

# Interactive DVD 4: Introduction

*Interactive* DVD 4 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 4*, 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 4*. 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 4*, 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 4 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 4

## 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 4* 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 4 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 4*). 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 4).

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 4. 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 4

## Pronunciation sections: Overview

The Pronunciation sections in *Interactive DVD 4* 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 4*. 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 4.
- 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 4 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 4 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 4*

## **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 4

## Talking Heads Answer Worksheet

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

### Unit 1

***How long have you been using social networking sites? How important are they to you?***

***Why do you think social networking has become so popular?***

Write *social networks* on the board and ask students to give you examples. What do people use social networks for? In pairs, students predict the reasons they will hear before watching the entire video clip to find out if their ideas are mentioned. The speakers use them to keep in touch with friends and family, to arrange events, keep up to date with news and share photos, music, videos, holidays and stories. After you watch, find out how important these sites are to your students and how often they use them. Can people become addicted to social network sites? What advice would they give to a friend who spent too much time on them?

### Unit 2

***Who are your favourite sports stars?***

***What are you trying to get better at, at the moment?***

Before watching, ask students to tell you the difference between a sports player and a sports star. Why do some sports players become celebrities? After watching this first half of the video, pause to see if they have heard of the English footballer Michael Owen. The second speaker is not interested in sport and admires his harp teacher. Pause the video on the second question so that students can talk for a minute in pairs about things they're trying to get better at. Write some of their ideas on the board. Speakers talk about languages (Spanish), playing a musical instrument (the harp) and getting better at a sport (Ultimate Frisbee). What should students do if they want to get better at something? Ask them to identify the similarities (all the speakers say you must practise or do an activity a lot) and differences (to learn a language it's helpful to speak with natives and go to the country in question; playing new pieces helps you to become better at a musical instrument, and joining a team will improve sports performance).

### Unit 3

***Which aspects of life in your country do you think immigrants would find most difficult to get used to?***

***Which foreign languages have you studied?***

Are there many immigrants where your students live? Ask them to discuss what might make it hard for people to start a new life in their country. Watch the first half of the video clip for students to see if they talked about the same challenges (different cultures and language problems, as many English people don't speak foreign languages and there are a lot of accents – one speaker mentions the complications of the health care system). A *culture clash* is the differences between cultures which make it hard for people to see things in the same way. Before watching the second interviews, write the languages your students have learned at some time in their lives to see if any of these are talked about (French, Spanish, Welsh, Mandarin, German and English). Do your students speak with a more American or British accent? Why is this?

### Unit 4

***Why do you think people enjoy going on scary rides in theme parks or watching horror films?***

***What's the most exciting thing you've ever done?***

The questions are related, so watch the video clip right through. Before watching, ask students if they like going on frightening theme park rides and watching scary films. Speakers talk about adrenaline and euphoria as well as the risk of danger, feeling brave, confident, nervous and having butterflies in their stomach (an expression which means to be very nervous). After watching, ask students to share their most exciting or interesting experiences with a partner. This topic could also be set as a writing task.

### Unit 5

***Should animals be kept in zoos?***

***Which animals would you most like to work with in an animal sanctuary?***

Start by asking students about zoos and animal sanctuaries in their area, making sure they understand the difference: in zoos animals are kept in enclosures for the benefit of humans while sanctuaries provide a home and care for abandoned or mistreated animals until their natural death. Students briefly describe places nearby and the animals they can see there. Pause the video on the first question and ask students for their opinion so that they can compare the speakers' ideas with their own (all three can see a reason for keeping animals in zoos but only the second thinks it's a good idea). Pause the video on question two and ask students to say which animals they would most like to work with in an animal sanctuary. Write the list on the board before students watch to see if their choices are mentioned (speakers talk about big cats, elephants, monkeys and mongrels (mixed-race dogs)).

# Interactive DVD 4

## Unit 6

***What do you think you'll be doing in five or ten years?***

***What hobbies would you like to take up while you're at university?***

Elicit the difference between jobs and hobbies and ask students if their ideal job would include their hobby or if it's better to keep the two separate. Ask students to take notes while they watch speakers talking about the first question. Afterwards, the whole class can piece together the answers from their notes (speaker one: volunteering in her friend's veterinary surgery in Fiji; speaker two: working as a surgeon in London while living in the country; speaker three: working in music either as a performer or manager, hopefully creating his own music). After watching the second part of the video, put students in groups or pairs to talk about a hobby they would like to take up (or get better at). Most of the speakers talk about sports so write the categories *sports/music/nature/arts and crafts/collecting things* on the board to inspire a variety of interests.

## Unit 7

***Do you judge people by their appearance?***

***What clothes do you like to wear?***

Before watching, you could show students some images from advertisements and fashion magazines and ask them what they think the people are really like. Can they tell what impression the advertisers are trying to make? Do images like this influence the way your students want to be seen? Watch the first half of the video, asking students if they agree with the speakers that clothing and hairstyles are important, especially when you are young. Before watching the second part of the video, ask students to describe their favourite style of clothing with a partner. After watching, they may have more ideas (bright colours, prints, wearing dresses, logos and brands, and smart and relaxed clothing are mentioned) so you could get them to write a short paragraph describing their personal style.

## Unit 8

***What are the most important things in life?***

***If you hadn't decided to go to university, what would you have done?***

Write *money/friends/family/nature/interests/jobs* on the board and ask students to order them in terms of the most to least important. Students watch the video and see how the speakers answer the question (all say friends and family are important but money, a career, learning new things, success and happiness are also mentioned). Before watching the second part, ask students if they're planning to go to university. Have they chosen a university and a degree? Ask those who have chosen to talk about their decision to the class. What else could you do if you don't go to university? Speakers talk about acting and travelling as alternatives. After watching, ask students to think about their future, perhaps setting the topic as a writing assignment.

## Unit 9

***Which is the most negative characteristic: being jealous or being aggressive?***

***What do you wish you had learned when you were younger?***

Pause on the first question and elicit the meanings of *jealous* and *aggressive*; jealousy is feeling envious of someone else because of their success (in a relationship it is the feeling that your partner may be attracted to someone else); while aggressive behaviour involves confronting or attacking others (it can be an attitude as well as verbal or physical). After watching, get your students' opinions; for example, do they agree with the speaker who says sometimes people who appear aggressive are simply confident? You could make other pairs of adjectives of personality for students to compare and contrast, such as *outgoing/introverted*; *sensitive/sensible*; *loud/quiet*; *easy-going/ambitious*. As they watch the speakers talk about the things they wish they had learned when they were younger, ask students to take notes (that it's OK to love step-parents, how to handle money, how to be thankful, to speak another language) and then ask them if they feel the same. In pairs, students think of things it would be good to learn when younger and briefly share their ideas with the class.

# Interactive DVD 4

## Unit 10

***Does advertising have too much power over us?***

***Would you ever like to work in advertising?***

Pause the video on the first question and, in pairs, ask students to describe an advertisement they have seen recently: was it an image with a slogan in a magazine or billboard, or something they saw on TV? Did it make them want to buy the product or not? After watching the first part, find out if any of them had included advertising by voluntary organisations and government campaigns (for example, the first speaker talks about advertising healthy food for children). Pause the video on the second question and ask for brief yes/no responses from your students before watching. Are they surprised that all three speakers are willing to do some kind of advertising work? Would they advertise for charity? Do they think advertising is a creative job? In what specific ways does having a psychology degree help someone working in advertising?

## Unit 11

***Do world-famous actors deserve to be so highly paid?***

***Who is the hardest working person you know?***

Ask students to name some of their favourite actors and say if they're world famous or not. What kinds of salaries do they think these actors are getting? Do they deserve them or not? After watching, students compare their answers to the speakers (had they thought about major actors getting a share of the profits in a lucrative industry and is this a fair justification, which is also true of footballers, models and so on?). Pause on the second question and ask the class to name the hardest working people they know (speakers talk about their sister, flatmate and mother). After watching, ask your students if they think they should work harder, or are they already hard workers. As there's a perception that teenagers don't work very hard and yet school subjects are very demanding these days, students may enjoy talking about this topic on a personal level.

## Unit 12

***Why do you think that fads happen and fashions change?***

***Does the world need a universal language that everyone can speak?***

Find out what fads are currently sweeping through your school or country (for example a toy, electronic gadget or fashion item such as a particular brand of trainers) and write the items on the board. Ask your students if they have these things and what they think of them (sometimes fads can be clever while at other times it seems to be about successful marketing). As students watch the first part of the video, write *friends/advertising/internet* on the board. Were the fads they named influenced by these things, as suggested by the speakers? Can they think of any other reasons? Pause the video on the second question for some quick answers (you could ask if anyone has heard of Esperanto which was invented in an attempt to create a universal language). After watching, ask students if they think English can be considered a universal language, and what it means to them. Do they think another language will eventually replace English? How often do they expect to speak English in the future, when they're working or travelling, for example? How important is learning English for them on a personal level?



## 1&amp;2

## Interactive Interview: Dodgeball

## Before you watch

To *dodge* something means to avoid being hit by moving quickly.

Talk to your partner.

- 1 Have you heard of a sport called dodgeball?
- 2 How do you think it is played?



