

# Smart English

## A2

Units 1-12

**REBECCA ROBB BENNE  
AND  
ANNA WHITCHER**

**Video Pack**  
DVD with  
Activities

**BROOKEMEAD ENGLISH  
LANGUAGE TEACHING**



# Smart English

# A2

Video Pack  
DVD with  
Activities

## Brookemead ELT, London and San Francisco

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### Smart English A2

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### Videos

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**Unit 6:** *4Real* (Erin Palmquist, USA. Additional footage courtesy of Jonathan Mergy. Other photos courtesy of Alex Fraknoi and Sean Hurd. Special thanks to Alex Fraknoi, Javonte Holloway, Sean Hurd and Lick-Wilmerding High School, San Francisco, CA, USA.); *Animation Camp* (Erin Palmquist, USA. Special thanks to Ex'pression College, Emeryville, CA, USA, Miwa Kozuki and the students in Animation Camp, August 2011.)

**Unit 7:** *The World of Fashion* (Heydon Prowse, UK. Additional footage courtesy of Nikolaj Belzer. Special thanks to Cristina Aranda.); *Garbage to Art* (Erin Palmquist, USA. Special thanks to Deborah Munk of Recology San Francisco and artists in residence Lauren Diciccio and Abel Rodriguez.)

**Unit 8:** *Summer Camp* (Footage courtesy of Camp Echo Lake, Warrensburg, New York, USA. Special thanks to Tony Stein and Peter Shifrin.); *Ecotourism* (Photos courtesy of Juan Manuel García. Special thanks to Sierra Gorda, Querétaro, México and Laura Pérez-Arce.)

**Unit 9:** *Maker Faire* (Tom Bell and Heydon Prowse, UK. Special thanks to Maker Faire, Brighton, UK.); *Phobias* (Erin Palmquist, USA. Photos courtesy of: (tarantula) © B Christopher / Alamy; (snake) © Redmond O. Durrell / Alamy; (tall building) © Chris Pearsall / Alamy; (storm) © Imagebroker / Alamy; (dentist) © Dod Miller / Alamy; (boy in field) © PhotoAlto sas / Alamy. Special thanks to Sophie Abitbol and her ESL class at Burlingame High School, CA, USA.)

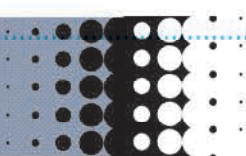
**Unit 10:** *Teen Cook* (Erin Palmquist, USA. Special thanks to Liliana Santos and Lick-Wilmerding High School, San Francisco, CA, USA.); *Fifteen* (Footage courtesy of the Jamie Oliver Foundation, UK, and Stanton Media. Photo courtesy of: (Jamie Oliver & apprentices) © Daily Mail/Rex / Alamy)

**Unit 11:** *Exams* (Heydon Prowse, UK. Special thanks to Neil Kendrick and the students of Carlton le Willows Academy in Nottingham, UK.); *A Future Designer* (Erin Palmquist, USA. Special thanks to Shireen Teheranian and Lick-Wilmerding High School, San Francisco, CA, USA.)

**Unit 12:** *Duke of Edinburgh's Award* (Heydon Prowse, UK. Photos courtesy of: (Mexico) Anna Whitcher; (camping) Ben Wheatcroft; (DofE Award book) © Steven May / Alamy; (DofE Award sign) © Maurice Savage / Alamy; (girl planting) © Richard Levine / Alamy; (village in Morocco) © Bart Pro / Alamy; (Duke of Edinburgh) © UK History / Alamy; (Prince Edward) © Presselect / Alamy. Special thanks to Neil Kendrick and the students of Carlton le Willows Academy in Nottingham, UK.); *Space Camp* (Footage courtesy of HDNet. Special thanks to Space Camp and the US Space and Rocket Center, Huntsville, Alabama, USA.)



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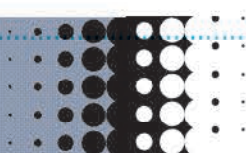
Videos		Language and skills		
Trinity College, London (Graded Examinations in Spoken English)		GESE Grade 3	Pages 10-33	
		GESE Grade 4	Pages 34-57	
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Unit 1 Home life  Pages 10-13	<b>1 Circus Sunrise</b> Life in the circus, with 14-year-old Antony on tour in Australia. His family, originally from Switzerland, has been in the circus for 400 years. <b>Australian English</b> <b>Filmed in Australia</b>	Family members, ages and circus acts Present simple for routines and habits	Identifying circus acts and describing life in the circus What do you think about these circus acts?	Draw a family tree Make a Circus Sunrise brochure
	<b>2 Genetics</b> A multi-national ESL class in a US high school discuss the fun side of genetics. Can you roll your tongue, or wiggle your ears? <b>American English</b> <b>Filmed in USA</b>	<b>CLIL: Genetics</b> Words for physical abilities and biology	Indicating various abilities and physical similarities and differences Is it good to be an identical twin or not?	Make notes about twins Write a paragraph about twins
Unit 2 Cool schools  Pages 14-17	<b>3 A Danish school</b> Guided tour by the students of their unique school in Odense, Denmark. They have a cinema with seats from a real plane! <b>British English</b> <b>Filmed in Denmark</b>	Places in the school Questions and question words	Describing the places and students in the school What do you like / not like about this school?	Draw a plan of your school Write an email to a student at the school in Denmark
	<b>4 New River Academy</b> Student-created video from Chile about a day in the life of an outdoor kayaking school. They tour the world to find the best rivers for their sport. <b>American English</b> <b>Filmed in Chile</b>	Different places of study and special school routines at New River Academy	Describing the daily routine at New River Academy in Chile Is it good to live away from home?	Write your timetable for a day at the New River Academy Write an email as a student of New River Academy
Unit 3 Hangouts  Pages 18-21	<b>5 Fight for Peace</b> Parallel youth clubs in Rio de Janeiro and London that teach martial arts as an alternative to violence and street crime. <b>British English</b> <b>Filmed in UK and Brazil</b>	Places in the local area, classes and activities at the centres	Identifying and describing things and places in the two centres in Rio and London Do you need a centre like this in your area?	Draw a plan for a new centre for young people in your area Write an article for an online magazine
	<b>6 Street art</b> A programme in Oakland, California, that helps young people channel their graffiti style into art that everyone can appreciate. <b>American English</b> <b>Filmed in USA</b>	<b>CLIL: Street art</b> Different types of street art and graffiti	Locating different types of street art and learning about this unique class Is street art a good way to express feelings and ideas?	Make a poster for the <i>Youth Together</i> project Write a paragraph about the graffiti class



	Videos	Language and skills		
Unit	Video Topics American / British English	Vocabulary Grammar	Listening and watching Speaking	Writing Projects / Exam practice
<b>Unit 4</b> <b>Not just a job</b>      <b>Pages 22-25</b>	<b>7 Camp Blaze</b> An official fire department training camp in Seattle, USA, for young women who want to become fire fighters. <b>American English</b> <b>Filmed in USA</b>	Words to describe abilities and skills, fire fighting <i>can</i> and <i>can't</i>	Completing some of the campers' sentences and finding out about what they do at camp Is it a good idea to have camps like this just for girls?	Make an advert for Camp Blaze Write a blog entry about Camp Blaze
	<b>8 London music</b> A taste of the contemporary music scene in London with interviews of the various players, including the artists, sound engineers, and an A&R manager <b>British English</b> <b>Filmed in UK</b>	<b>CLIL:</b> The music industry Words to describe jobs in music Nouns ending in <i>-er</i>	Finding out more about certain jobs in the music industry, like Lucy Francis, A&R manager What do you think of Lucy's job / <i>Dog Is Dead</i> music?	Write a long caption for a photo of a London band Write about the music industry on a job website
<b>Unit 5</b> <b>Scary stories</b>      <b>Pages 26-29</b>	<b>9 The Tower of London</b> Dark histories of plots and revenge in the 1,000-year-old fortress in the centre of London. <b>British English</b> <b>Filmed in UK</b>	The historic monument in the City of London. Dates in history Past tense of the verb to be ( <i>was</i> , <i>were</i> ) Link words <i>and</i> , <i>and then</i>	Identifying the different places in the Tower and completing some of the history Why do so many visitors go to the Tower?	Make an advert for the Tower of London Write a text message about the Tower of London
	<b>10 Moods</b> A group of young people from a US high school talk about what makes them sad, happy, scared or nervous. <b>American English</b> <b>Filmed in USA</b>	<b>CLIL:</b> Depression and moods Words for expressing feelings and moods Weather and moods	Comparing the moods of six high school students and finishing their sentences What do you do when you are in a bad mood?	Write tips for a teen website about moods Write an email to a friend about your mood
<b>Unit 6</b> <b>Tech time</b>      <b>Pages 30-33</b>	<b>11 4Real</b> Interviews and performances with three San Francisco high school students who formed their own band to make hip hop music with a positive message. <b>American English</b> <b>Filmed in USA</b>	Free time activities, like making music, performing Present continuous	Matching band members' questions with answers and correcting lyrics Is it easy to make and share songs with technology?	Make a poster about the band <i>4Real</i> Write about <i>4Real</i> for an online music site
	<b>12 Animation camp</b> Students at Ex'pression College in California talk about their new ideas for animation, including the video game industry in the USA. <b>American English</b> <b>Filmed in USA</b>	<b>CLIL:</b> IT / Animation Technical activities, like making computer models Present continuous	Finding out what students do at animation camp and what they think about it Does animation look easy?	Complete information for a website about animation camp Write your status on a social networking site



