take on a tour?

\*\*\*

**Olivia:** Well, that's our first assignment over. I really enjoyed our day on the river, what about you?

**Rob:** Yes, it was amazing.

**Olivia:** See you next time. Goodbye.



### Units 3&4: *Visiting a food festival*

- Rob:** This documentary is going to be one of my favourites. It's about food. We'll be looking at food from all over the world that's been brought together for the Huddersfield Food Festival.
- Olivia:** We'll be hearing about cooking from Mongolia, and what it's like to sell your own cakes in your own café and deli, but the interview I'm looking forward to most will be everybody's favourite: ice cream.
- Rob:** But before we meet some exhibitors, who will tell us their culinary secrets, let's go and have a look around the stalls.

\*\*\*

- Rob:** To start, we're going to meet David who runs his own restaurant called the Temujin.
- Olivia:** Hello David, I'm Olivia. This is Robert.
- Rob:** Hi.
- David:** Hi, how are you?
- Olivia:** Can you tell us about your restaurant?
- David:** Yes, we specialise in Mongolian stir-fry, where customers go up to a refrigerator which has got a whole selection of ingredients in it, including meats, seafoods, vegetarian proteins or vegetables, and they get it stir-fried in front of them.
- Rob:** So, how do you cook the food?
- David:** Well, the client takes his ingredients across from the fridge, to the actual wok, where he gets it stir-fried, requesting from the chef oils, sauces and garnishes, which he uses to stir-fry on the woks.
- Olivia:** Do you have waiters in your restaurant?
- David:** Yes we do, they clear from tables, serve starters, desserts and also drinks.
- Rob:** What do your customers like best about your cooking?
- David:** Well, firstly the ambience in the restaurant is very good. And also it's far more casual than other types of restaurant. The food itself is very delicious, healthy, and nutritious, and much cheaper than other types of restaurant.
- Rob:** Sounds delicious. Do you have anything you would recommend that we could try?
- David:** Oh yes, would you like to come this way? Here, try some kangaroo. OK?
- Olivia:** Thank you.
- Rob:** Yum. Thank you very much for that David, and have a good time at the festival.
- David:** Thank you very much.
- Olivia:** Thank you.
- David:** Goodbye.
- Olivia/Rob:** Bye

\*\*\*

- Rob:** And now we're off to find out about some very special cakes.
- Olivia:** Hello Alison.
- Alison:** Hello, good morning.
- Olivia:** I'm Olivia.
- Alison:** Hi.
- Olivia:** This is Robert. So what's special about the things you bake?
- Alison:** It's the unusual flavours that we put in the cake, we have the courgette and lime cake, we have the beetroot and chocolate, and new for this year we have the liquorice cake.
- Olivia:** How do you sell your products?

**Alison:** We sell the large cakes to local delis and coffee shops, and we also sell direct from our shop and bakery, and we've just started selling individual retail packs to a supermarket.

**Rob:** Which is the most popular cake that you sell?

**Alison:** I would say the courgette and lime cake at the minute because they're in season, but across the year it's the cappuccino and walnut cake.

**Rob:** They all look delicious, do you have something we could try?

**Alison:** Would you like to try some liquorice cake?

**Rob:** Yes.

**Alison:** There you are.

**Olivia:** Thank you for talking to us today about your cakes.

**Alison:** It's been great, thank you.

**Olivia:** Come on Robert, you need to save some room for my favourite part.

\*\*\*

**Olivia:** So Jane, we're here to ask you about your ice creams. How long has your company been making ice cream, and what got you started?

**Jane:** We've been making ice cream for three years and it was an idea of my daughter's to use the extra milk from our herd of dairy cows, and it's just grown from there.

**Rob:** But how do you make ice cream?

**Jane:** We put all the ingredients in a 15-litre bucket, the milk, the eggs, the cream, and the flavourings. We then mix together and put it in the ice cream machine. We then leave it for 15 minutes and then we put it into cartons.