## While you watch

- 1 Nicola and Jamie talk to Craig about dodgeball. Listen and write true (T) or false (F). Watch again to correct the sentences which are false.
  - 1 Dodgeball probably started with cavemen throwing rocks at each other. *F It probably started in the USA as a schoolyard game.*
  - 2 There are several professional leagues in America, Europe, France and in other countries too. ....
  - 3 Players often get hurt when they're trying to catch the ball. ....
  - 4 Craig first came across the sport when he coached sports teams in America. ....
  - 5 Craig helped set up a dodgeball league in the UK because he enjoyed playing it with the children and decided it was a fun game for adults as well. ....



Craig

- 2 One of the team captains, John, explains the rules to Nicola and Jamie. Listen and complete the table.

six (x3)   out   half   half   catch   hit (x2)   three   point  
park   two and a half   players (x2)   back   cones   points



John

The players	..Six.. players, with ..... substitutions allowed
The rules	<ul style="list-style-type: none"> <li>• Stay on your own .....</li> <li>• Throw the ball to ..... the other team</li> <li>• If you get ..... you are out</li> <li>• If you ..... the ball, the person who threw it is ..... and you also get one player ..... in.</li> <li>• A match consists of ..... games.</li> </ul>
How to win a match	<p>To win a game you must get all the other ..... out, or after ..... minutes, the team with the most ..... in wins that game and scores a .....</p> <p>At the end of six games, the team with the most ..... wins.</p>
Equipment and places to play	<p>You need ..... dodgeballs and some ..... to mark out the court. You can play anywhere; such as in a sports ..... or in the .....</p>

## After you watch

Choose a sport with your partner. Make a table like the one in Question 2. Complete it with the details of your sport.





# 1&2

## Interactive Interview: Dodgeball

### Programme overview

**Summary:** Nicola and Jamie, the presenters of the Level 4 Interactive documentary videos, visit a sports hall to find out about dodgeball. They interview Craig and John about the sport and then take part in a game.

**Language:** This programme corresponds with Units 1 and 2 of *Interactive Student's Book 4*.

**Grammar:** simple and continuous tenses; present perfect; *-ing* (Units 1 and 2)

**Vocabulary:** sports vocabulary and collocations (Unit 2): players, rules and equipment

### 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, pairs decide if the sentences are true or false from memory. Students watch again to check and correct their answers.

**Answers:** 2 F There are several professional leagues in America. The game is played in Europe, France and in other countries too. 3 F Players don't usually get hurt in dodgeball, although they can sometimes hurt their fingers when they're trying to catch the ball. 4 F Craig first came across the sport as a primary school PE game. 5 T

- 2 Once students have completed the gaps from memory, they can listen again to check their answers.

**Answers:** three substitutions are allowed

- Stay on your own half
- Throw the ball to hit the other team
- If you get hit you are out
- If you catch the ball, the person who threw it is out and you also get one player back in.
- A match consists of six games.

To win a game you must get all the other players out, or after two and a half minutes, the team with the most players in wins that game and scores a point. At the end of six games, the team with the most points wins. You need six dodgeballs and some cones to mark out the court. You can play anywhere; such as in a sports hall or in the park.

### After you watch

In groups or pairs, students choose a sport to write about, using the dodgeball table as a model. Make a wall display by adding photos and drawings of the sports to their paragraphs. Students could also use the table as a guide to writing essays about the sport, displaying these along with their artwork instead.

### Extension activity

If possible, organise a game of dodgeball in the playground and referee the game in English. Alternatively, put students in groups with the task of inventing a new game or making a children's playground game into a league sport. Using the same table, groups decide on the number of players, the equipment and rules, presenting their ideas to the class.

## 3&amp;4

## Interactive Interview: Theme Parks

## Before you watch

Nicola and Jamie are at Lightwater Valley theme park.

Talk with your partner.

- 1 Have you ever been to a theme park?
- 2 Were there any rides? What did you do there?



## While you watch

## 1 Listen and answer.

- 1 How many rides are there at the theme park? Over 40
- 2 Which presenter really loves rollercoasters? .....
- 3 Which presenter is afraid of heights? .....
- 4 How long is the rollercoaster ride at the theme park? ..... minutes

## 2 The presenters meet Ashley, who works at the park. Listen and complete the sentences.

- 1 Lightwater Valley started life as a theme park in 1987
- 2 The first ride installed was a .....
- 3 All staff go through an induction programme at the beginning of each .....
- 4 The induction programme involves job-specific training as well as ..... and safety and ..... relations.
- 5 They have an ..... team dedicated to making sure the rides are safe.
- 6 Ashley is a big theme park ..... He thinks people like scary rides because they like to ..... themselves and the adrenaline ..... that goes with that.
- 7 The scariest ride is the ..... and the most popular is the ..... rollercoaster.



Ashley

## 3 Listen and put the sentences in order. Listen again to check your answers.

A I'm not sure about the Whirlwind, though. Does it go upside-down? ☐

B I couldn't resist some popcorn! ☐

C Now we have a really good idea of what it's like to work here. It sounds fun! ☐

D Let's have a go on some of the rides that Ashley's talked about. ☐

E It was absolutely brilliant! It didn't feel like six minutes! ☐

F Don't worry, you'll be OK! Shall we go and find it? ☐

G We should go on the Whirlwind first, and then the Ultimate. ☐

H That was so scary! I'm definitely not doing that again! ☐

I I've got butterflies in my stomach now. ☐

## After you watch

Talk to your partner. Which ride looked like the most fun to you? Would you go on these rides? Why? / Why not?



## Interactive Interview: Theme Parks

### Programme overview

**Summary:** Nicola and Jamie go to Lightwater Valley theme park in Yorkshire, in the north of England. They talk to Ashley (who works at the park) who tells them the history of the park and what rides can be found there. Finally, the presenters go on some terrifying rides.

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

**Grammar:** adverbs and making comparisons (Unit 4)

**Vocabulary:** verbs and expressions of fear (Unit 4)

### Before you watch

Pause the video on the image of Nicola and Jamie standing in front of the Ferris wheel. In groups, students talk about theme parks they've been to, describing their experiences and rides they've been on. Watch the video through once.

### While you watch

- 1 Before the second viewing, ask pairs to complete the gaps from memory. They watch until the second scene change, checking their answers and adding information.

**Answers:** 2 Nicola 3 Jamie 4 six

- 2 You may need to watch this section several times before going through the answers together as a class.

**Answers:** 2 rollercoaster 3 season 4 health, customer 5 engineering 6 fan, test, rush  
7 Whirlwind, Ultimate

- 3 Pause the video when Nicola says 'Thanks. Now we have a really good idea of what it's like to work here. It sounds fun!' so that students can find the starting point for this activity. Students listen and order the dialogue; view this part again if necessary before checking the answers.

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

### After you watch

After students have read the questions, show the last part of the video again so that students can concentrate on the rides. In groups, students discuss the rides.

### Extension activity

Students find information about theme parks around the world, in English, on the internet or from a local travel agency. Ask them to look for the kinds of language used to attract people to the parks and to describe the rides. Alternatively put students in pairs or groups and ask them to design a theme park ride (it doesn't have to be a scary one). Groups describe their rides and the class votes on the most original, scariest and most complicated rides.



# Interactive Interview: Animal sanctuary

## Before you watch

Nicola and Jamie visit an animal sanctuary. Talk with a partner.

- 1 When was the last time you went to a zoo or animal sanctuary? Do you know what the difference between them is? If you've never been to an animal sanctuary, describe a nature documentary you have seen.
- 2 Look up on the internet or research these types of parks: nature reserve, conservation park, zoo, animal sanctuary.

## While you watch

- 1 Jane introduces the presenters to Elliot. Complete the table with information about him.

Animal type	Iguana
From	
Habitat	
Food	
Special features / description	



- 2 Pam, the owner of the sanctuary talks to Nicola and Jamie. Complete the sentences.

- 1 There are approximately ..... animals at the refuge.
- 2 The animals come from ..... that close down and from people who had them as ..... and can't ..... them anymore.
- 3 The strangest animals they've ever had was a ..... It came from Australia and it's a kind of ..... rat.
- 4 At the moment they've got an .....
- 5 Pam doesn't recommend exotic animals as pets because:  
1 ..... and 2 .....

- 3 The presenters meet George. Complete the table with information about him.

Animal type	
From	
Habitat	
Food	
Special features / description	



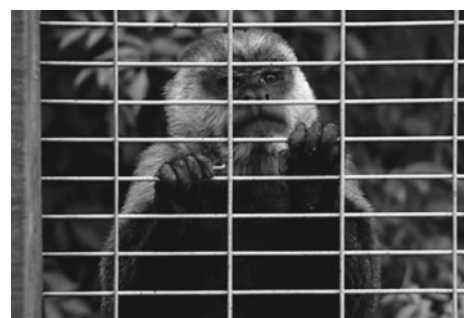
- 4 Read the questions and write answers for each question.

How are monkeys and apes different?

- 1 .....
- 2 .....

Why are monkeys endangered?

- 1 .....
- 2 .....



## After you watch

Choose a wild animal. Make notes about the animal and then describe the animal to your partner.



# Interactive Interview: *Animal sanctuary*

## Programme overview

**Summary:** Nicola and Jamie visit an animal sanctuary in Peterborough, in the centre of England. Jane, who works at the refuge, shows the presenters around and talks about the animals at the sanctuary. Pam, who owns the refuge, describes the sanctuary and explains why it isn't a good idea to own exotic pets.