# Contents



Unit	Videos	Language and skills		
	Video Topics American / British English	Vocabulary Grammar	Listening and watching Speaking	Writing Projects / Exam practice
<b>Unit 7</b> <b>Spend or save?</b>  <b>Pages 34-37</b>	<b>13 The world of fashion</b> Fashion stylist Cristina Aranda shows us the business of creating the latest styles and looks for London's high-fashion magazines. <b>British English</b> <b>Filmed in UK</b>	Clothes, jobs in the fashion industry, colours	Identifying the facts about Cristina's job as a stylist in London Is a stylist an interesting job? Is it good for girls and boys?	Make a list of favourite colours and clothes Write a report for a school magazine about the job of a stylist
	<b>14 Garbage to art</b> Art from the San Francisco Dump? Interviews with two artists in the Recology Programme there. They talk about the process for turning other people's garbage into art. <b>American English</b> <b>Filmed in USA</b>	Words for <i>stuff</i> , including <i>garbage</i> and different materials like <i>plastic, wood, paper</i>	Finding out about the artists' processes and naming their favourite materials Do you have ideas for old stuff? What can we do with it?	Complete a job advert about Recology Write an email to a friend about the problem with garbage
<b>Unit 8</b> <b>Holidays</b>  <b>Pages 38-41</b>	<b>15 Summer camp</b> Summer fun and activities at a typical American summer camp, Camp Echo Lake, in the Adirondack Mountains in upstate New York. <b>American English</b> <b>Filmed in USA</b>	Activities and sports during summer holidays	Finding out who the campers of Camp Echo Lake are and what they do all day Do you like to do activities like this?	Make a programme for a summer camp Write a letter home to your family from summer camp
	<b>16 Ecotourism</b> Sierra Gorda, a reserve in central Mexico that protects the environment and the animals that live there. Visitors can take classes, stay in eco-lodges and learn more about green travel and protecting the environment. <b>American English</b> <b>Filmed in Mexico</b>	Holiday countries, places to stay, places on holiday Travel prepositions	Identifying the facts about Sierra Gorda and what kind of place it is Is ecotourism a good way to protect the environment?	Make a poster for ecotourism holidays in Sierra Gorda Write a postcard to a friend from your holiday in Sierra Gorda
<b>Unit 9</b> <b>Loves and hates</b>  <b>Pages 42-45</b>	<b>17 Maker Faire</b> A new international trend for hobby inventors to get together and show off their incredible creations. We get a glimpse of the first one in Brighton, UK, and get to meet some of its makers. <b>British English</b> <b>Filmed in UK</b>	Hobbies, gadgets and other technical things <i>like + gerund / infinitive</i> Link word <i>but</i>	Describing and identifying the gadgets and machines at the Mini Maker Faire in Brighton Are these machines and gadgets interesting or just strange?	Make a poster for a Brighton Mini Maker Faire Write your status for your social networking page about Maker Faire
	<b>18 Phobias</b> Are you afraid of spiders, of snakes, heights, darkness, the dentist? Or maybe nothing frightens you? Find out what these US high school students have to say about their fears and phobias. <b>American English</b> <b>Filmed in USA</b>	<b>CLIL: Phobias</b> Words for different fears and things people are afraid of	Finding out what some high school students in the USA are scared of Are some people really not scared of anything?	Make a picture collage about phobias Write an article for a school magazine about phobias



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# Learning with Smart English A2 videos

The **Smart English A2 Videos** are all authentic and specially made for this course. They enable students using the course to connect with the real lives and experiences of their peers in many countries.

Students watch the Videos as part of the normal run of exercises in the Student's Book. It is possible to use the Student's Book without the Videos, but as they have been made specifically to practise the vocabulary, grammar and communicative activities of each Unit, they are an integrated part of the course and add significantly to the learning experience. The **Language Banks** on the flaps of the Student's Book are also a useful tool for practice of the language in these Videos.

It is also possible to use the Videos separately from the Student's Book, as each film has its own set of exercises in this book.

Many of the Videos are first presented as part of the Listening (Section 3 in each Unit) or the Reading (Section 5) and sometimes CLIL (Section 8).

Each of the **Video Worksheets** in this book is divided into three simple sections:

**1: Before you watch, 2: While you watch and 3: After you watch with PROJECTS.**

The Video Worksheet activities are all in line with and useful practice for the Listening, Speaking and Writing parts of standard ESOL exams, such as **Trinity GESE** and **Cambridge KET**. The PROJECTS section has Cambridge KET-type writing tasks.

## Step 1: Before you watch

The **Student's Book Unit** prepares students for the Video with various exercises, for example, reading and listening texts on the same topic. The specific Video exercises are marked with a Video symbol (📺) and a Video number.

In the **Video Worksheets** in this book, **exercise 1** reviews the vocabulary and language and prepares students for the Video by asking them what they remember from the topic in the Student's Book. There is also a **FILM FACTS** box that gives key facts about the film, in question and answer form. Especially if students haven't already done the Video exercises in the Student's Book, exercise 1 is an essential preparation for watching the Video.

## Step 2: While you watch

This section has **exercises 2 and 3**. To provide variety and interest, and depending on the type of Video, there are two different approaches. In some Units, the two exercises are based on the entire film. In others, exercise 1 is on the first part and exercise 2 is on the second part. The two parts are indicated by time codes in brackets, for example, 'Watch the first part of the Video (until 2:30).'

### Exercises for watching the entire Video:

**Exercise 2 Watch the video:** This is a **Listening for gist** exercise. Since students have already been prompted to recall background information and language, they can now listen for the general ideas in the Video.

**Exercise 3 Watch the video again:** This is a **Listening for detail** exercise. Students now watch again and listen for the details. Using these activities, students find out more about the people and the topic and hear the language examples used.

### Exercises for watching the Video in two parts:

**Watch the first part:** Students watch and listen. They do simple comprehension tasks that introduce the ideas and vocabulary in the Video.

**Watch the second part:** This has the same approach, covering the second part of the programme.

In **exercises 2 and 3**, students complete short, simple information questions, or choose from alternatives for more complex information. In some cases, they do an exercise on new vocabulary.

These Listening tasks are typical of those that students will meet in **exams**, such as **Cambridge KET** Listening Paper 2, Parts 4 and 5.

## Step 3: After you watch and PROJECTS

**Speaking:** In **exercise 4**, students discuss a question about a particular aspect of the Video. This gives students the chance to voice their own opinions with the help of the language in the Video.

**Writing:** In **exercise 5**, which completes the worksheet, students do an individual task or written **PROJECT** as consolidation of the language and information in the film. There is always a choice of task (for **differentiation**) so that different types and levels of learners can choose the Project that suits them best. Some students will want to do both activities and this should be encouraged.

**Task A** typically involves drawing a plan or diagram, writing notes or making a poster (on paper or online). This requires some writing, but can be completed by students for whom a simpler writing task is more appropriate.

**Task B** offers stronger students the chance to create a piece of coherent writing such as an email or a paragraph for a magazine article or website. These tasks are typical of those that students will meet in **exams**, such as **Cambridge KET** Reading and Writing Paper 1, Part 9.

### Screen subtitles, Video Transcripts and Answer keys

Students and teachers will notice that there are often screen subtitles appearing in the Videos. These have been included to help with key vocabulary and phrases. All the Videos are authentic, so these captions give extra support with some of the new vocabulary, phrasing or pronunciation of the people appearing in the films. For detailed reference, there is a full **Video Transcript** of each film at the back of this book. Also at the back of the book is an **Answer Key** for exercises 1-3 of each Unit.



# Outline Video Lesson Plan

**Level:** CEFR A2

**Time:** 45 minutes (timings approximate)

**Aims:**

- To predict Video topic and language
- To enable students to adequately follow a short Video
- To encourage discussion and expression of personal opinions on the topic
- To practise vocabulary and grammar relating to the topic
- To do writing tasks related to the topic

**Resources:** Smart English A2 Video Pack

**Preparation:**

Watch and review the film before the class, preferably using the Video as part of the Unit in the Student's Book. The films can be used separately as supplementary materials to other courses, especially where there are similar topics (e.g. Holidays, Shopping, Hobbies and Sports, Food, School and Work, among others). Note relevant vocabulary in the Student's Book Unit, and as you watch the Video, note down any other key vocabulary. Use the **Language Banks** on the flaps of the Student's Book to support this question and answer process. Read through the Video worksheet. For

**After you watch** exercise 4, note down prompts that will be helpful in discussing the questions. For exercise 5, again, note down appropriate language.

**Procedure:**

**FILM FACTS** (3 minutes)

- Tell students they are going to watch a Video on a particular topic. Direct them to the **Video worksheet** and the **FILM FACTS** on the right hand page of the Unit. Check that students understand the questions and answers. Students can describe the picture using some of the language in the FACTS.

**Extra activity** (4 minutes)

- Do a brainstorming activity for prediction, as this will help students prepare for the video and think about what to expect. Put students in pairs or small groups and ask them to brainstorm words and phrases that they predict will come up and also to think of questions to discuss. Write the vocabulary and questions as a mind map on the board.

**Before you watch**

**Exercise 1** (3-5 minutes)

- Read out the question / task and check students understand. If students have done the preparatory work in the Student's Book, ask them to complete the task. Check answers.
- If you are using the Video without the Student's Book, ask students to read the exercise. Check understanding, using the pictures as support. Model pronunciation of key vocabulary and get students to repeat. Students then complete the task. Check answers.

**While you watch**

**Exercise 2** (10 minutes)

- Read out the question / task. Ask students to read the exercise and check they understand the language. Teach new vocabulary where necessary, using the pictures as support.

- If it is a gist exercise, explain that the aim is for students to understand the general meaning and not worry about details. Students watch the Video.
- Students complete the task. Alternatively, put students in pairs to complete the task.
- Check answers. Be prepared to play the Video once or twice more where students are uncertain of the answers. Use the Pause button on the Video to locate and replay key sentences.

**Exercise 3** (10 minutes)

- If the exercise requires students to listen in more detail, tell them they are going to watch the Video again to find out information more about it.
- Read out the question / task and go through the same procedure described above for exercise 2. Answer the questions on the relevant Video Worksheet page.

**Extra activity** (10 minutes)

Divide the class in half and ask them to prepare questions for the other half, using the examples in the Video. Each group either asks or answers a question and then swaps. These questions and answers (using the **Language Banks**) will give students practice for **speaking exams** such as the **Trinity GESE Topic** and **Conversation** or **Cambridge KET Paper 3 Speaking**.

**After you watch**

**Exercise 4** (7 minutes)

- Read out the question. Elicit answers from two or three stronger students and help them with prompts which you can then write on the board.
- Put students in pairs or small groups to discuss the questions.
- Discuss the question as a class. Ask for feedback from different pairs or groups.