**Olivia:** How many flavours do you make?

**Jane:** We make 23 flavours, including strawberry, chocolate, caramel fudge and honeycomb. Would you like to try some?

**Olivia:** Yes please.

**Rob:** Thank you.

**Olivia:** Thanks. Thank you very much.

**Rob:** Thank you Jane, it was really interesting to hear how you are using milk from your own farm to make your excellent ice cream.

**Olivia:** Bye.

**Jane:** Bye.

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**Olivia:** We've had a really good day here at the Huddersfield Food Festival, and seen some amazing things to eat.

**Rob:** Yes, and now it's almost lunchtime, so we're just going to look around again, because I'm still a bit hungry. Oh, thank you.

**Rob:** Goodbye. See you next time.

**Olivia:** Goodbye.

**Units 5&6: Aerial Extreme**

- Rob:** Hi, today we're going to do something really exciting.
- Olivia:** Yes, we're here at Aerial Extreme in Sheffield. Aerial Extreme is a giant obstacle course high up in the air with ladders, bridges, walkways and even tightropes. I've been really looking forward to this and I can't wait to have a go. How about you Rob? You should have a go on a tightrope. You're not scared of heights, are you?
- Rob:** Fortunately no. So I might have to try everything.
- Olivia:** Come on then. Let's go and meet Joe, our instructor and do a safety briefing.
- \*\*\*
- Olivia:** Hi Joe, I'm Olivia. This is Rob.
- Joe:** Hi, nice to meet you. Welcome to Aerial Extreme. So before we get going, if you want to just fill in these forms. While you're doing that I'll get you some harnesses.
- OK guys, let's get your harnesses on. I'll help you get them on.
- OK guys, these are the things that you mustn't touch, OK? These are for your safety, OK?
- So, hold these, they're a little bit heavy. OK?
- So we're ready to go, so if you want to follow me.
- \*\*\*
- Joe:** When you see a sign like this, you have to do what it says, OK? OK, are you ready to go on?
- Rob and Olivia:** Yes.
- Joe:** Who would like to go first?
- Rob:** Erm, I'll go first.
- Joe:** OK. Before we go, I just want to go through the three golden rules for you, OK? So, the first rule is do not touch your safety equipment. So that is this and this. Second one is one person to an activity at a time, and the third rule is make sure that there's only three people on a platform at a time, OK? So before you go, I have to check your rope to make sure that it's the right length. OK. There you go. Off you go.
- Rob:** Come on Olivia, we're going to have fun today.
- Joe:** Guys, if you need any help, you just give me a call, OK?
- Rob and Olivia:** Thank you.
- Joe:** No problem.
- \*\*\*
- Olivia:** We know how to use the equipment. All we have to do is remember the things Joe told us.
- Rob:** Why do I have to do this?
- Olivia:** This is absolutely terrifying!
- Rob:** Did it!
- \*\*\*
- Rob:** That was fun! But there's a serious side to making this an adventure for all the visitors who come here. So, we're going to find Joe and ask him what it takes.
- Olivia:** How did you become an instructor here at Aerial Extreme?
- Joe:** Well, I really enjoy rock climbing and I've got a lot of experience of that, so when I saw the job advertised on the internet I thought it'd be a great job for me.
- Rob:** What training did you have?
- Joe:** I had a one-day training course that taught me all the safety aspects that I have to know.
- Olivia:** How often do you go on the course?
- Joe:** I have to go on at least once a day to check it for safety.

**Olivia:** How many instructors are there at the centre and what other duties do you have to do?

**Joe:** There's five instructors and there's two supervisors and we have to maintain the safety of the course and we also go around, pick up any litter.