**Language:** This programme corresponds with Units 5 and 6 of *Interactive Student's Book 4*.

**Grammar:** expressing contrast (Unit 5)

**Vocabulary:** the animal kingdom (Unit 5); campaigning (Unit 6)

## Before you watch

Ask students if they know the difference between a zoo (animals are kept in enclosures for the benefit of humans) and a sanctuary (which provides a home and cares for abandoned or mistreated animals). In pairs, students briefly talk about zoos, nature reserves or animal sanctuaries they've been to and what they saw there before watching the documentary.

## While you watch

- 1 Before watching again, students fill in the table with any information they can remember. Pause to check the answers when the scene change animation appears.

**Answers:** **From** South and Central America **Habitat** Tropical rainforest areas **Eat** in the wild mainly flowers and plants, in captivity fruit and vegetables **Special features** sharp claws

- 2 After watching the presenters interview Pam, elicit the answers together as a class.

**Answers:** **1** 350 **2** zoos, pets, look after **3** poteroo, kangaroo **4** alligator **5** they're smelly, they're hard to look after, they bite and scratch, and they're wild animals which shouldn't be kept in cages, etc.

- 3 Before watching again, students fill in the table with any information they can remember. Pause to check the answers when the scene change animation appears.

**Answers:** **From** the United States **Habitat** freshwater swamps and small lakes **Eat** fish and rodents **Special features** can grow to about 4.5 metres

- 4 Students work together or alone to write two ways in which monkeys and apes are different and two reasons that monkeys are endangered.

**Answers:** **How are monkeys and apes different?** Apes don't have tails, they are larger in size, their arms are longer than their legs and they've got greater intelligence. **Why are monkeys endangered?** Monkeys are still hunted for bushmeat (meat from wild animals), their youngsters are taken to be sold to the pet trade and deforestation and logging also affect their natural habitat.

## After you watch

If necessary, draw the table on the board. Students choose an animal, complete their notes and then describe it to their partner.

## Extension activity

You could extend the *After you watch* activity by asking students to use the internet to find out more about their wild animal: is it endangered, and if so what are the causes? Ask them to find out if there are any groups actively working towards maintaining habitats to ensure the animals' survival.



## 7&amp;8

## Interactive Interview: Vintage fashion fair

## Before you watch

Nicola and Jamie visit a vintage fashion fair, where people buy and sell second-hand clothes. Talk to your partner.

- 1 Would you like to wear vintage clothing? Why? / Why not?
- 2 Do you like buying second-hand things from charity shops? Why? / Why not?



Some people like wearing the most modern, up-to-date fashion, but it is also becoming very trendy to wear pieces from the past, or 'vintage clothing'.

## While you watch

- 1 Who says what? Write *N* for Nicola and *J* for Jamie.

1 Some people like wearing the most modern, up-to-date fashion.

2 A lot of people think that fashion from the past is elegant, traditional and very good quality.

3 We've come to see what we can find to wear, meet some of the stall-holders, and have a look at what else there is to buy.

4 They also sell lots of other things like furniture and toys.

5 I hope to find some weird and wonderful things.

- 2 Keeley, the organiser, talks to Nicola and Jamie about the fair. Listen and match to make the sentences.

1 Keeley organises about ... <input checked="" type="checkbox"/> <b>d</b>	<b>A</b> auctions and house clearances.
2 The stall holders range from 30 to 60 and they expect ... <input type="checkbox"/>	<b>B</b> the clothes have been worn a lot and so there isn't so much of it around.
3 She's a stall holder with an event-organising ... <input type="checkbox"/>	<b>C</b> it's individual, different and a lot more interesting.
4 The most popular clothing is from ... <input type="checkbox"/>	<b>D</b> 20 fairs a year.
5 They find clothing in car boot sales, charity shops, ... <input type="checkbox"/>	<b>E</b> with women than men.
6 Vintage clothing is more popular ... <input type="checkbox"/>	<b>F</b> about 500 to 1,000 visitors.
7 It's difficult for men to find clothes because ... <input type="checkbox"/>	<b>G</b> background so she combines the two things.
8 People like vintage clothing because ... <input type="checkbox"/>	<b>H</b> the 1940s and 1950s.

- 3 Watch the rest of the video and choose the correct options.

- 1 Dawn's been selling vintage clothes for ...  
**A** a long time      **B** about a year      **C** over a year
- 2 She spends anything from ... on a dress.  
**A** £20 to 40      **B** £25 to 50      **C** £35 to 60
- 3 Nicola's dress costs ...  
**A** £20      **B** £25      **C** £35
- 4 Now Nicola wants to buy ...  
**A** a handbag      **B** a necklace      **C** a pair of shoes



## After you watch

Do you prefer old or new things? Describe something old that you own and like.



## Interactive Interview: Vintage fashion fair

### Programme overview

**Summary:** Nicola and Jamie go to a Vintage Fair, where old clothes, accessories and other objects are sold. They interview Keeley and Dawn about selling vintage items and Nicola buys a dress.

**Language:** This programme corresponds with Units 7 and 8 of *Interactive Student's Book 4*.

**Grammar:** the passive (Unit 7)

**Vocabulary:** describing clothes and materials (Unit 7); talking about money (Unit 8)

### Before you watch

Pause the video just after Nicola talks about vintage clothing becoming trendy for students to discuss the questions in pairs. Get some ideas from the class before watching the video through.

### While you watch

- 1 On the second viewing of the video clip students listen and write the initials in the box. Pause the video when the presenters enter the fair to check their answers.

**Answers:** 2 N 3 J 4 J 5 N

- 2 On the second viewing of the video clip, pause the video when the presenters introduce Keeley for students to match the sentence halves. Pause after the interview to check their answers.

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

- 3 Students choose from the options below while watching the part of the video where Nicola tries on and buys a dress from Dawn's stall for the second time.

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

### After you watch

In pairs, students discuss their preferences. They also describe something they own which isn't new but is still important to them. It could be something in their home which belonged to their grandparents or other relatives. Lastly, ask students to tell the class about some of their most favourite possessions.

### Extension activity

Turn the *After you watch* discussion into a game by asking them to describe the object (its size, shape, function, and when and how it's used) without saying what it is for other students to guess. Extend further by asking pairs to write riddles about objects to share with the class. You could ask them to describe the object as if it's an amazing invention.





# Interactive Interview: Making an advert

## Before you watch

Nicola and Jamie visit Wynsor's World of Shoes, a chain of shoe shops in the north of England.

- 1 Describe an advertisement you've recently seen or heard.
- 2 What was being advertised? Did the ad make you want to buy the product?

## While you watch

**1** The presenters meet Lee, the Operations Director of Wynsor's World of Shoes. Listen and circle what Lee doesn't say.

- 1 People go to the shop because they sell ...
  - A good quality shoes.
  - B cheap shoes.
  - C sports shoes.
- 2 They supply shoes for ...
  - A formal wear.
  - B sports.
  - C outdoor wear.
  - D school.
  - E work.
- 3 The buyers have to be aware of ...
  - A the season
  - B the colours
  - C popular styles
  - D fashionable styles.
- 4 They advertise through ...
  - A newspapers
  - B magazines
  - C posters
  - D leaflets
  - E TV
  - F radio.
- 5 Lee would like the advert to include information about ...
  - A the huge range
  - B the locations of the stores
  - C the low prices
  - D that there are shoes for men, women and children.
- 6 Nicola and Jamie discuss using the following ideas in the advert:
  - A A horror film
  - B a horse race
  - C a football match
  - D the news.



Lee

**2** The presenters record their radio ad. Listen and write true (T) or false (F). Correct the false sentences.

- 1 Jamie is a newspaper reporter. **F** Jamie is a news reader.
- 2 Nicola is outside Wynsor's World of Shoes in Manchester.
- 3 Nicola says there are many types of shoes, and all at very low prices.
- 4 Jamie says that that's today's big store.
- 5 Lee says they're going to use the radio ad.

## After you watch

Talk with a partner.

- 1 Can you remember any adverts you've heard on the radio?
- 2 Do you think Nicola and Jamie's radio advert will be successful? Why / Why not?
- 3 Can you think of a better idea?





# Interactive Interview: Making an advert

## Programme overview

**Summary:** Nicola and Jamie visit *Wynsor's World of Shoes*, a large group of shoe shops in the north of England. They meet the company's Operations Director, Lee, who tells them what to put in the radio advert they're going to make for the store. They write and act out an ad based on a news programme.

**Language:** This programme corresponds with Units 9 and 10 of *Interactive Student's Book 4*.

**Grammar:** *had better* (Unit 9); reporting verbs (Unit 10)

**Vocabulary:** advertising, how to create a buzz and a product review (Unit 10)

## Before you watch

After students have discussed their ideas in pairs, find out what kinds of adverts they like, dislike or find most memorable as a class. Watch the video through once.

## While you watch

- 1 On second viewing, pause when the presenters meet Lee for students try to remember what wasn't said before watching to the point where Nicola and Jamie are about to record the radio advert for them to check their answers.

**Answers:** 2 outdoor wear 3 the colours 4 leaflets 5 the locations of the stores  
6 a football match

- 2 Student decide which sentences are true and which are false before watching again to check their answers. If necessary, watch this part again so that they can correct the false sentences.