**Exercise 5 PROJECTS** (10 minutes)

- You may want to divide the class into two groups and give the simpler writing exercise A to some students and the more challenging writing exercise B to other students.
- Make sure the tasks are clear. Ask students to read the exercise and check they understand it.
- Ask students to think about what they want to say and to make some notes. You may want to put them in pairs to do this. If you feel students need help, elicit ideas and language and write on the board.
- Students do the task. Give help where necessary. Alternatively, they can do it for homework.
- Ask students to give feedback on another student's work. They can ask questions or make comments at a class or group presentation, or write online comments.

**Student's Book exercise**

As revision of the Video, return to the video exercise in the Student's Book and ask students to discuss the question.



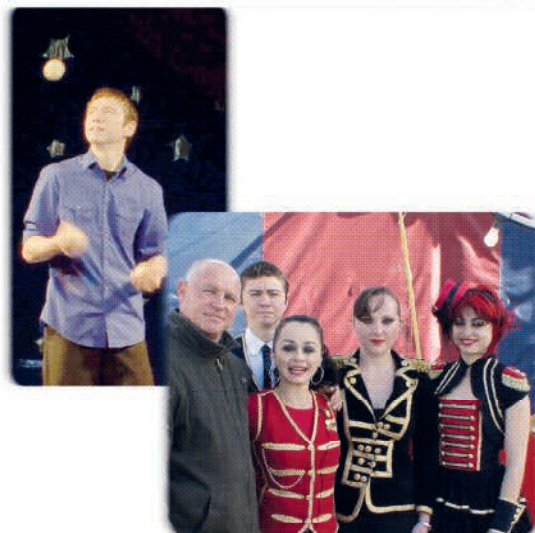
## Unit 1 Circus Sunrise

### Before you watch

1 What do you remember about Antony?

Answer the questions.

- 1 How old is he? \_\_\_\_\_
- 2 Who are his parents? \_\_\_\_\_
- 3 What act does he do in the circus? \_\_\_\_\_
- 4 Where does he live? \_\_\_\_\_




### While you watch

1 Watch the first part of the video (until 02:30).

Write the family member and his / her age.

Circle the correct information about the circus acts.

Name	Antony's family member	Age	Circus act	
Melody 	sister		a aerial artist b juggler c acrobat	
Harmony 			a clown b hand and head balancing c juggler	
Caroline 			a trapeze artist b hand and head balancing c clown	
Bonita 			a hoola hoop artist b juggler c aerial artist	
Sascha 			a clown b hoola hoop artist c acrobat	



## FILM FACTS

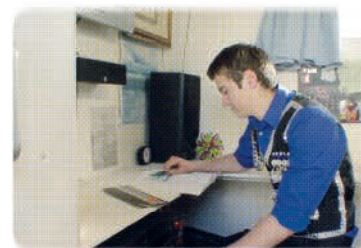
- What's it about?** A family circus, 400 years old, from Switzerland  
**Where is it?** Australia  
**Who's in it?** Antony, the Meatchem family and the Brophy family  
**What do they talk about?** Life in the circus, performing, living in caravans



### 3 Now watch the second part (from 02:30). Tick (✓) the correct information.

#### 1 The family caravan ...

- a is 9 m long ☐
- b is next to the circus tent ☐
- c has a kitchen ☐
- d has a lounge (= living room) ☐
- e has a bathroom ☐



#### 2 In the family caravan, the members of Antony's family ...

- a cook food ☐
- b eat food ☐
- c put on their costumes ☐
- d watch TV ☐
- e sleep ☐



#### 3 In Antony's caravan, he ...

- a watches TV ☐
- b watches DVDs ☐
- c cooks food ☐
- d plays his guitar ☐
- e sleeps ☐
- f does his school work ☐

## After you watch

### 4 What do you think? Which circus act is interesting / exciting / fun / different / boring? Tell the class. *I think ... is ...*

## 5 PROJECTS

**A** Draw a family tree for Antony's family. Write their names, family member, age and circus act.

ANTONY'S FAMILY TREE	
Meatchem	Brophy
_____	_____
Antony	_____
_____	_____
_____	_____
Other cousin _____	

**B** You're Antony. Write about your family for a *Circus Sunrise* brochure.

## CIRCUS SUNRISE

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Unit 1 Genetics

### Before you watch

- 1 What do you remember about genetics? Do the quiz.

### GENETICS QUIZ

Circle the right answer:

- |  |  |   |
|--|--|---|
| <p>1 In human cells there are ... chromosomes.</p> <p>a 42<br/>b 44<br/>c 46</p> | <p>2 Your genes decide ...</p> <p>a everything about you<br/>b a lot of things about you<br/>c nothing about you</p> | <p>3 The only people with the same DNA are ...</p> <p>a brothers and sisters<br/>b parents and children<br/>c identical twins</p> |
|--|--|---|



### While you watch

- 2 Look at the photos of the students and watch the first part of the video (until 02:21). In the chart:

Tick (✓) if *roll your tongue / move your ears* is easy, or cross (X) if it is hard.

Tick (✓) the *flexible* student and the *double-jointed* student.



Name:	Diego	Dilan	Ray	Rodrigo	Nasreen	Jorge
Country:	Mexico	Turkey	Peru	Brazil	Iran	Chile
roll your tongue						
move your ears						
flexible						
double-jointed						



## FILM FACTS

- What's it about?** Genes, families, things about you  
**Where is it?** Burlingame, California, USA  
**Who's in it?** Teacher Sophie Abitbol's ESL class at Burlingame High School  
**What do they talk about?** Their family members, doing things with their bodies



### 3 Watch the second part of the video (from 02:21). Complete the information.

1 Diego doesn't look like his brothers and sisters. He looks like his \_\_\_\_\_.



2 Nasreen doesn't look like her parents. She looks like her \_\_\_\_\_.



3 Rodrigo has \_\_\_\_\_ eyes and \_\_\_\_\_ hair.



4 Dilan has two brothers and two sisters. She has the same eyes as her \_\_\_\_\_.



5 Jorge has a \_\_\_\_\_ brother. They're identical. They look the same, but they're different.



## After you watch

4 What do you think? Is it good to be an identical twin or not? Tell the class.

## 5 PROJECTS

**A** Write notes about identical twins.

### Identical twins

Same:

Different:

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**B** Write a paragraph about identical twins. Use the questions to help you:

- When are two brothers or sisters twins?

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- What is always the same? What is often different?

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- Are there twins in your family, class or school? Are they identical?

---

---

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# Smart English A2 Video worksheet

## Unit 2 A Danish school

### Before you watch

- 1 What do you remember about the Danish school? Cross out the *false* information.

*great football pitch*

school uniform

private school



cafeteria with good food

big

STRICT TEACHERS

A LOT OF ART



**normal clothes**

*lunch in classrooms*

**four buildings**

*tennis courts*

**international school**

*students age 6-16*

library with sofas

**big swimming pool**

small



playground for games

**NEW**

**public school**



small cinema

### While you watch

- 2 Watch the first part of the video (until 02:00). **Circle** the correct answers.

- 1 The school is for ...  
*all students / students with a lot of money*

- 2 The headteacher lives ...  
*in the school / near the school*

- 3 In 7b's classroom there are a lot of ...  
*old pictures / modern pictures*



- 4 In the classroom the students sit in ...  
*a group of students / a U shape*

- 5 The English teacher's name is ...  
*Johanne / Jane*

- 6 Most students wear ...  
*jeans / smart trousers*





## FILM FACTS

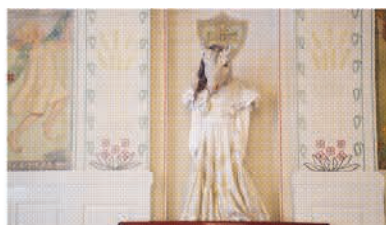
- What's it about?** An international school in Denmark  
**Where is it?** Odense, Denmark  
**Who's in it?** Ida and Rune and the students from Class 7b  
**What do they talk about?** The places in their school, their English class



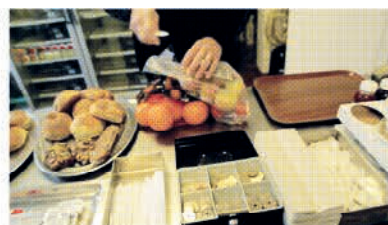
### 3 Watch the second part (from 02:00). Circle the correct answers.

- 1 In the main hall there is ...  
a horse in clothes / a dog in clothes
- 2 In the school shop students can buy ...  
fruit / pizza
- 3 In the playground the girls play ...  
football / skipping games
- 4 In the cinema there are old ...  
film cameras / film posters
- 5 In the library the sofas are ...  
red / black
- 6 The school office is ...  
on the ground floor / upstairs

1



2



3



4



5



6



### After you watch

- 4 What do you think? What do you like about the school? What don't you like? Tell the class.

### 5 PROJECTS

- A** Draw a plan of your school. Put the names of the places and other information.

(Name of your school)

Draw the plan of your school ...

- B** Write an email to a student at the Danish school. Compare their school with your school.

←
→
🏠

To:

Subject:

In your school ... and / but in my school ...



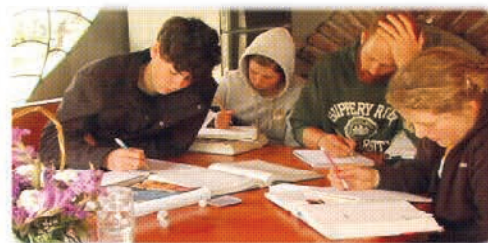
## Unit 2 New River Academy

### Before you watch

- 1 What do you remember about New River Academy?  
Circle the correct words.



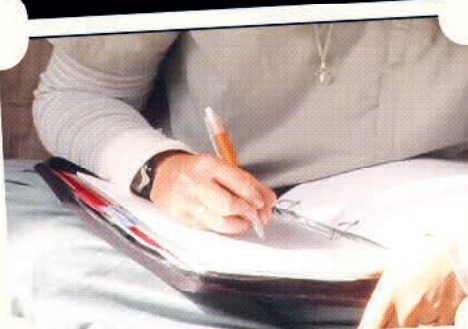
- 1 Students at New River Academy are from *13 to 15* / *14 to 18*.
- 2 They travel to places like Chile for the good kayaking *lakes* / *ivers*.
- 3 In Chile students speak *Spanish* / *English* with the people there.
- 4 Students usually work *inside* / *outside* in small groups.