**Rob:** What's your favourite part of the course and why?

**Joe:** It's the drop line, because of the feeling you get in your stomach as you jump off. It's very exciting.

**Olivia:** What would you be doing if you weren't working here?

**Joe:** I'd be a ski instructor in the mountains and following the snow all around the world.

**Olivia:** Thanks Joe, we now have a much better idea of how everything works here at the centre, but before we go...

**Rob:** ... we just might need to have another go. Come on!

**Units 7&8: Making music**

**Olivia:** Hello, we're both really interested in music, it's one of my favourite things.  
**Rob:** So today, we've come to a recording studio to meet some musicians.  
**Olivia:** We're going to meet Lucy, a solo artist, and Ben, who plays lots of different instruments.  
**Rob:** And we're going to talk to Anya, who plays guitar. Can't wait to meet her.  
**Olivia:** Robert, can you sing or play an instrument?  
**Rob:** Umm ... definitely not. I'm going to leave the singing to the experts.

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**Olivia:** Hi, you must be Ben.  
**Ben:** Hi, that's me.  
**Olivia:** I'm Olivia.  
**Ben:** Hi.  
**Rob:** And I'm Rob.  
**Ben:** Hi.  
**Olivia:** So what instruments do you play?  
**Ben:** I play the piano, the saxophone, the trumpet and the clarinet.  
**Rob:** When did you start playing the piano?  
**Ben:** Ten years ago.  
**Olivia:** How long have you played the saxophone?  
**Ben:** For four years.  
**Rob:** What is your favourite instrument and why?  
**Ben:** My favourite instrument is the piano because you can play lots of different types of music on it.  
**Olivia:** Do you write your own music or do you play other people's?  
**Ben:** I do both. I play a lot of classical music on the piano, but I also write my own music for orchestras.  
**Rob:** Who's your favourite musician?  
**Ben:** I'd say John Coltrane because he was a really great jazz saxophonist.  
**Olivia:** Would you mind playing us something?  
**Ben:** Sure, would you like me to play something on the piano?  
**Olivia:** Yes please  
**Rob:** That was really great. Can you play something for us on the saxophone?  
**Ben:** Of course.

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**Olivia:** Ben was amazing! I'm in the mood for dancing now.  
**Rob:** Calm down, Lucy's here.  
**Olivia:** OK.

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**Olivia:** Hi Lucy.  
**Rob:** Hi Lucy.  
**Lucy:** Hi guys, you alright?  
**Olivia:** We're good thanks.  
**Rob:** So, Lucy, can you tell us about yourself?  
**Lucy:** I've just finished my A levels, and I passed, so I'm now going to go to study Theatre at Leeds University. I also write and perform my own songs.

**Olivia:** Wow. When did you start singing?  
**Lucy:** I started at school about ten years ago.  
**Olivia:** When did you start writing songs?  
**Lucy:** I've written songs for about two years, since I started playing guitar.  
**Rob:** Is it hard to write your own songs?  
**Lucy:** I always start with the lyrics because that's the part that I find the easiest. The hard part is making the music work with the lyrics.  
**Olivia:** Where do you perform?  
**Lucy:** The most recent gigs that I've done have been at music venues in Manchester.  
**Rob:** Do you get nervous when you perform in front of people?  
**Lucy:** Yes, very.  
**Olivia:** Could we hear one of your songs?  
**Lucy:** Of course.

(lyrics)

The way the sun was shining down on us in the long grass,  
the summer that you taught me the guitar,  
dancing in the rain, chasing butterflies,  
doing anything we thought was crazy,  
don't let it pass you by,  
you know, they say, at the end of your life,  
as you take your last breath,  
at the moment that you die,  
you will see the years pass before your eyes,  
I hope you enjoyed the show.