**Answers:** 2 F Nicola is outside Wynsor's World of Shoes in Oldham 3 T 4 F Jamie says that's today's big story 5 F Lee thinks the ad's really good but doesn't say whether they'll use it or not

## After you watch

In pairs or groups, students talk about radio adverts and how successful they think Nicola and Jamie's ad was, as well as sharing any of their own ideas with the group and the class.

## Extension activity

In groups students choose a product and write and perform their own radio advertisements (serious or humorous). If you have the equipment, record them. Alternatively, make posters to advertise an event or product of the students' choice.

# 11&12 Interactive Interview: Unusual Jobs

## Before you watch

Nicola and Jamie are at the Centre of Anatomy and Human Identification in Dundee, which specialises in reconstructing human faces. They're going to meet Toby, a forensic artist. Match the two parts of the sentences.

- |   |  |
|---|--|
| 1 Forensics is the study of ... <input checked="" type="checkbox"/> d | A ... to build something to see what it was like before.                   |
| 2 To reconstruct is ... <input type="checkbox"/>                      | B ... the bones of the human head which surround the brain.                |
| 3 Having anatomical skills is ... <input type="checkbox"/>            | C ... investigating the past.  |
| 4 A skull is ... <input type="checkbox"/>                             | D ... investigating crimes.  |
| 5 A police cold case is ... <input type="checkbox"/>                  | E ... a job you do because of interest rather than to make a lot of money. |
| 6 Archaeological research is ... <input type="checkbox"/>             | F ... a crime or accident which hasn't been solved.                        |
| 7 A vocational career is ... <input type="checkbox"/>                 | G ... knowing about the parts of a body.                                   |

## While you watch

- 1 Toby talks about his job. Complete the text and listen to check your answers.

documentaries year scientific an ancient Egyptian vocational hard-working  
skull Rameses II portfolio head and neck presentations universities

Forensic artists combine artistic skills with <sup>1</sup> scientific knowledge to produce art used in police cold cases and other research. Facial reconstructions are used to uncover the face from the <sup>2</sup> .

When Toby was younger he watched a lot of TV <sup>3</sup> and particularly remembers seeing <sup>4</sup> being brought to life. Toby did sculpture as a bachelor's degree, which qualified him to do the course, but a scientific background is also acceptable, provided you've got a good artistic <sup>5</sup> to complement it.

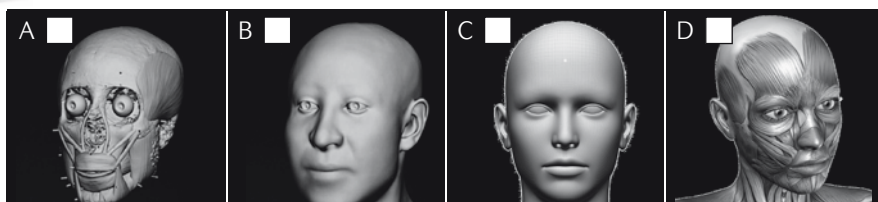
The training is full time for a <sup>6</sup> , and you learn full <sup>7</sup> anatomy. You also improve your artistic skills and your communication skills through verbal <sup>8</sup> , portfolios and essays as well. Forensic art is still new in the UK, so it can be hard to get work unless you're within the <sup>9</sup> . It's also not particularly well-paid and is more of a <sup>10</sup> career.

To be good at the job you need people skills because you're communicating with different people all the time, but also you need to have good artistic skills and you need to be <sup>11</sup> and enthusiastic to get the job done.

The oldest face Toby's reconstructed was <sup>12</sup> .



- 2 Watch Toby's finished reconstruction on the computer and choose the correct head.



This job reminds me of my favourite programme: CSI!

## After you watch

- Do you watch crime shows? Why? / Why not?
- Can you remember a cold case that was solved? Tell your partner about it.





# Interactive Interview: *Unusual Jobs*

## Programme overview

**Summary:** Nicola and Jamie interview Toby, a forensic artist who works at the Centre of Anatomy and Human Identification in Dundee, Scotland. They find out what qualifications he needed to do the job, who employs forensic artists, and what the job involves. Toby shows them how he does facial reconstructions using a computer program.

**Language:** This program corresponds with Units 11 and 12 of *Interactive Student's Book 4*.

**Grammar:** modal verbs of deduction (Unit 11); relative clauses (Unit 12)

**Vocabulary:** job collocations and compound adjectives (Unit 11)

## 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.

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

## While you watch

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

**Answers:** 2 skull 3 documentaries 4 Rameses II 5 portfolio 6 year 7 head and neck  
8 presentations 9 universities 10 vocational 11 hard-working 12 an ancient Egyptian.

- 2 Students watch the rest of the video, concentrating on the visual presentation of Toby's job.

**Answer:** B

## After you watch

Many students enjoy fictional and real crime shows, so in pairs ask them to talk about the shows they like, describing a story to their partner.

## Extension activity

Ask students to consider how Toby's job could be used in an episode of a crime show. If you have time, they could write a paragraph or short role play about a crime to present to their group or the class. You could also watch part of a crime show (if you can find one which isn't graphic or violent) where skills similar to Toby's have been used to solve the crime.

# Interactive DVD 4

## Video scripts: *Talking Heads*

### Unit 1

#### How long have you been using social networking sites? How important are they to you?

**Boy 1:** I've been using social networking sites for about four years, and Facebook in particular is very important to me. I use it pretty much every day and I use it to keep in contact with my friends and to arrange events with them so that we can, er, meet up.

**Boy 2:** I've been using social networking sites for the last two years. They're not very important to me because I like to meet with people on a more personal level, er, but they're good for keeping up with friends and family.

**Girl:** I've been using social networking sites since I was about 12 in high school. It started off with MSN and Beebo, then MySpace and now Facebook. Now I'm at university I find it very important to be able to keep up-to-date with my friends and family, sharing photos, holidays and just moments and stories that we've had together, and being able to comment and keep up-to-date.

#### Why do you think social networking has become so popular?

**Boy 1:** I think social networking has become popular because what it lets you do is it lets you represent yourself how you want to be seen. So, if you're having a bad day, you can delete a picture of yourself you don't like. If you're having a good day, and there's a picture you want to share you could put it right at the top of your profile so everyone can see it.

**Boy 2:** I think it's become so popular because it's easy, and it's a quick way of communicating with others. It's also a good way of storing and sharing photos, music and videos.

**Girl:** I think it's become so popular because you can, sort of, use it as a 'second living room' with your friends, so you not only can hang out with them in person but you can also keep on hanging out with them online. Er, and then also I think a big reason is that since all of your friends are on Facebook you'll want to be on Facebook as well.

### Unit 2

#### Who are your favourite sports stars?

**Boy 1:** My favourite sports star is probably Michael Owen. Er, I admire him because he's no longer in the England football team but he's been trying really hard to get back in it, in particular he scored an amazing goal in 1998 that I absolutely love, I think it's brilliant.

**Boy 2:** I don't really have any favourite sport stars because I am not that interested in celebrities but, er, I do admire my harp teacher because she was a great inspiration to me.

#### What are you trying to get better at, at the moment?

**Boy 1:** At the moment I am trying to get better at languages, particularly Spanish and I am trying to improve my Spanish by using it everyday. I spent some time last summer, er, working in a bookshop in Spain and I found that really, really useful because I was able to use Spanish everyday. I was able to speak to native speakers and these native speakers could tell me what I was saying right and what I was saying wrong, so how I could improve.

**Boy 2:** I am trying to get better at the harp, by practicing more, playing lots of new pieces and also committing to playing at least one hour a day.

**Boy 3:** At the moment I'm trying to get better at Ultimate Frisbee, er, so I recently joined a Ultimate Frisbee team, er, so I go to practices once a week, er, and also play one game a week, um, and I think I'm going to get a lot better quite soon.

### Unit 3

#### Which aspects of life in your country do you think immigrants would find most difficult to get used to?

**Boy 1:** I think immigrants would find it most difficult to get used to being in a completely different culture, a culture where a different language, English, is spoken all around them everyday. I know people talk a lot about a culture clash so people find it difficult to adapt to get used to being in a completely different country and the challenge for immigrants would be to preserve their own culture whilst also integrating into the English one.

**Boy 2:** English people don't speak many foreign languages so immigrants would find it more difficult to communicate, to be understood and therefore to be accepted.

**Girl:** In the UK, we have a lot of different accents, which are quite hard to understand. People speak very fast or very slow depending on where they come from and there's lots of different expressions if you live in the north or if

you live in the south of the UK. Also the healthcare system is very confusing as the UK is divided into 4 separate countries and it's very different when you go between the different ones.

**Boy 3:** I'm originally from Sweden, so in Sweden I think that immigrants might have difficulty getting used to, first of all, the cold, er, and then also the fact that Swedes, er, might find it difficult to talk to strangers and it might take time for them to, sort of, get to know new people.

#### **Which foreign languages have you studied?**

**Boy 1:** I've learned French and Spanish and I think the best way to learn a language is to speak with people from those countries and maybe to go there and travel and work there.

**Girl:** I've studied Welsh, Mandarin, French, Spanish and German. I think the best way to learn a language is to learn it from a very young age. I spoke Welsh in primary school and I think being made to speak the language all the time is a good way to pick it up. Also going to a country where that language is spoken is an easy way to learn it quickly.

**Boy 2:** Since I'm from Sweden, I've studied English as a second language, or a foreign language, and I have also studied German as a foreign language. English I mostly learned by watching television and watching movies, and playing computer games, er, and I think that is why I have my American accent when I speak English.