### While you watch

- 2 Watch the video about Jessica's trip to Chile with her class. True (T) or false (F)?  
Correct the *false* information in the sentences.

- 1 In Pucon, the students eat, sleep and have classes. ☐ \_\_\_\_\_
- 2 The river is 30 minutes from the camp. ☐ \_\_\_\_\_
- 3 Students wake up at seven and do sport. ☐ \_\_\_\_\_
- 4 There are six teachers and the classes are small. ☐ \_\_\_\_\_
- 5 After dinner students go kayaking on the river. ☐ \_\_\_\_\_
- 6 The food is really good and very healthy. ☐ \_\_\_\_\_





## FILM FACTS

**What's it about?** An outdoor kayaking school  
**Where is it?** Pucon, Chile  
**Who's in it?** The students of New River Academy  
**What do they talk about?** School life, kayaking in Chile, studying outdoors



**3** Write the names for the place, thing and person. Then watch the video again and check.



1 a \_\_\_\_\_



2 v \_\_\_\_\_



3 k \_\_\_\_\_ c \_\_\_\_\_

## After you watch

**4** What do you think? At New River Academy, the students live together and not at home – is that good or bad? Tell the class.

*It's good because you are with friends a lot / ...*

*It's bad because you are never alone / ...*

## 5 PROJECTS

**A** You are a new student at New River Academy. Write a timetable for the day in Chile. Start like this:

08.00 get up at ...

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**B** You are a new student at New River Academy. Write an email to a friend and tell him / her about your new school and your daily routine in Chile.

To: \_\_\_\_\_

Subject: \_\_\_\_\_

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## Unit 3 Fight for Peace

### Before you watch

- 1 What do you remember about *Fight for Peace*?  
Complete the fact card.



#### FIGHT FOR PEACE

An organisation against \_\_\_\_\_.

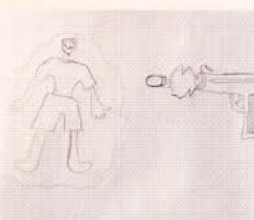
Centres in \_\_\_\_\_ and \_\_\_\_\_.

Sports: \_\_\_\_\_ and \_\_\_\_\_.



### While you watch

- 2 Watch the video. Look at the list. Where do you see these things and places in the video?  
Tick (✓) Rio, London or both boxes.



- |                                     | Rio                      | London                   |
|-------------------------------------|--------------------------|--------------------------|
| 1 local area                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 kids on the streets               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 young people with guns            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 boxing                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Fight for Peace worker on streets | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 football on the streets           | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 kids on a motorbike               | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 kids on a bike                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 the Fight for Peace building      | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 fitness training                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 martial arts training            | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 school lessons                   | <input type="checkbox"/> | <input type="checkbox"/> |





## FILM FACTS

- What's it about?** The Fight for Peace centres  
**Where is it?** Rio de Janeiro, Brazil and London, United Kingdom  
**Who's in it?** Young people from Rio and London (and two famous people)  
**What do they talk about?** The centres in both cities, training, classes



- 3** Read the sentences below. Watch the video again.  
 What do the words in bold mean? Circle a or b.



- In some poor areas there are not many **chances** for young people.  
 a possibilities to get a good education and a job  
 b places for young people to hang out
- Some young people turn to crime, gangs and gun violence to get out of **poverty**.  
 a when people are rich b when people are poor
- They have **personal development** classes.  
 a classes in things like history  
 b classes in things like healthy food
- Famous visitors include heavyweight **champion** Wladimir Klitchko.  
 a this person wins at sport  
 b this person does sport for fun

## After you watch

- 4** What do you think? Do you need a centre like this in your area?  
 Why or why not? Tell the class.

## 5 PROJECTS

- A** Draw a plan for a new centre for young people in your area.

(Name of new centre)

Draw a plan of the centre. Think of:

- the ages of kids
- the opening times
- the activities
- the rooms

- B** You are a writer for an online magazine.  
 Write about *Fight for Peace*.

By \_\_\_\_\_

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**FIGHT FOR PEACE**



## Unit 3 Street art

### Before you watch

1 What do you remember about the *Youth Together* street art project? True (T) or false (F)?

- 1 Street art is usually against the law. ☐
- 2 The *Youth Together* project is in London. ☐
- 3 Students only paint on walls inside the classroom. ☐
- 4 They communicate their feelings through art. ☐



### While you watch

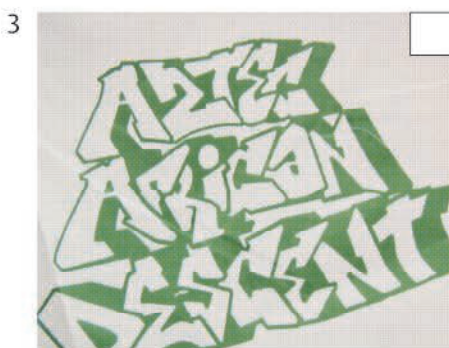
2 Watch the first part of the video (until 00:53).

a Match the types of street art with the pictures (1-4).

- a political message
- b screen printing
- c spray-paint picture
- d tag

b Which places for street art do you hear? Tick (✓) them.

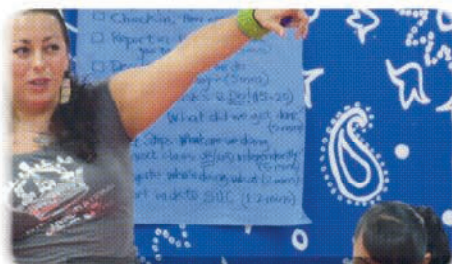
- |                                    |                                 |                                  |                                 |
|------------------------------------|---------------------------------|----------------------------------|---------------------------------|
| buildings <input type="checkbox"/> | walls <input type="checkbox"/>  | windows <input type="checkbox"/> | trains <input type="checkbox"/> |
| roads <input type="checkbox"/>     | houses <input type="checkbox"/> | doors <input type="checkbox"/>   |                                 |





## FILM FACTS

- What's it about?** A graffiti arts teacher and her class  
**Where is it?** Oakland, California, USA  
**Who's in it?** Vanessa Solari Espinoza and her students  
**What do they talk about?** Creating one's style, graffiti as art



### 3 Watch the next part (from 00:53). Circle Vanessa's words and the correct information about her.

- 1 Art is a perfect tool to communicate a story – just like a *magazine / comic book* but on a wall.
- 2 Vanessa helps students *express / talk about* their talent.
- 3 Vanessa knows a lot about art and *music / colour*.
- 4 Everyone has their own *ideas / style*.
- 5 I think art gives people *hope / skills*.



## After you watch

- 4 What do you think? Is this project a good way for students to express their feelings? Do you express your feelings through art? Or another way (e.g. music, writing)? Tell the class.

## 5 PROJECTS

- A** Make a poster (on paper or online) for the *Youth Together* project. Find pictures of street art. Describe the project and say what students do there. Use phrases like this:
- B** You are a student on the *Youth Together* project and are in Vanessa's class. Write about what a lesson in her class is like and what you do.

**YOUTH TOGETHER**

**IS FOR ...**

**AT YOUTH TOGETHER**

**STUDENTS...**

*Youth Together*

*In class, we ...*

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## Unit 4 Camp Blaze

### Before you watch

- ① What do you remember about Camp Blaze? Complete the sentences with the words from the box.

train skills women girls

- 1 Camp Blaze is a fire fighting training camp for \_\_\_\_\_.
- 2 The teachers are \_\_\_\_\_ fire fighters.
- 3 At Camp Blaze they learn to be confident about their \_\_\_\_\_.
- 4 They \_\_\_\_\_ very hard.



### While you watch

- ⑦ ② Watch the video and complete the girls' sentences. (Tip: Use the subtitles.)



- 1 I am interested in becoming a fire fighter.  
You can have c \_\_\_\_\_ over the fire.

- 2 I feel that fire fighting is a really good c \_\_\_\_\_.

- 3 I'm a girl. I can do this.  
I don't have to be a \_\_\_\_\_ to do this job.

- 4 It's always good to be s \_\_\_\_\_ of fire.





## FILM FACTS

**What's it about?** A camp for teenage girl fire fighters  
**Where is it?** Seattle, Washington, USA  
**Who's in it?** The campers and trainers of Camp Blaze  
**What do they talk about?** Fire fighting, equipment, working as a team



**3** Watch again. What do the Camp Blaze girls do in the video? Tick (✓) the correct things.



1 do medical training ☐

2 go running ☐

3 listen to their teachers ☐



4 put out fires ☐

5 save somebody from a fire ☐



6 check equipment ☐

7 carry equipment ☐



8 practise as a team ☐

## After you watch

**4** What do you think? Is it a good idea to have camps like this just for girls? Does it make girls more confident? Do boys need camps just for boys? Tell the class.

## 5 PROJECTS

**A** Complete this advert for Camp Blaze.

### FIRE FIGHTER *Camp Blaze*

Are you a girl?

Do you want to be a fire fighter?

Come to Camp Blaze!

Camp Blaze is for ...

At Camp Blaze you can ...

**B** Write about Camp Blaze for a teen blog. Say what the camp is and what girls can do there.

### Camp Blaze blog



# Smart English A2 Video worksheet

## Unit 4 London music

### Before you watch

1 What do you remember about the music industry? What are the names of these jobs?

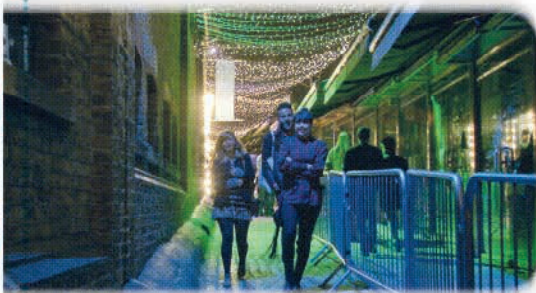
1 A r\_\_\_\_\_ prepares the sound and light equipment for concerts.