\*\*\*

**Olivia:** I'd love to be able to sing like Lucy.  
**Rob:** I know what you mean. Lucy and Ben have both been really good. Let's go and meet Anya.  
**Olivia:** Hi Anya, I'm Olivia.  
**Anya:** Hi.  
**Rob:** Hi Anya, I'm Rob.  
**Olivia:** We're glad you're here. We have some questions for you.  
**Anya:** OK.  
**Rob:** So Anya, can you tell us about yourself?  
**Anya:** At the moment I'm at college, studying Textiles, English, Media and Geography, but I really love singing and playing guitar.  
**Olivia:** When did you start playing the guitar?  
**Anya:** I started playing five years ago when I was twelve.  
**Rob:** Have you always sung as well?  
**Anya:** I sang in my high school choir, and then I won a talent show, and I've sung ever since then.  
**Olivia:** Do you write all your own music and lyrics?  
**Anya:** Yes, I write all my own songs.  
**Rob:** So, where do you perform?  
**Anya:** I play at folk clubs and other venues, and I play at my college as well.  
**Rob:** Do you hope to be famous one day?

**Anya:** I'd love to sing professionally.  
(lyrics)  
... and all of the time,  
I think to myself, I'll do it this time,  
with nobody else ...

\*\*\*

**Rob:** I've always wanted to play the guitar.  
**Olivia:** Oh no. Rob, if you don't stop, I'll scream!  
**Rob:** Sorry, not a good idea. Bye.  
**Olivia:** Bye.

**Units 9&10: Special effects**

- Olivia:** Hello. As you can see, today we're in a film and television studio. We're going to find out what a make-up artist does.
- Rob:** A make-up artist is the person who creates an actor's physical appearance on screen. They make actors look younger, older, or even injured.
- Olivia:** We're also going to take part in our own mini-adventure, to see how make-up can work as part of a whole special effects sequence.
- Rob:** So, let's go and meet Daz, who's going to tell us about his experience working as a make-up artist in film and TV.

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- Olivia:** Hi Daz.
- Rob:** Hi Daz.
- Daz:** Hi guys.
- Olivia:** Why did you decide to become a make-up artist?
- Daz:** Well, I was a very creative child and I had a fascination with films, so it came from there really.
- Olivia:** What training did you have for your job?
- Daz:** Well, when I left school, I actually got some work experience in theatre, working in the make-up department, working on operas and stuff like that, so, err, and it kind of developed from there.
- Olivia:** Where do you buy your materials?
- Daz:** Most of the time, I buy them from specialist suppliers who supply me with chemicals that I mix together to create certain special effects.
- Rob:** What's the most difficult job you've ever done?
- Daz:** One of the most difficult jobs I've ever done is creating an old age make-up on to a young actor's face.
- Olivia:** Is it harder to make someone look younger or older?
- Daz:** I think it's much harder to make someone look younger. When creating an old age make-up you can add to the face, but you're trying to create something younger it's very difficult, you can't take away.
- Olivia:** Thanks Daz. And now you're going to help us make our own action movie sequence, where Robert receives an injury to his forearm, aren't you?
- Daz:** Yes, I am.

\*\*\*

- Director:** ...and action!
- Olivia:** It's taken us five hours to get this far, and there's still no sign of the others. I don't want the helicopter to take off without us.
- Rob:** They must still be ahead. Hopefully we can catch them before nightfall and leave with the rest of the group. What's that noise?
- Olivia:** I don't know, but it doesn't sound good.
- Rob:** Look out!
- Olivia:** Okay, so now we've completed the first sequence, and now we need Daz to complete the injury to Robert's arm, so let's go and find him.

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**Daz:** Now this is a two-part silicone putty. I'm just going to mix that up.  
Now this is the bit where we try to achieve the kind of colour of your own skin.  
So, I'm applying the silicone, which is quite a strange feeling isn't it?  
So what I'm going to do now, Robert, is go in with a little bit of colour first.  
So OK, now I'm just going to quickly go for some wound filler.  
I'd like to do a couple of little scratches.

**Rob:** Yeah that's really realistic.

**Daz:** It looks like something's just brushed you ...

\*\*\*

**Olivia:** It's taken us five hours to get this far, and there's still no sign of the others. I don't want the helicopter to take off without us.

**Rob:** They must still be ahead, Hopefully we can catch them before nightfall and leave with the rest of the group. What's that noise?