#### **Unit 4**

##### **Why do you think people enjoy going on scary rides in theme parks or watching horror films?**

**Girl:** I think they do it for the adrenaline rush so that their heart beats faster and they breathe quicker. I love the feeling of euphoria you get when you get off a scary ride and I also think that people watch scary movies so that they can say they've done it.

**Boy:** I think people enjoy going on scary rides because of the risk of danger and the excitement and, er, it makes them feel brave and confident even though it's a safe environment.

##### **What's the most exciting thing you've ever done?**

**Girl 1:** Er, I went tombstoning in Ibiza which is jumping off a cliff into the sea, hoping to hit the sea, not a rock. Er, I went with my friend, I watched her go down first and when she came up safely, I jumped in and it was about 20 metres high, so that was a massive adrenaline rush, really scary.

**Girl 2:** The most exciting thing I've ever done is jump out of a plane. I jumped from 4000 metres and, er, it was exhilarating. I got butterflies when I was hanging over the edge of the plane but then I screamed, there was a quick jolt and I slowly came down and saw the whole of Essex.

**Boy:** The most exciting thing I've ever done was to perform in front of 3000 screaming and shouting people at a music festival called *Rhythms of the World*. Er, beforehand, I was very nervous, and was sweating, and had butterflies in my stomach but afterwards it was all worth it and I wanted to do it all over again.

#### **Unit 5**

##### **Should animals be kept in zoos?**

**Girl 1:** I'm not sure. I think zoos are important for research and conservation purposes, but at the same time, it's not a natural environment, and they should be in the wild.

**Girl 2:** Yes, I think animals should be kept in the zoos. You can learn more about them, and also when you pay money to see the animals, it goes back into protecting animals in the wild and also you can tell a child as many times as you like about an animal, but until they see it in real life, then they won't really understand it.

**Boy:** I think animals should only be kept in a zoo if they are endangered or at risk in the wild. However, I think in general, it's better that they stay in their natural habitat.

##### **Which animals would you most like to work with in an animal sanctuary?**

**Girl 1:** If I had the chance to work in an animal sanctuary, I would really enjoy working with big cats, as I love cats, and I think it would be good to experience working with lions and tigers, and all sorts of big cats really. But I also love elephants. I think they are really cool and interesting animals so they'd be cool to work with as well.

**Girl 2:** I'd most like to do work with monkeys. I am studying biomedical science at university so I'm very interested in humans and I think that monkeys are quite similar and also you can teach them, and they can adapt so therefore I find that very fascinating.

**Boy:** Personally, I'd like to work with dogs, in particular mongrels. The reason I'll say that is because I myself had two dogs, um, and a puppy as well, and mongrels I really like because they are just quite energetic dogs, they're really friendly, um, nice to interact with and yeah, generally they're just really nice dogs to have around.



## Unit 6

### What do you think you'll be doing in five or ten years?

**Girl 1:** In five years' time, I will be living in Fiji with my friend, er, she's going to open a veterinary surgery and I will be volunteering, helping her look after the animals.

**Girl 2:** I hope I'll be working as a surgeon. I want to be living in the country and I hope that I'll be working in London.

**Boy:** In five or ten years, I'd like to have a job in the music industry either as a performer or working with bands as a manager. I'd like to create my own music and help others create music too.

### What hobbies would you like to take up while you're at university?

**Girl 1:** I would like to take up horseriding because I think the relationship between the horse and the rider is really rewarding. The only problem is I'm terrified of horses.

**Girl 2:** I'd like to take up kickboxing and karate. I'm quite an active person but I would like to be fitter and I'd also like to be more self-confident.

**Boy 1:** I'd like to take up rowing because I enjoy being on the water and it's a good form of exercise.

**Boy 2:** Firstly, I'd like to learn swimming because I think it would just be a good thing to overcome my phobia and actually learn how to swim so I can actually go to the beach and go further, deeper than I normally would. I would also like to learn how to play piano. When I was younger I started to learn but then didn't continue with it. Er, I think it would be quite a good skill to have because at least then I would know how to play quite a good and popular instrument very well.

## Unit 7

### Do you judge people by their appearance?

**Girl 1:** I think it can be difficult not to judge people on what they wear or how they present themselves, but I think it's important that we judge them on the way they behave and what they say as well.

**Girl 2:** Yeah, I think that everybody judges everybody else subconsciously on their first meeting with another person, but, er, not in sort of like, er, a mean way or anything, just everybody sort of looks at somebody else and says, 'Oh, I really like that sort of style. Maybe they're into the same sort, sort of stuff as me.' Er, I think, especially teenagers like to look at other people's clothing, er, to, sort of, judge them, check them out, er, and ... but the older that you get the less you do that. Er, I like to look at other people's clothing just to get some ideas for my own sense of style, so if I see somebody else with a really nice piece of clothing, I might go out and buy the same item. Er, but no, I don't like to judge people on first appearances because I think that's prejudiced, and I like to get to know a person before I start to judge them.

**Girl 3:** Er, I try not to judge people by their appearances, er, but I do think it is difficult not to do so completely. Er, I do think that people do judge me sometimes, er, because of my hairstyle.

### What clothes do you like to wear?

**Girl 1:** I'm quite an extrovert, so I like to wear bright colours, dresses that are going to be comfortable and practical. I like to wear shoes which make me look a little bit taller because they make me feel more confident.

**Girl 2:** I like to wear bright colours and prints, which shows that I'm, sort of, outgoing and lively. Er, I like wearing dresses on occasions, er, but I like to keep it quite simple. Er, I don't like wearing lots of logos and brands because I think it's just showing off wealth and, er, it's just not subtle. Er, I— I have— I'm really lucky because my auntie is a pilot so she goes travelling a lot and, er, she brings me back clothes from different countries. Er, people wouldn't have the same sort of clothes here, so I wouldn't be wearing the same sort of— er, exactly the same clothes as my friends in my peer group, so I'm really lucky.

**Girl 3:** Er, I like to wear clothes that are comfortable, er, although the clothes that I do wear change quite a lot. Er, when I'm working, I wear smart clothes, er, but when I'm at home I wear more relaxed clothing. Er, so when I go out with my friends I like to get a balance between the two.

## Unit 8

### What are the most important things in life?

**Girl 1:** Money can be quite important. I'd like to build a career where I can afford to have a family of my own one day. But at the moment the most important thing to me is my own family. Um, there's quite a large age gap between me and my younger brothers, so I'd like to think that I can be a good role model for them.

**Girl 2:** My friends and my family are the most important thing to me. Um, I also love learning more about my subject, learning new languages and, um, studying my subject. Um, together these things will bring me success and happiness



and hopefully money later on in life, but these are not the most important things to me, definitely. My friends and my family who support me are the most important things right now.

**Girl 3:** Er, the most important things in my life are my friends and my family, er, because of the support that they give me and they're always there for me to talk to. Er, but I'm not interested in money or anything like that.

#### **If you hadn't decided to go to university, what would you have done?**

**Girl 1:** If I hadn't decided to go to university, I would have become an actor. But, I decided to come to university to study English Literature because I felt like that would give me a greater chance of being a successful actor in the future.

**Girl 2:** I would have taken a break from studying and gone travelling around Asia and Africa. It's something I've always wanted to do. Er, I've been travelling around Europe before, but, um, I have never been to Africa or Asia. So I'd— definitely would have gone travelling around these continents.

**Girl 3:** Er, I would have liked to travel the world a bit, er, to, er, see what other experiences are out there. Er, I'd quite like to get into journalism. Er, I'm doing an English degree at the minute at university and, er, I think travelling would have helped me to get into that job, really.

### **Unit 9**

#### **Which is the most negative characteristic: being jealous or being aggressive?**

**Girl 1:** I think it's natural to have both in your character, but being aggressive can lead to you losing your temper, which is more destructive, so it's harder to keep your cool.

**Girl 2:** I think that being aggressive and being jealous are both negative and unpleasant ideas, but I think that sometimes when people seem like they're being aggressive it's actually just that they're confident.

**Girl 3:** Er, I definitely think that being aggressive is a worse characteristic. Er, I think everybody, er, is a little bit jealous and I think sometimes that can be quite a good thing, er, sometimes when you're in a relationship being a little bit jealous might show the other person how you truly feel about them.

#### **What do you wish you had learned when you were younger?**

**Girl 1:** I wish I'd learned earlier that it's OK to love step-parents. When I was younger I used to storm out a lot but I've realised now that we can actually get on.

**Girl 2:** I wish I had learnt how to be better with money. Er, I wish I could be better at, er, budgeting my— er, my money and not spend so much money on clothes. Er, I wish that I had learnt from a younger age how to, er, save money and not spend it all at once. Er, I also wish that, er, from a younger age I could have learnt how to be thankful to people who have helped me, er, friends, family and teachers, er, who have helped me in my life.

**Girl 3:** Er, I really wish that I'd learnt French, er, or any other language, er, when I was younger. Er, I'd really love to have been given that opportunity at primary school, er, as I always think it's a bit difficult to learn another language as you get older.

### **Unit 10**

#### **Does advertising have too much power over us?**

**Girl 1:** Er, I think that advertising does have a lot of power over people, but that different groups are affected by advertising to different extents, like, for example, children are affected by advertising more than adults, for example. But, yeah, I think advertising is very powerful, and that— that can be a good thing, if we're advertising things like healthy food for children but advertising can also have a negative power when you're advertising things like chocolate and sweets, for example.