2 A p\_\_\_\_\_ produces recordings with the artist.

3 A s\_\_\_\_\_ e\_\_\_\_\_ does the sound recording.

4 A t\_\_\_\_\_ m\_\_\_\_\_ organises concerts in different places.

5 A c\_\_\_\_\_ writes music and a s\_\_\_\_\_ writes music and lyrics.



### While you watch

2 Watch the first part of the video (until 00:52). Circle the correct information about Lucy.



Name	Lucy Francis
Job	A&R / tour manager. (finds / records with new bands)
Working hours	Late at night / early in the morning Sees one or two / two or three bands a night.





## FILM FACTS

**What's it about?** Bands in the London music scene  
**Where is it?** London, United Kingdom  
**Who's in it?** Band members of *Dog is Dead*  
**What do they talk about?** Being in a band, jobs in the music industry



- 3 Watch the second part of the video (from 00:52).  
 Complete the information about the band.

**Name of band** *Dog is Dead*

**Band members** Joss, Lawrence and Lawrence  
 Paul (plays \_\_\_\_\_)  
 Rob (writes \_\_\_\_\_)

**Likes** to play live and \_\_\_\_\_  
 new people

**Tips for other artists** \_\_\_\_\_ hard, and  
 believe in yourselves  
 and your music

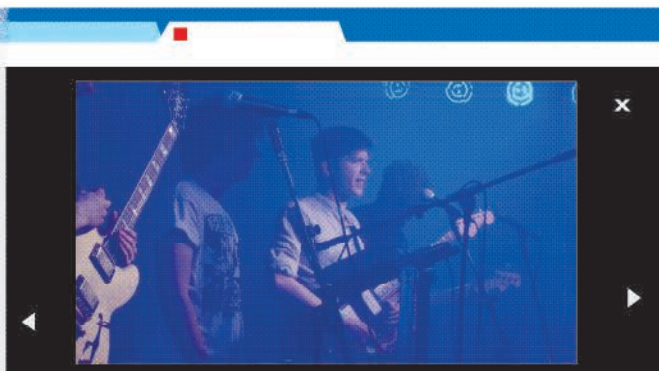


## After you watch

- 4 What do you think? Does Lucy's job sound exciting or hard?  
 Do you like *Dog is Dead*'s music? Tell the class.

## 5 PROJECTS

- A Write a caption for a photo of *Dog is Dead*.  
 Start like this:



*Dog is Dead's music is ...*  
*The band has five members. They're ...*  
*They like to ...*

- B You are Lucy. Describe your job for an online  
 job website. Write the good and bad things  
 about

Jobs in the music industry

**A&R Manager**

Good things	Bad things
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



## Unit 5 The Tower

### Before you watch

1 What do you remember about the Tower of London? True (T) or false (F)?

- 1 The Tower of London is a tall white tower. ☐
- 2 Many years ago, the Tower of London was a prison. ☐
- 3 There were lots of horrible deaths at the Tower. ☐
- 4 Tourists can't visit the Tower. ☐

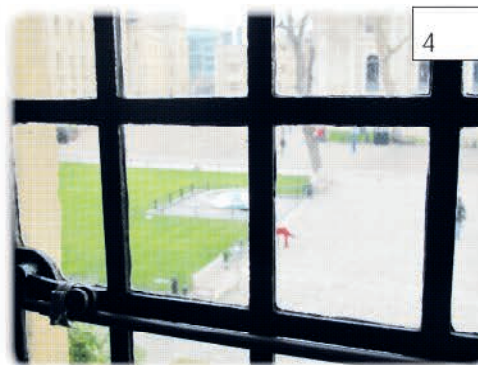


### While you watch

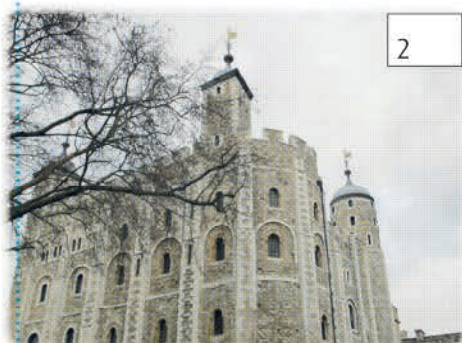
2 Watch the video. Match the places (1-6) with the correct information (a-f).



1



4



2

- 1 The ravens' cages
- 2 The White Tower
- 3 Traitor's Gate
- 4 Tower Green
- 5 The Bloody Tower
- 6 The Salt Tower

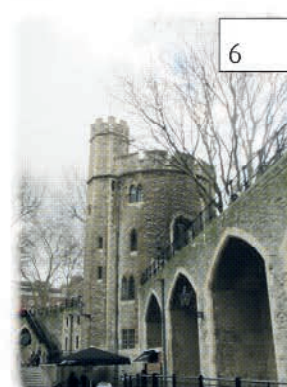
- a was the entrance to the Tower for prisoners.
- b was the place of death for the Little Princes.
- c has stories of ghosts.
- d was to show the power of the new king and to protect him.
- e keep the birds safe at night.
- f was the place of death for royal prisoners (like Queen Anne Boleyn and Lady Jane Grey).



5



3



6



## FILM FACTS

**What's it about?** The Tower of London and its history  
**Where is it?** London, United Kingdom  
**Who's in it?** British royalty from the past  
**What do they talk about?** Facts and scary stories about the Tower



### 3 Watch the video again. Complete the information.



#### Ravens

The ravens protect the Tower.  
 Without the ravens the Tower is in \_\_\_\_\_. To keep the tower safe there are always \_\_\_\_\_ ravens.

#### William

1066:  
 Battle of  
 Hastings  
 between  
 England  
 and \_\_\_\_\_



William, Duke of  
 Normandy of France, was  
 the winner, so he was  
 the new King of \_\_\_\_\_.



#### Henry Grey

Father of Lady Jane Grey, queen for \_\_\_\_\_ days in  
 1553. \_\_\_\_\_ hundred years after his death, there  
 was a horrible discovery: his head with cuts on the  
 \_\_\_\_\_ from an axe.

### After you watch

**4** What do you think? Why do two million visitors go to the Tower of London every year?

### 5 PROJECTS

**A** Make an advert for the Tower of London.  
 Start like this:

**The Tower of London  
 has it all!**

*Important history*

*Great buildings*

*Scary stories*



**B** You're a visitor at the Tower of London. Write a text message to a friend. Say where you are, what you can see there and if you like the Tower or not.





## Unit 5 Moods

### Before you watch

- 1 What do you remember about depression and moods?  
Write D for *depression* and S for when you feel *sad*.

**MOODS**  
happy **SAD** nervous

What puts you  
in a **GOOD MOOD**?

- 1 Feel sad all the time. ☐
- 2 Feel sad because of one event. ☐
- 3 Feel sad for a short time. ☐

- 4 Feel sad for a long time. ☐
- 5 Don't want to see friends and other people. ☐
- 6 Are tired and don't have any energy. ☐

### 10 While you watch

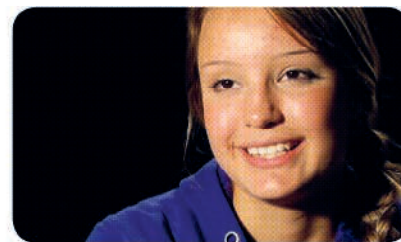
- 2 Watch the first part of the video (until 02:36). Write what mood the students are in today.

		Mood today	Puts you in a good mood	Puts you in a bad mood
Grecia			friends, family, money ...	... , homework, tests ...
Nasreen		<i>good</i>	... , helping others	dark weather, ...
Rodrigo				
Maki				
Josh				homework, ...
Rommel				



## FILM FACTS

- What's it about?** Good and bad moods  
**Where is it?** Burlingame, California, USA  
**Who's in it?** Teacher Sophie Abitbol's ESL class at Burlingame High School  
**What do they talk about?** Feelings, their moods today, changing moods

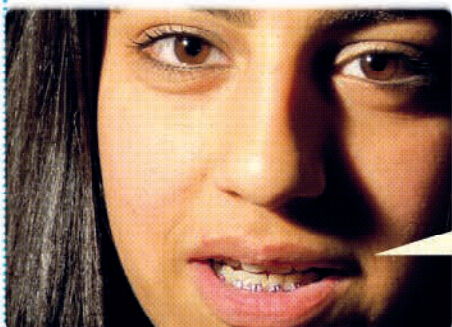
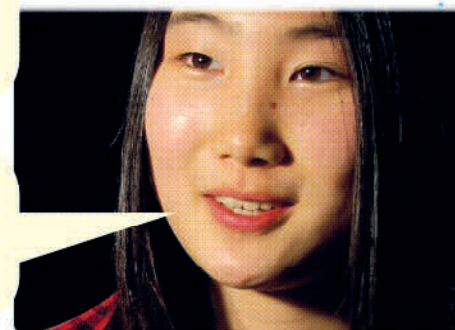
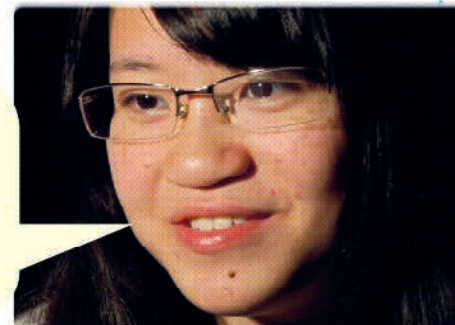


- 3** Watch the second part (from 02:36). What do people do when they are in a bad mood? Complete their sentences.

**Serena** I sing a \_\_\_\_\_. I talk to my parents or my sister. I love my family. They are so nice. They always \_\_\_\_\_ to me. They make me feel important.