**Olivia:** I don't know, but it doesn't sound good.

**Rob:** Look out!

**Olivia:** Are you alright?

**Rob:** My arm!

**Olivia:** Oh well, lucky it's only make-up, isn't it?

**Rob:** Well, I've rescued Olivia and been seriously injured, so I think that's all for today.

**Olivia:** Yes. Thanks to Daz and the rest of the studio team.

**Rob:** Goodbye.

**Olivia:** Goodbye.

## Units 11&12: *The Young Enterprise scheme*

- Olivia:** Hello. I've often wondered what it would be like to have my own company.
- Rob:** Me too. So today we're going to meet a group of young people who are still in school but have done just that, started their own company.
- Olivia:** The team from 13 Limited started when they were taking their high school exams by taking part in a scheme called Young Enterprise, which aims to help young people start new businesses.
- Rob:** Part of the scheme is to think up a new idea for a product or a service that people can use.
- Olivia:** Robert, what would you do if you started your own company?
- Rob:** I don't know, but I hope to pick up some ideas. So shall we go meet them?
- \*\*\*
- Rob:** Hello everyone.
- Girls:** Hello.
- Rob:** Hi Julia. Can you tell us what your business does?
- Julia:** Yes. Our business' aim is to promote healthy eating amongst children across the world. We've now produced a product called the Vegimat. It's a healthy eating sticker chart. It can be used as a wall chart or as a placemat. Each child gets a packet of stickers that will last them a period of one week.
- Olivia:** Emily, How did you come up with the concept and the idea for the Vegimat?
- Emily:** Well, our Young Enterprise team from our school from last year also focused on healthy eating and because it's such an important problem in today's society, we decided that we wanted to do the same thing.
- Olivia:** So once you knew what you wanted to make, how did you set about designing the product?
- Rob:** I guess it wasn't easy getting them made. Hayley, how did you go about that?
- Hayley:** We got ourselves a marketing team to draw a number of designs and then we picked the one which we thought was best. We then needed to get our product printed. We ordered an initial batch of one thousand Vegimats, however, these sold out within four weeks, so we then needed to order a second batch. We changed our design this time after getting feedback from the children who had been using them, to improve our Vegimat.
- Rob:** Scheherazade, when did you start to think about the look and presentation, things like logos and how to promote the Vegimat?
- Scheherazade:** Well, from the beginning, marketing was a key issue for the company. We then started to market the product through going to local fairs and getting ourselves known in the local area. We then made several TV appearances and radio appearances. We then put the company online and had sales through our website, as well as marketing the company further through Twitter, YouTube and Facebook.
- Olivia:** Eleanor, how many mats have you sold? Where do you sell them?
- Eleanor:** We've sold about three thousand, but most of that is through schools, so we'll speak to the head teacher, and they'll decide whether to buy for a class or for the whole school, so three, four hundred mats. We're also in discussions with a big supermarket group and numbers as high as a hundred thousand units have been discussed. Even last week, another company contacted us from a children's catalogue asking if we could supply them with a thousand, so three thousand really is just the beginning.
- Rob:** Julia, we know you've been really successful. Can you tell us about some of the awards you've won and what plans you have for the future of the company?

**Julia:** Yes, throughout the year we've competed in five competitions. The most successful one was when we went to the UK Young Enterprise Championships where we competed against 2,400 businesses. We won this competition and went on to represent the United Kingdom at the European Young Enterprise Championships against 36 other countries. We came second at this competition and to continue with our success, now that we've started our own new company, we are looking into variations of the mat such as translating them into different languages, and including fruits and vegetables from different countries.

**Rob:** Thanks to you all for coming along today to tell us about your company and good luck with all of your plans.

**All:** Thank you.

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**Rob:** There's a lot to do to get a company started isn't there Olivia? Would you like to become an entrepreneur in the future?

**Olivia:** If I had a good idea I might have a go. Goodbye.

**Rob:** Goodbye.