**Boy:** I don't think advertising has too much power over us. It's all around us, er, it informs us about things that we might want to buy and, er, advertising voluntary organisations is always a good thing.

**Girl 2:** Advertising does have too much power over us as it influences people's decisions into consumer-making, and it manipulates people's decisions when buying products they may not want or need otherwise.

#### **Would you ever like to work in advertising?**

**Girl 1:** I'm not particularly interested in advertising in general and I certainly wouldn't want to advertise for a company that I didn't agree with, but I would advertise, for example, for a charity that I liked.

**Boy:** I'd like to work in a creative job. I think advertising would be the right job for that and it would be a good career choice.

**Girl 2:** Yes, as I'm studying Psychology at university; it's very interesting to understand how companies can actually persuade people into buying their products.

## Unit 11

### Do world-famous actors deserve to be so highly paid?

**Girl 1:** I don't think that world-famous actors do deserve to be so highly paid, but I don't think the problem is just with world-famous actors; it's other kinds of celebrities and famous people. For example, footballers earn a lot of money and it's not fair that some people earn loads of money while there's people in very badly paid jobs.

**Boy:** I think famous actors do deserve to be so highly paid. If you're involved in something that brings in millions of pounds then you should get a certain amount of that, just like if you were involved in something that made thousands of pounds, you would get a specific amount. So, the more you bring in, the more you should get.

**Girl 2:** Personally, I think that there's other people in the world who contribute more, such as doctors and nurses in the medical profession, saving people's lives, than, er, the profession of actors.

### Who is the hardest-working person you know?

**Girl 1:** I think it's probably my little sister. She's 15, and so she's at high school, and she always does her homework on time, she tries very hard, and she's getting good grades and I think when she's older she's going to be a very well-known and famous journalist.

**Boy:** The hardest-working person I know is my flatmate. She, um, works shifts up to 40 hours a week and she also has a full-time course at uni, and she still finds the time to do all the extra work that you have to do on top of that. So, she's the hardest-working person.

**Girl 2:** I think my mum's the hardest-working person I know. She is a teacher, an English teacher in a school, and she teaches a lot of pupils how to improve in their English and pass their important exams, to do better in life, and she also has to do a lot of cleaning and cooking and washing up, and look after her kids.

## Unit 12

### Why do you think that fads happen and fashions change?

**Girl 1:** I think on a personal level, people enjoy fads because if all of your friends are using one thing then you want to get involved in that as well so that you have something to speak about, so that you've got things in common. But then, the thing that you've been playing with or doing gets boring and innovation happens, technology brings new things, and so people start changing, and also advertising's important in that way because it brings us new products that we want to try.

**Boy:** I think fads happen and fashions change because the power of advertising makes people interested in the same thing all at the same time, and if you want to buy something that's not in fashion it's hard to find because most shops don't sell things like that.

**Girl 2:** I think that in the world we live in today, with a lot of online network communication, we can quickly find out what's in fashion in other parts of the world, such as America and China, and it changes what we do here.

### Does the world need a universal language that everyone can speak?

**Girl 1:** I don't think we do need a universal language, because we don't have one at the moment, obviously there's a lot of different languages in the world and things seem to work fine, and, for example, I've got a lot of international friends who don't speak English very well but it's interesting to learn together, to learn about each others' cultures and languages and backgrounds, and I think it would be boring if we were all the same.

**Boy:** I don't think the world needs a universal language that everyone can speak. I think it would be boring, and countries would lose their individuality and when you go abroad it's nice to hear other people speak their own languages.

**Girl 2:** I think it's important to have a universal language, in terms of trading and exchanging ideas across other parts of the world, but then again, there would be a downside to losing cultural identity and differences.

# Interactive DVD 4

## Video scripts: *Interactive interviews*

### Units 1&2: Dodgeball

- Nicola:** Hi. Today we're here to learn about a sport that's new to the UK, which has built up a following recently.
- Jamie:** Yes, that's right. We're at a sports centre in Manchester to find out all about dodgeball. We'll learn about how to play the game and maybe have a go ourselves.
- Nicola:** Hi. This is Craig. Hi, Craig.
- Craig:** Hi. So you saw a little bit of the game. What did you think?
- Nicola:** It's brilliant! It looks so much fun! Can we ask you some questions about dodgeball?
- Craig:** Sure.
- Nicola:** Where did dodgeball start?
- Craig:** No one really knows where dodgeball started. Um, some suggestions on the internet are that it began with cavemen throwing rocks at each other, but more sensibly it seems to have come— started in the USA as an American schoolyard game.
- Jamie:** Which countries play dodgeball?
- Craig:** It's played in lots of different countries. It's mainly played in America, where there's several professional leagues, but it's also played in Europe; in France, Finland, Sweden, and also in China and Australia.
- Nicola:** Does anyone ever get hurt?
- Craig:** It's very rare that people get hurt. Obviously, as in any sport, there's occasional injuries. Sometimes, if players are trying to catch the ball, it might hit their fingers, which can sometimes hurt, but injuries are quite rare.
- Jamie:** How did you get into dodgeball?
- Craig:** Well, I coach in schools and as part of PE lessons, sometimes dodgeball's used as a warm-up game. So that was where I first came across the sport.
- Nicola:** What made you decide to set up your own league?
- Craig:** Sometimes myself and some of the other coaches when we were playing, er, dodgeball in the PE lessons, we would join in with the children and we thought it's a very fun game to play for adults as well. And when we saw those leagues in America, we thought, 'Why not the United Kingdom?'
- Jamie:** Thanks for talking to us. It's been great meeting you.
- Craig:** Thanks very much.
- Nicola:** This is John. He's one of the team captains playing dodgeball here today. Hi, John!
- John:** Hello! How're you doing?
- Jamie:** Hi! We've really enjoyed watching you play today. Can you tell us how to play dodgeball?
- John:** Course I can!
- Nicola:** How many players are there in a dodgeball team?
- John:** There's six players in a team and you can have up to three substitutes.
- Jamie:** What are the rules for dodgeball?
- John:** The rules are you must stay on your own half, you've got to try and throw the ball and hit the other team. If you get hit, you are out. If you catch a ball, the person who threw it is out, and also you get one player back in.
- Nicola:** How do you win a match?
- John:** Each match is made up of six games. To win a game you've got to get all the other team out, or you play for two and a half minutes and the team with the most players in, wins that game and scores a point. At the end of the six games, the team with the most points wins the match.
- Jamie:** What equipment do you need and where do you play?

**John:** You need six dodgeballs and some cones to mark out the court. We play in a sports hall because the balls bounce off the wall and it makes it a bit more action-packed, but you could just play in a park for example.

**Jamie:** Thanks for explaining it to us. I understand the game a lot more now.

**Nicola:** Yes, it's a lot less scary now I know how to play it.

**John:** Well, you've no excuses then! Come and play!

**Jamie:** Why not?

**Nicola:** You're right, that was fun!

**Jamie:** Dodgeball is brilliant!

**Nicola:** I wonder if there's a league where I live.

**Jamie:** Well, I've had a great time.

**Nicola:** So have I. Goodbye!

**Jamie:** Goodbye!

## Units 3&amp;4: Theme Park

- Nicola:** Hi! Can you guess what we're going to be doing today? I'm very excited!
- Jamie:** Can you guess by all the screaming? We're at a theme park. It's called Lightwater Valley in Yorkshire in the north of England, and there are over 40 rides here.
- Nicola:** We're going to find out what it's like to work at a theme park, operate the rides and have a go on some ourselves. I really love rollercoasters!
- Jamie:** I don't! They make me jump out of my skin; they're terrifying! Did you know that Lightwater Valley has Europe's longest rollercoaster? It's six minutes long!
- Nicola:** I know. I think we should go on it. It sounds great!
- Jamie:** I don't know – I might scream my head off! I don't like heights. Come on, let's go and meet one of the ride operators and find out what he thinks about the rides.
- Nicola:** Yeah!
- Ashley:** Hello.
- Jamie:** Hi, Ashley. Um, can you tell us something about Lightwater Valley theme park?
- Ashley:** Lightwater Valley started life as a theme park in 1987 with the installation of the first rollercoaster. Since then we've grown to attract approximately 350,000 visitors per year.
- Nicola:** What training do you have to do to work here?
- Ashley:** All staff go through an induction programme at the beginning of each season, which involves job-specific training as well as health and safety and customer relations.
- Jamie:** How do you ensure that the rides are always safe?
- Ashley:** We have an engineering team who are dedicated to looking after the rides, ensuring that they're ready to operate each morning when the park opens.
- Nicola:** Do you like the rides yourself?
- Ashley:** I do. I'm a big theme park fan myself.
- Jamie:** Why do you think people like scary rides?
- Ashley:** I think people enjoy testing themselves and the adrenalin rush that goes with that.
- Nicola:** What's the scariest ride you have here?
- Ashley:** The scariest ride here is definitely Whirlwind, which was new for last season.
- Jamie:** What ride is the most popular, and why do you think that is?
- Ashley:** The most popular ride here is the Ultimate rollercoaster, which remains the longest in Europe. Not quite as scary as Whirlwind, but still very popular with guests.
- Nicola:** Thanks. Now we have a really good idea of what it's like to work here. It sounds fun!
- Jamie:** So, let's have a go on some of the rides that Ashley's talked about.
- Nicola:** I think we should go on the Whirlwind first, and then the Ultimate.
- Jamie:** I can't wait for the Ultimate! I'm not sure about the Whirlwind, though. Does it go upside-down?
- Nicola:** Don't worry, you'll be OK! Shall we go and find it?
- Jamie:** Thanks Ashley.
- Nicola:** Thanks.
- Ashley:** Have fun!
- Jamie:** I've lost Nicola. Where is she?
- Nicola:** Sorry! I couldn't resist some popcorn!
- Jamie:** Not just before you go on a big ride, Nicola! It looks so high.
- Nicola:** You're not really scared of heights, are you?
- Jamie:** Not usually, but I've got butterflies in my stomach now!
- Nicola:** Don't worry, Jamie. Come on.