**Nasreen** When I'm in a bad mood, \_\_\_\_\_ makes me happy.

**Maki** Listening to music, read a \_\_\_\_\_. And think about something, a \_\_\_\_\_ thing.

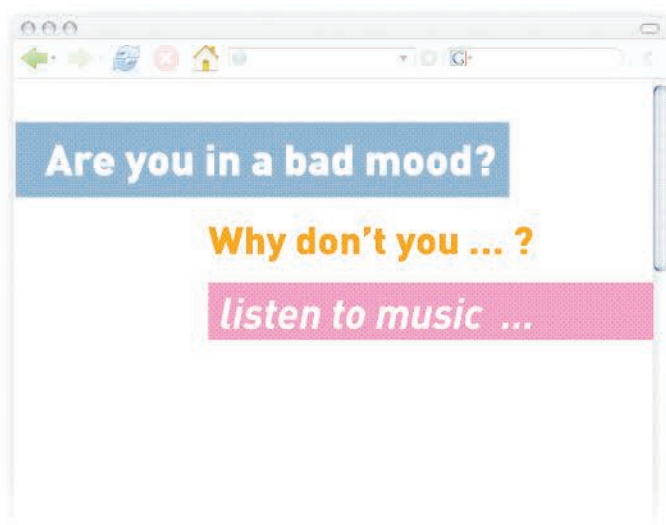


## After you watch

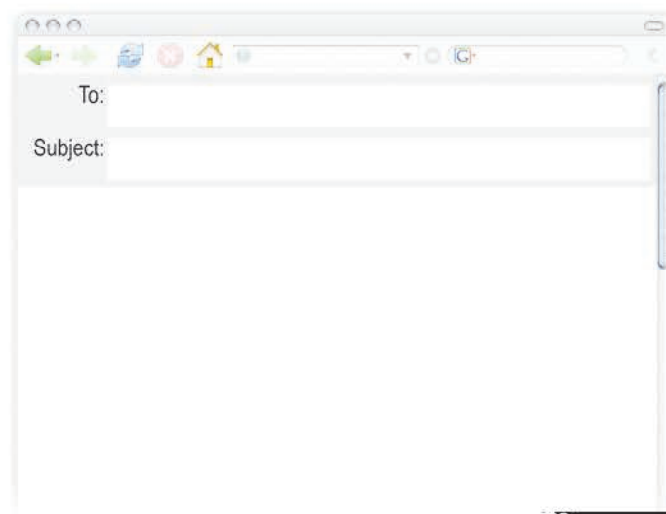
- 4** What do you think? When you are in a bad mood, do some of the girls' ideas in exercise 3 help you? What other things do you do? Tell the class.

## 5 PROJECTS

**A** Complete the tips on a teen website.



**B** Write an email to a friend. Tell him / her what mood you are in today and what you do when you're in a bad mood.





## Unit 6 4Real

### Before you watch

1 What do you remember about the group *4Real*? Complete the information.



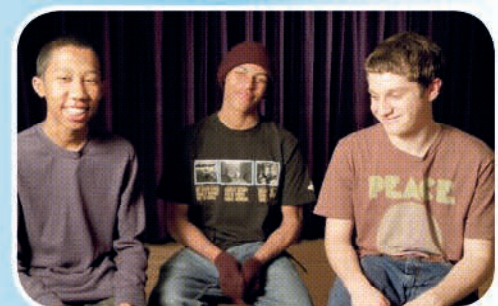
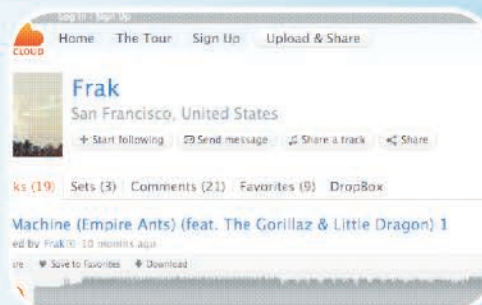
Names: \_\_\_\_\_ (16) \_\_\_\_\_ (17) \_\_\_\_\_ (16)

Kind of music: \_\_\_\_\_ Message: \_\_\_\_\_, not negative

### While you watch

2 Match the questions with the boys' sentences. Then watch the video and check.

- |  |   |
|--|---|
| 1 Why hip hop?                             | a In the age of technology, it's very easy to make a song.                                    |
| 2 What was your first song?                | b Hip hop is the people's music.  |
| 3 How does technology help you with music? | c The most important thing is to express what you feel at the moment.                         |
| 4 What are you expressing with your music? | d <i>United</i> . That song was about how everybody has a different story, but we're all one. |



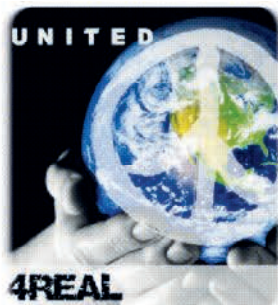


## FILM FACTS

- What's it about?** The high school group *4Real*  
**Where is it?** San Francisco, California, USA  
**Who's in it?** The group's three members  
**What do they talk about?** Writing their songs, creating messages, performing their music



- 3 Watch the video again. Circle the correct lyrics for *4Real*'s song *United*.  
 (Tip: Listen to Alex and Sean and read the lyrics of their song at the end.)



It's unity for *you / them*  
 It's unity for *me / us*  
 It's unity for us who live and die to be *here / free*  
 It's unity for whites, blacks, Latins, and *Chinese / Japanese*  
 United is what you and me need to *see / be*

Imagine a *world / country* as one big continent  
 With one *government / city*, with the people running it  
 All the *people / men*, all the women, all the boys, all the girls  
 Living under the United States of the world

## After you watch

- 4 What do you think? Is it easy to make and share songs with technology?  
 Do you use music sites on the internet? Which ones? Tell the class.

## 5 PROJECTS

- A** Make a poster (paper or online) for a *4Real* concert in your area. Choose a date and place. Write some information about *4Real*.
- B** Write a paragraph about *4Real* for an online music site. Write information about the group's members and their opinions, and describe their music.

4REAL

DATE

PLACE

4REAL

Who are they?  
 What do they think?  
 What's their music like?



## Unit 6 Animation camp

### Before you watch

1 What do you remember about animation? Complete the sentences with the correct words from the box.

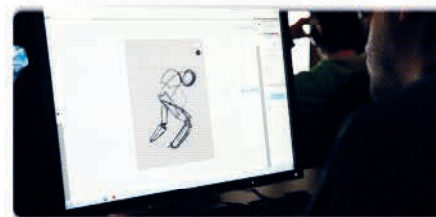
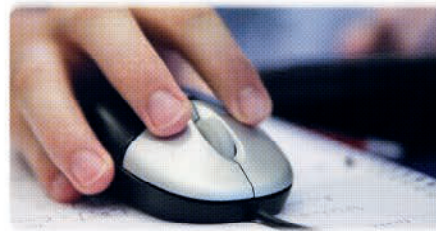
storyboard model character stretch pictures

1 Animation is a series of \_\_\_\_\_ with a \_\_\_\_\_.

2 This can be a drawing or a computer \_\_\_\_\_.

3 You make a \_\_\_\_\_ to show what happens in the film.

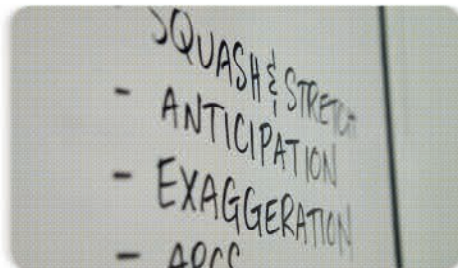
4 One of the rules of animation is squash and \_\_\_\_\_.



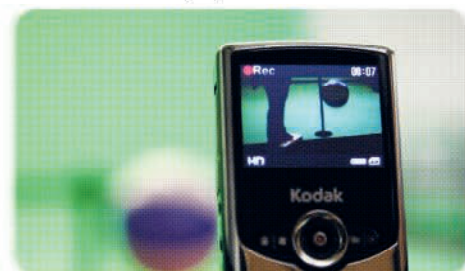
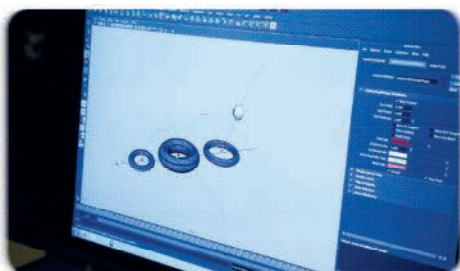
### 12 While you watch

2 Watch the first part of the video (until 02:12). True (T) or false (F)? Correct the *false* sentences.

The students at animation camp ...



- 1 are college students. ☐
- 2 are at Ex'pression College for two weeks. ☐
- 3 are interested in animation. ☐
- 4 were good drawers as children. ☐
- 5 are learning to make a model of a person on their computers. ☐
- 6 take turns with real balls first, so they understand the physics. ☐
- 7 learn the problems of animation. ☐
- 8 are learning the basics. ☐





## FILM FACTS

- What's it about?** A camp for future animators  
**Where is it?** Ex'pression College, Emeryville, California, USA  
**Who's in it?** The students of animation camp, summer 2011  
**What do they talk about?** Activities and projects at camp, their future goals



**3** Watch the second part of the video (from 02:12) and complete the boys' speech bubbles.



Animation is a huge job.  
It's not \_\_\_\_\_ at all.

It really takes a lot of \_\_\_\_\_ and \_\_\_\_\_.

Every time I have to take a \_\_\_\_\_, I want to come back \_\_\_\_\_.



## After you watch

**4** What do you think? Does animation look easy? Do you create things on the computer, draw, make models or make your own films?

## 5 PROJECTS

**A** Complete the website information for the next animation camp at Ex'pression College.

**Animation camp at Ex'pression College •••••**

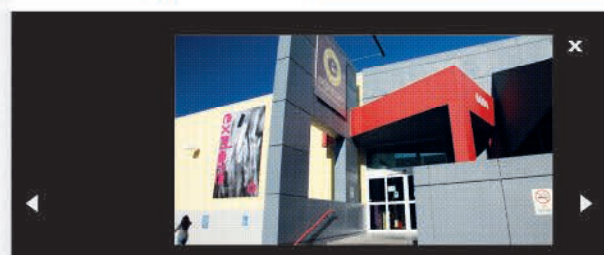
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Animation camp is for ...

It lasts ...

You learn ...

**B** You are at animation camp. Write a status on your social networking site. Say what animation camp is and what you're doing there.



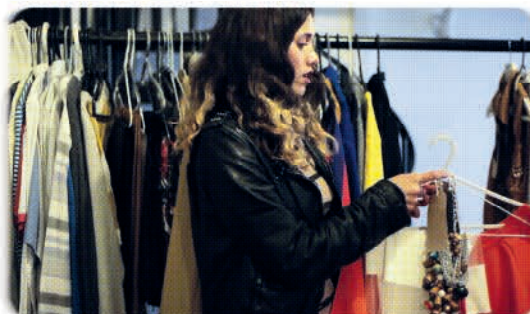


## Unit 7 The world of fashion

### Before you watch

- 1 What do you remember about Cristina Aranda?  
Complete the sentences.

- 1 She's a fashion st\_\_\_\_\_.
- 2 She gives people a new lo\_\_\_\_\_.
- 3 She does fashion sh\_\_\_\_\_ in different places.
- 4 She also helps private cu\_\_\_\_\_ with their clothes.



### While you watch

- 13 2 Watch the video. Cross out the *wrong* words in the fact file about Cristina.

<b>Name</b>	Cristina Aranda
<b>Job</b>	fashion editor and stylist (1) works in a team with <i>models</i> , <i>hair</i> and <i>makeup</i> , <i>fashion designers</i> , a <i>photographer</i> , a <i>studio director</i> (2) helps models with their <i>clothes</i> , <i>shoes</i> , <i>hair</i> , <i>makeup</i> , <i>look</i>
<b>Ideas from</b>	(3) <i>travel</i> , <i>books</i> , <i>magazines</i> , <i>designers</i> , <i>clothes shops</i> , <i>friends</i> , <i>people on the street</i>
<b>Fashion shoots</b>	(4) <i>Cape Town</i> , <i>New York</i> , <i>Berlin</i> , <i>Tokyo</i> , <i>Paris</i> , <i>London</i>
<b>Favourite colours</b>	(5) <i>black</i> , <i>grey</i> , <i>blue</i> , <i>white</i>
<b>Likes to wear</b>	(6) <i>dresses</i> , <i>hoodies</i> , <i>trainers</i> , <i>boots</i> , <i>sandals</i> , <i>sunglasses</i>





## FILM FACTS

What's it about?	Clothes and the fashion industry
Where is it?	London, United Kingdom
Who's in it?	Cristina Aranda
What do they talk about?	Being a fashion stylist, clothes and style

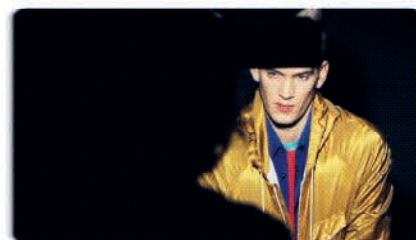
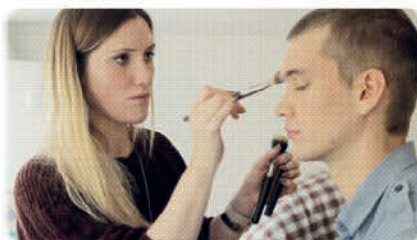


- 3 Watch the last part of the video (from 02:42) again. Complete Cristina's answer to the question.

Can anybody be a fashion stylist?



It's a good profession for \_\_\_\_\_ and \_\_\_\_\_  
... I know lots of \_\_\_\_\_  
that work as stylists and are very successful.



## After you watch

- 4 What do you think? Is a stylist an interesting job?  
Is it a good job for girls and boys?

## 5 PROJECTS

- A Make a list of your favourite colours and favourite clothes.

Favourite colours

Favourite clothes

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- B Write a short report about Cristina for a school magazine article about different jobs.  
Start like this:

(Title)

by

Cristina Aranda is a ...

She works ...



## Unit 7 Garbage to art

### Before you watch

1 What do you remember about stuff and garbage? Match the questions with the answers..

1 Why is there so much old stuff?

a It goes to the dump as garbage.

2 Where does old stuff go?

b You can recycle it or reuse it.

3 What can you do with old stuff?

c We buy it, use it and then throw it away.



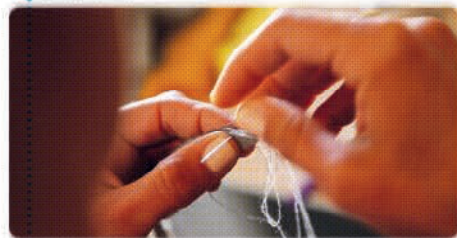
### 14 While you watch

2 Watch the video. Complete the information.

1 Abel Rodriguez and Lauren Dicioccio are artists at the San Francisco Dump, in the USA. They're on a \_\_\_\_\_-month programme called *Recology*.

2 Their goal is to make \_\_\_\_\_ from people's garbage.

3 Lauren and Abel get all their \_\_\_\_\_ and ideas from the dump.



4 They both talk about the \_\_\_\_\_ in people's stuff.

5 Lauren says it's \_\_\_\_\_ to see things like photos in the garbage.

6 Abel says all objects have a \_\_\_\_\_.

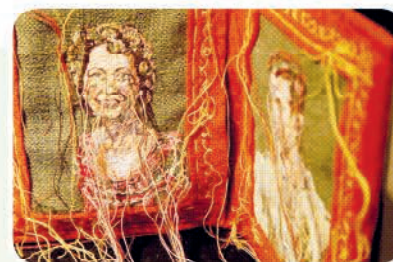
7 The artists' advice is 'Look at your stuff in a \_\_\_\_\_ way.'





## FILM FACTS

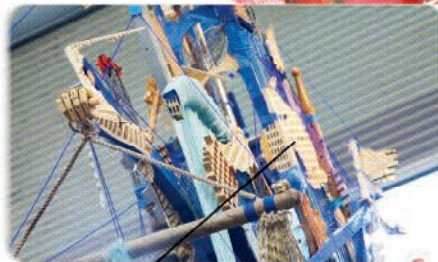
- What's it about?** Garbage as art  
**Where is it?** San Francisco, California, USA  
**Who's in it?** The artists of the Recology programme at the San Francisco Dump  
**What do they talk about?** Finding their materials in the dump, creating their art



### 3 Watch the video again. Write the words for Lauren and Abel's materials.

1 p \_\_\_\_\_

2 c \_\_\_\_\_



3 w \_\_\_\_\_

4 t \_\_\_\_\_

5 t \_\_\_\_\_

## After you watch

- 4** What do you think? Do you like Lauren and Abel's art? Do you have any other ideas for old stuff? What can we do with it?

## 5 PROJECTS

- A** Complete a job advert to find Recology's next artists.

### Recology programme



Job: \_\_\_\_\_

Workplace: \_\_\_\_\_

Goals and tasks: \_\_\_\_\_

Materials: \_\_\_\_\_

- B** Write an email to a friend.

To: \_\_\_\_\_

Subject: \_\_\_\_\_

Tell your friend:

- about the Recology programme
- the problem of garbage
- what we can do with garbage to help the environment



## Unit 8 Summer camp

### Before you watch

1 What do you remember about Camp Echo Lake? **Circle** the correct answers.

- 1 Camp Echo Lake is in  
*the mountains / the*  
*rainforest.*
- 2 It is near  
*a lake / the sea.*
- 3 Sometimes you can see  
*bears / horses* there.
- 4 Campers stay for  
*four weeks / seven*  
*weeks.*



### 15 While you watch

2 Watch the first part of the video (until 01:13). True (T) or false (F)?



1 At Camp Echo Lake,  
you can be outdoors  
all summer.

☐

2 All the campers at  
Camp Echo Lake are  
from the New York  
area.

☐


3 Campers are at  
Echo Lake for nearly  
two months.

☐

4 The campers  
become really  
good friends.

☐

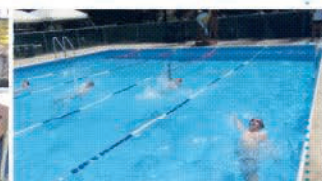



## FILM FACTS

**What's it about?** American camp in the summer  
**Where is it?** Upstate New York, USA  
**Who's in it?** The campers of Camp Echo Lake  
**What do they talk about?** Activities and sports, making friends



**3** Watch the second part of the video (from 01:13). Tick (✓) the sports and activities you can do at Camp Echo Lake.



a gymnastics ☐  
 b hockey ☐  
 c tennis ☐  
 d baseball ☐  
 e basketball ☐  
 f boxing ☐  
 g soccer ☐  
 h swimming ☐  
 i kayaking ☐  
 j water skiing ☐

k rock climbing ☐  
 l dance ☐  
 m art ☐  
 n theatre performance ☐  
 o circus performance ☐  
 p sing ☐  
 q play an instrument ☐  
 r cook ☐  
 s hang out with your friends ☐



## After you watch

**4** What do you think? Do you like to do activities like this with other people or do you prefer to be alone? Is it hard to be away from home all summer?

## 5 PROJECTS

**A** Make a programme for a summer camp in your area. Write a list of sports and activities.

Welcome to ...

Sports

Activities

**B** You are at Camp Echo Lake. Write a letter home to your family.

Dear

Tell them:

- about the place and the activities

- what you like best

- what isn't so good

See you soon!



## Unit 8 Ecotourism

### Before you watch

1 What do you remember about ecotourism? Cross out the *false* information.



luxury GREEN hotels **walking**  
trees animals cities **protects**  
**the environment** SIMPLE  
factories *natural areas* hurts  
the environment theme parks **fast food**  
restaurants **camping** cars forests  
**big groups**



### 16 While you watch

2 Watch the video. Circle the correct information in the fact file.



### Ecotourism FACT FILE

**Area:** Sierra Gorda, Mexico. Some people call it the 'green jewel' because of its (1) *fields / forests*. Its beautiful (2) *mountains / lakes* are home to many plants and animals.

**Places to stay:** camping in fields in (3) *caravans / tents*. Little houses or 'eco-lodges': simple but (4) *comfortable / uncomfortable*.

**Food:** (5) *local / international* food, delicious.

**Activities:** ecotourism tours with guides. (6) *kayaking / hiking* and (7) *horse riding / mountain climbing*.

**Local people:** own and run the eco-lodges. It's (8) *easy / not easy* to find work in this area. Local people can run a business and (9) *enjoy / protect* the environment.