**Jamie:** That was so scary! I'm definitely not doing that again!  
We're about to ride the Ultimate.

**Nicola:** Wish us luck!  
Wow, I loved that! It went incredibly fast.

**Jamie:** It was absolutely brilliant! It didn't feel like six minutes.

**Nicola:** No way! Let's find another ride. Ready, Jamie?

**Jamie:** Oh yeah, let's go!

## Units 5&6: Animal Sanctuary

- Nicola:** Hi! Today we're in Peterborough.
- Jamie:** We're here to meet some weird and wonderful creatures!
- Nicola:** Yes. That's because we've come to an exotic pet refuge, which takes in all kinds of animals and looks after them when they've been hurt, or when their owners can't look after them anymore.
- Jamie:** We'll learn about how the refuge is run ...
- Nicola:** ... and with a bit of luck, we'll be able to handle and meet some of the animals too. I hope they won't scratch or bite me!
- Jamie:** I'm hoping to learn more about the natural habitats of the animals.
- Nicola:** I wonder what kind of animals they have here at the moment?
- Jamie:** Let's go and meet the volunteers who work here to find out.
- Jane:** Welcome to our exotic pet refuge. I'm Jane, this is Elliot and we are in the reptile house.
- Nicola:** He's great! Is he an iguana?
- Jane:** Yes, that's right. He's an iguana. He's ten years old.
- Jamie:** Why did he need to come to the refuge?
- Jane:** His owner was moving and could not take him to the new house.
- Nicola:** Where do iguanas come from?
- Jane:** Iguanas come from South and Central America.
- Jamie:** What is their natural habitat?
- Jane:** Tropical rainforest areas.
- Nicola:** What do they eat?
- Jane:** Iguanas are herbivores. In the wild, they eat mainly flowers and plants. Er ... in captivity, they eat fruit and vegetables. Would you like to hold him?
- Jamie:** I'd love to!
- Nicola:** Why does Jamie need to wear gloves to hold him?
- Jane:** To protect him from Elliot's claws, and to protect the iguana from human infections.
- Jamie:** He's being very good for us! Iguanas are fascinating. Now we're going to ask Pam, the owner, some questions about the refuge.
- Nicola:** How do you raise the money to keep the refuge running?
- Pam:** We go to shows and garden fetes and garden centres, and we also, er, have seven— er, six open days a year.
- Jamie:** How many animals do you have here?
- Pam:** We have approximately 350.
- Nicola:** How do most of the animals end up here?
- Pam:** They come from all walks of life. They come from zoos that close down, and they come from people that had them as pets and just can't look after them anymore. Er, they're just not wanted.
- Jamie:** What's the strangest animal you've ever had?
- Pam:** One of the strangest is the potoroo. It's a kangaroo rat from Australia, and we've also got an alligator.
- Jamie:** What advice would you give to someone who is thinking about getting an exotic pet?
- Pam:** I wouldn't recommend it. They're smelly, they're hard to look after, they bite and they scratch, and they're wild animals. They shouldn't be kept in cages.
- Jamie:** Can we go and see the alligator now please?
- Pam:** Yes, you can. I'll get Jane to show you.
- Nicola:** How did the alligator end up here at the refuge?
- Jane:** George, the Mississippi alligator, was an unwanted pet.



**Jamie:** What country do they normally live in and what conditions do they need?

**Jane:** They come from the United States. They live in freshwater swamps and small lakes.

**Nicola:** Is he dangerous?

**Jane:** Yes, he could hurt you quite badly and could kill when he's bigger.

**Jamie:** What do they eat and how often do they need food?

**Jane:** He's fed fish and rodents once a week.

**Nicola:** How big can alligators grow?

**Jane:** Alligators can grow to about 4.5 metres.

**Nicola:** Jane, how many breeds of monkey do you have here?

**Jane:** We have nine breeds of monkey.

**Nicola:** Can we go and see them, please?

**Jane:** Yes, sure! Let's go.

**Jamie:** So, can you keep different breeds of monkeys together in the same space?

**Jane:** Yes, in zoos with large enclosures it can be done, but here we keep our monkeys separate.

**Nicola:** What's the difference between a monkey and an ape?

**Jane:** Apes do not have tails, they are larger in size, their arms are longer than their legs and they've got greater intelligence.

**Jamie:** Are any monkeys endangered? If so, why? What's killing them?

**Jane:** Yes, there are many conservation groups throughout the whole world, ensuring the survival of the endangered and rare species, but sadly, many monkeys are still hunted for bushmeat and their youngsters are taken to be sold to the pet trade. Deforestation and logging also affects their natural habitat.

**Nicola:** You know so much about animals. If I were an endangered species, I think I'd like to come here!

**Jamie:** It's so sad to think that some animals might not be here in a few years because of people killing them or chopping down rainforests.

**Nicola:** Yes, it's not fair! Animals can't choose where they live!

**Jamie:** Thank you for showing us around the refuge today. It's been so much fun.

**Nicola:** Shall we go and see some more animals?

**Jamie:** Yeah, come on. I want see the wolves.

Well, that was great! I feel really lucky to have held a real live iguana!

**Nicola:** Maybe you should try holding the alligator next time.

**Jamie:** Er, I don't think so!

## Units 7&amp;8: Vintage Fashion Fair

- Nicola:** Hello. Fashion is a big part of what creates our identity. Some people like wearing the most modern, up-to-date fashion, but it is also becoming very trendy to wear pieces from the past, or 'vintage clothing'. A lot of people think that fashion from the past is elegant, traditional and very good quality.
- Jamie:** So today we've come to a vintage fashion fair to see what we can find to wear, meet some of the stall-holders, and have a look at what else there is to buy.
- Nicola:** We're hoping to find some interesting outfits ourselves.
- Jamie:** Do we have to?
- Nicola:** What's wrong? Don't you like vintage fashion, Jamie?
- Jamie:** I'm happy with my jeans and trainers really.
- Nicola:** Well, you can help me find a nice dress then.
- Jamie:** OK. They also sell lots of other things like furniture and toys, so that should be cool.
- Nicola:** I hope to find some weird and wonderful things. Let's go inside and take a look around.
- This is Keeley. She organises Discover Vintage. Thank you for talking to us today, Keeley.
- Keeley:** That's alright!
- Nicola:** How many fairs like this do you organise each year?
- Keeley:** I organise about 20 ... er ... the stall-holders range from about 30 to 60. This is one of the biggest. Er ... and normally we expect about 500 to 1000 visitors.
- Jamie:** Why did you decide to start the fairs?
- Keeley:** Well, I decided to start because I'm a seller myself and I sell vintage, um ... but there weren't many fairs around and I'm from an event-organising background, so I thought, well, I could do the two things together and it works out quite well.
- Jamie:** What sorts of clothing are the most popular?
- Keeley:** The most popular clothing really is the 1940s and 1950s. It's the styles, it's the patterns, and people really like to do re-enactments, especially for wartime things, so they like to dress in the 40s style. So those are the most popular, um, really, and that's what we have a lot of at this fair.
- Nicola:** Where do you find your items?
- Keeley:** Well, I find them from all over the place, we don't always like to let people know where, but for example we do go to, er, car boot sales, charity shops, auctions maybe or house clearances. You have to constantly look for the stuff.
- Nicola:** Do you think that vintage fashion is more popular with women or men?
- Keeley:** Um ... I think it's popular with both, um, I think ladies like it and it's a lot easier for them to find it, whereas men, they quite often find that the clothes have been worn quite a lot and then they've probably, the people in the past have worn them to do the gardening as well, and then they throw them away, so men's clothes are harder to find because the— there aren't so many around.
- Jamie:** Why do you think people like vintage clothing so much?
- Keeley:** Um ... I think they like it because of the individuality, they like to have something a bit different so they— they're not going to the— the shops and getting the same as everybody else and you're worried that somebody is going to be wearing the same thing. So it's mainly about that, the styles, the colours, the cut, it's all different and a lot more interesting.
- Nicola:** That's all very interesting. Thank you so much for talking to us today. Shall we carry on looking around?
- Jamie:** Yeah.
- This is Dawn. She runs a stall here at Discover Vintage. So, how long have you been selling vintage clothes?
- Dawn:** We're relatively new to the vintage scene. We've only been trading for about a year.
- Jamie:** Do you enjoy coming to fairs like this one?
- Dawn:** Yes, we do. We travel up and down the country selling from fair to fair. It's nice to meet a very different range of people from the eccentric to old faces, and we also like selling to young people that are just getting into the vintage scene.
- Jamie:** How much do your dresses normally cost?

**Dawn:** To buy them in we spend anything between £20 and £40 a dress, and we retail them out around £25 to £50. We like to try and keep them as affordable as possible.

**Nicola:** What do you think?

**Jamie:** Oh, it really suits you!

**Nicola:** Do you like it?

**Jamie:** Yeah! You look like you're going out for dinner. Are you going to buy it?

**Nicola:** How much is it please?

**Dawn:** £25.

**Nicola:** Great! I'll take it.

**Dawn:** Fabulous!

**Jamie:** That dress you bought was great!

**Nicola:** I thought you didn't like vintage clothes.

**Jamie:** Well, some of it's OK. If you're looking for something one-of-a-kind, this is a great place to come.

**Nicola:** It's fantastic! I think I'll be coming to more vintage fairs now.

**Jamie:** Me too!

**Nicola:** I'm very happy with the dress I've bought. I just think I need some shoes now. Come on!

## Units 9&amp;10: Branding and advertising

- Nicola:** Hi! This feature's going to be a bit different. Although we're going to be asking some questions, we're also going to make a radio advert for Wynsors World of Shoes.
- Jamie:** Yes. Wynsors World of Shoes is a large group of shoe shops in the north of England.
- Nicola:** We're going to meet the company's Operations Director, Lee, who's going to tell us what slogans to put in the radio advert.
- Jamie:** It's going to be our job to come up with ideas for the advert. We'd better be really imaginative!
- Nicola:** Yes, that's true! We're going to write the script and perform it ourselves, and after that, Lee's going to tell us how well we've done. He'll also tell us if the advert could be used in one of their future marketing campaigns.
- Jamie:** But before we meet with Lee to discuss the advert, let's have a walk around the shop to understand more about Wynsors' brand and what we'll be trying to advertise.
- Nicola:** Hi, Lee. Nice to meet you.
- Lee:** Hello there.
- Jamie:** So, why do people come to your shop to buy their shoes?
- Lee:** Because we sell good-quality shoes at low prices. Or as we like to say, low-low prices!
- Nicola:** We've seen lots of different styles of shoes here today. Do you supply shoes for all occasions?
- Lee:** We hope so. We sell shoes for formal wear, shoes for sport, shoes for school and shoes for work. We like to think we've got everything covered.
- Jamie:** Do you keep up to date with the latest trends?
- Lee:** We do. Our buyers have to be aware of the season in which the shoes are to be sold, and what styles are most popular and fashionable.
- Nicola:** Do you stock shoes by well-known manufacturers?
- Lee:** Yeah, we have all the top brands, especially the sports brands.
- Jamie:** How do you advertise your shops?
- Lee:** We run adverts in newspapers, magazines, large posters, TV and radio.
- Nicola:** Well, today we're here to make a radio advert. So, what sort of advert would you like?
- Lee:** Well, we need something that's going to catch people's attention and target customers so that they come to our store.
- Jamie:** So, we need to produce a radio commercial that tells customers about your huge range of shoes and your low prices. Is there anything else you'd like us to include?
- Lee:** Yeah. Another important message that we want to get across to our customers is that we do shoes for all the family.
- Nicola:** Right. With that in mind, we'll get to work and we'll come back and see you later.
- Lee:** Great.
- Jamie:** So, how can we create a buzz about Wynsors' shoes? We could—
- Nicola:** What?
- Jamie:** I was just thinking, we could do a kind of horror movie about a pair of old shoes in the back of the wardrobe and how these awful shoes need replacing. 'Sitting in the back of the wardrobe, is a pair of last season's shoes ...'
- Nicola:** Yes, that should get the customers' attention! Particularly if we used some strange sound effects and told the customers that they needed to buy new shoes.
- Jamie:** You're right! We could make them want to buy a pair of new shoes by telling them that their old shoes aren't fashionable any more. 'Isn't it time you bought a pair of new shoes before your old shoes destroy your feet?'
- Nicola:** Or, we could do something that sounded like a horse race.
- Jamie:** What do you mean? A horse race? Are you winding me up?
- Nicola:** Well, if Wynsors were like a horse in a race, it could compete against other shoe shops to win the race and deliver low prices.
- Jamie:** It's a good idea, but maybe it's a bit too complicated.
- Nicola:** Yes, I suppose so. What we need is something simple, that tells people about the shops and the shoes at low prices. We need to get people to listen at the start.

**Jamie:** That's it Nicola! You're brilliant! You always come up with great ideas.

**Nicola:** Do I?

**Jamie:** Yes. That's exactly how the news is delivered on the radio. There's a noise, or a jingle, so everybody knows it's time for the news.

**Nicola:** Yes, so the news story could be the message about the shoes; their range, quality, low prices and how you can get all of that from Wynsors.

**Jamie:** Exactly! One of us can be the newsreader and the other one could be on location, reporting on an exciting story.

**Nicola:** OK. Now we need to work out the script so we can record it.

**Jamie:** And now, the news headlines. Shoe shop chain reports low-low prices. Here's Nicola Hawkins reporting live. Nicola, where are you?

**Nicola:** Hello, Jamie. I'm here outside Wynsors World of Shoes in Oldham, to bring you the latest news about their great range of shoes, all at low-low prices.

**Jamie:** Can you tell us about some of the shoes they have?

**Nicola:** Well, there are flip-flops and sandals, stiletto heels and high heels, short boots, long boots, knee boots and ankle boots, boots for walking, boots for working, leather shoes, suede shoes, black shoes, brown shoes, and slippers and trainers. And all at low, low prices!

**Jamie:** And that's today's big story!

**Lee:** That was really good! Are you sure you two haven't done this kind of thing before?

**Nicola:** No, never! But it was really good fun writing the script and coming up with the ideas.

**Lee:** I'm impressed! Well done!

**Jamie:** Thanks, Lee. Maybe we should think about writing some more radio ads!

**Nicola:** Yes, maybe. Thanks, Lee. Goodbye!

**Jamie:** Goodbye.

## Units 11&amp;12: Unusual jobs

- Nicola:** Hi. Today we've come to meet someone with a very unusual job. We're at the Centre of Anatomy and Human Identification in Dundee, Scotland.
- Jamie:** The centre specialises in reconstructing ancient human faces. Some of them are thousands of years old.
- Nicola:** Sounds interesting.
- Jamie:** Shall we go and meet Toby and find out exactly what he does here?
- Nicola:** Come on. He's waiting for us inside.
- Jamie:** We're at the laboratory in the centre and this is Toby.
- Toby:** Hi.
- Nicola:** What is a forensic artist?
- Toby:** A forensic artist is someone who combines both an artistic skill base with scientific knowledge to produce art used in police cold cases, as well as historical and archaeological research.
- Jamie:** What are facial reconstructions used for?
- Toby:** They're used to uncover the face from the skull for the benefit of police cold cases as well as historical and archaeological research.
- Nicola:** What inspired you to become a forensic artist?
- Toby:** Well, when I was younger, I watched a lot of TV documentaries that featured people performing reconstructions, and one particular reconstruction I remember was of Rameses II, and it was just fantastic to see him being brought to life.
- Nicola:** What qualifications do you need to be a forensic artist?
- Toby:** Well, I came from an arts background. I did sculpture as a bachelor's degree and that qualified me to go on and do this course. But you can also come from a scientific background too, provided you've got a good artistic portfolio to complement it.
- Jamie:** How long is the training?
- Toby:** The training is full time for a year.
- Nicola:** What skills do you learn during your training?
- Toby:** You learn anatomical skills, where you learn the full head and neck anatomy. You also learn, or improve, your artistic skills through life-drawing, sculpture, model-making, moulding, and also you improve your communication skills through verbal presentations, portfolios and essays as well.
- Nicola:** Who do forensic artists work with?
- Toby:** They work with a broad range of different people, from police forces, the general public, anthropologists, archaeologists, museums, to TV producers as well.
- Nicola:** What's the most challenging part of your job?
- Toby:** The most challenging part would be within the UK, because forensic art is still quite new, it can sometimes be hard to get full-time or even part-time work, unless of course you're within the university where there's a regular flow of jobs coming in. It can also be a not particularly well-paid job. It's more of a vocational career.
- Jamie:** What's the best part of your job?
- Toby:** Well, it's incredible just bringing a face to life from the skull. So it's just fantastic to see the person behind it.
- Jamie:** What qualities do you think are most important to become a forensic artist?
- Toby:** People skills is very important because you are communicating with different people all the time, but also you need to have a good artistic skill base, you need to be hard-working, and enthusiastic as well to get the job done.
- Jamie:** What's the oldest face you've reconstructed?
- Toby:** It was an ancient Egyptian, that is 2,800 years old. To take you through the process though, using a traditional medium, we would generally start off with the skull here, we'll apply the muscles and then go on to the skin.
- Nicola:** That's very interesting. Can you show us on the computer now?
- Toby:** Yeah, sure.
- First we scan the skull, then position the eyeballs, next we add the tissue-depth pegs. These show how thick the muscles are to be modelled. And then we apply the skin with nose, ears and lips.

**Nicola:** That's amazing! It looks so lifelike doesn't it?  
**Jamie:** Yeah! This job reminds me of my favourite programme: *CSI*.  
**Toby:** It's not quite as glamorous!  
**Nicola:** I've really enjoyed finding out about your job today.  
**Jamie:** Thanks for talking to us. Goodbye.  
**Toby:** Goodbye.  
**Nicola:** Goodbye.