## FILM FACTS

- What's it about?** Green travel  
**Where is it?** Sierra Gorda, Mexico  
**Who's in it?** The visitors of Sierra Gorda  
**What do they talk about?** Staying in eco-lodges, protecting the environment



### 3 Watch the video again. Complete the information about the eco-lodges.



- 1 All the eco-lodges have bedrooms and (1) \_\_\_\_\_.
- 2 They usually have (2) \_\_\_\_\_ water.
- 3 Some even have (3) \_\_\_\_\_.
- 4 All have indoor and (4) \_\_\_\_\_ dining areas.
- 5 Some eco-lodges provide (5) \_\_\_\_\_: breakfast, lunch and dinner.



### After you watch

- 4** What do you think? Is ecotourism a good way to protect the environment? Why or why not?

### 5 PROJECTS

- A** Make a poster for ecotourism holidays in Sierra Gorda. Use these phrases:

Visit ...

Stay in ...

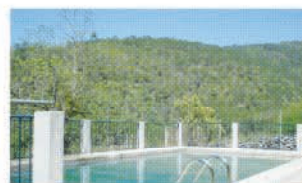
See ...

Eat ...

Help ...



- B** You are on an ecotourism holiday in Sierra Gorda. Write a postcard to a friend.



Tell your friend:

- about the area

- the activities

- your eco-lodge



## Unit 9 Maker Faire

### Before you watch

- 1 What do you remember about *Maker Faires*? Circle the correct answer.



*Maker Faires* are events for ...

- a people with an interest in technology.
- b people with all sorts of creative hobbies.
- c people with collections of things.

### 17 While you watch

- 2 Watch the video.

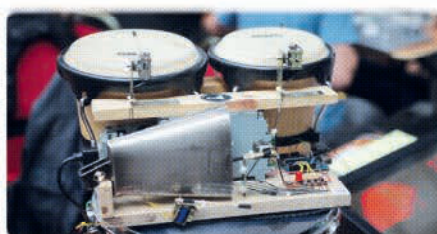
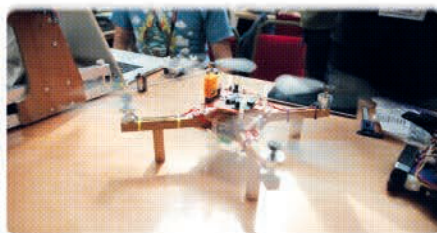
a) Tick (✓) the adjectives to describe the things at the *Maker Faire*.

- |             |                          |          |                          |             |                          |        |                          |
|-------------|--------------------------|----------|--------------------------|-------------|--------------------------|--------|--------------------------|
| big         | <input type="checkbox"/> | small    | <input type="checkbox"/> | interesting | <input type="checkbox"/> | boring | <input type="checkbox"/> |
| complicated | <input type="checkbox"/> | simple   | <input type="checkbox"/> | expensive   | <input type="checkbox"/> | cheap  | <input type="checkbox"/> |
| beautiful   | <input type="checkbox"/> | horrible | <input type="checkbox"/> | strange     | <input type="checkbox"/> | normal | <input type="checkbox"/> |

b) Tick (✓) the machines and gadgets in the video.



- a drawing machine ☐
- b flying machine ☐
- c homework machine ☐
- d drum machine ☐
- e electronic skateboard ☐
- f water music machine ☐
- g electronic sandwich maker ☐
- h musical hat gadget ☐





## FILM FACTS

- What's it about?** A special event for makers  
**Where is it?** Brighton, United Kingdom  
**Who's in it?** Makers (young and old) and visitors  
**What do they talk about?** Their hobbies and machines, making things



### 3 Watch the video again. Complete *how* these three things work.



- 1 **Drawing machine:** The machine draws the shape of your b\_\_\_\_\_ and then draws a smaller m\_\_\_\_\_ of it.



- 2 **Water machine:** When you touch the water, it makes a s\_\_\_\_\_. If you go up h\_\_\_\_\_, it makes a high-pitched sound. If you go l\_\_\_\_\_, it makes a lower sound.



- 3 **Hat gadget:** The hat lady writes s\_\_\_\_\_ and makes hats. The hats m\_\_\_\_\_ the words in her songs.

### After you watch

- 4 What do you think? Are these machines and gadgets interesting or just strange? Which was your favourite?

### 5 PROJECTS

- A Make a poster for the Brighton *Mini Maker Faire*. Say what it is and what you can see there. Start like this:

Come to Brighton's  
Mini Maker Faire!



The Maker Faire is ...

You can see ...

- B You visited *Mini Maker Faire* Brighton. Write your status for your social networking page.



Say:

- what you saw
- your opinion of those things



## Unit 9 Phobias

### Before you watch

**1** What do you remember about phobias?

Tick (✓) the correct answers.

1 When you have a phobia ...

- a you feel sick ☐      b you can't breathe ☐  
c you can't sleep ☐      d you avoid the thing ☐

2 To fight a phobia, you can ...

- a learn exercises to relax ☐      b forget about it ☐  
c take medicine ☐      d face your phobia ☐



### 18 While you watch

**2** Watch the first part of the video (until 01:05) and check your answers to exercise 1.

**3** a) Watch the second part of the video (from 01:05).

What are the students afraid of?

Circle the correct answers.

Student	Hates
 Josh	<i>snakes / spiders</i>
 Grecia	<i>snakes / spiders</i>
 Serena	<i>snakes / spiders and when it's dark / when she's alone</i>
 Rodrigo	<i>lots of things / nothing</i>
 Rex	<i>loud noises / lots of people</i>
 Rommel	<i>snakes and spiders / tigers and lions</i>
 Nasreen	<i>heights / closed spaces and storms / darkness</i>



## FILM FACTS

**What's it about?** Hates and phobias  
**Where is it?** Burlingame, California, USA  
**Who's in it?** Teacher Sophie Abitbol's ESL class at Burlingame High School  
**What do they talk about?** Things they are scared of



b) Watch the second part of the video again. Complete the students' sentences.

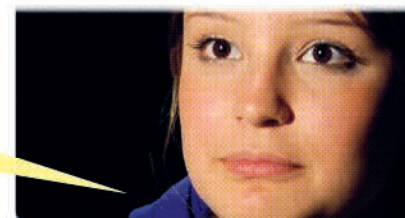


**Josh**

They are not c\_\_\_\_\_.

**Grecia**

I can't even see one because I f\_\_\_\_\_ out.



**Nasreen**

When it's really high, I feel like I'm gonna f\_\_\_\_\_.

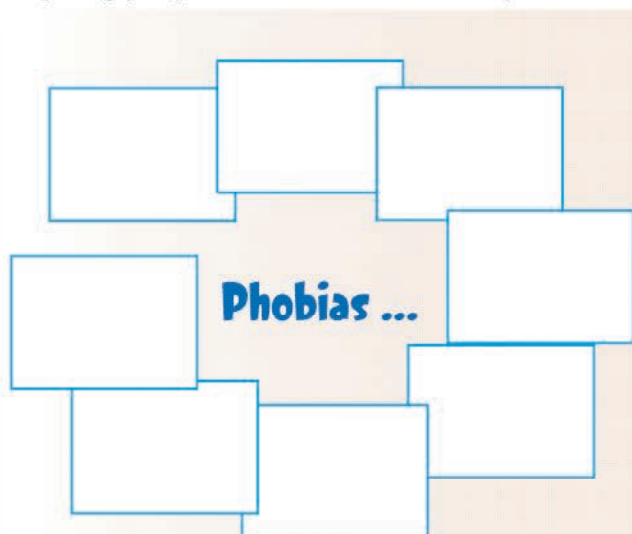
When it's dark, I just feel like I'm a\_\_\_\_\_.

## After you watch

④ What do you think? Rodrigo says, 'I'm not afraid of anything.' Do you think that's true? Are some people really not scared of anything? What about you?

## 5 PROJECTS

**A** Make a picture collage about things a lot of young people hate or about unusual phobias.



**B** Write a short article for your school magazine about phobias. Say what a phobia is and give some examples.



## Phobias ...

What are they?

Some examples:



## Unit 10 Teen cook

### Before you watch

- 1 What do you remember about Liliana? Complete the information about her.



Name	Liliana
Age	_____
Country her family is from	_____
Country she lives in	_____
Her favourite dessert	_____

### 19 While you watch

- 2 Watch the first part of the video (until 01:56). Liliana is talking about cooking. Circle the correct words.



1 I like to cook because it's *exciting* / *relaxing*. ...  
But it's also something I do with my  
*family* / *friends*, so it's always really a lot of fun.



2 I like baking *bread* / *cookies* and cakes.  
I also like making *pasta* / *rice* dishes or salads.



3 We eat together a couple of times a  
*week* / *month*. But with busy schedules, it's  
*easy* / *hard* to have family dinners. We like to  
come together during *weekends* / *holidays* and  
cook big meals.



## FILM FACTS

- What's it about?** A young cook and her favourite recipe  
**Where is it?** San Francisco, California, USA  
**Who's in it?** High school student and cook, Liliana  
**What do they talk about?** Her favourite foods, her family, cooking



- 3** Watch the second part of the video (from 01:56). Put the instructions for Liliana's dessert (a-j) in the right order (1-10).



- a Make the crust with a rolling pin. ☐
- b For the crust, mix the flour and salt. ☐
- c Put the bananas in the crust. ☐
- d For the inside, mix milk, sugar, corn starch and salt. ☐
- e Put the mixture on the bananas. ☐
- f Find the ingredients. ☒
- g Put the cream on the pie. ☐
- h Mix the milk mixture with the eggs and the vanilla bean. ☐
- i Add the butter. ☐
- j Bake the crust. ☐



## After you watch

- 4** What do you think? Is this dessert easy to make? Would you like to try and make it?

## 5 PROJECTS

**A** Write a list of ingredients for banana cream pie.

### Banana cream pie



**B** Write instructions for your favourite meal. Take a picture of it or find one online. Use these words and phrases:

### My favourite meal

To make ...  
 you need ...

Put ...

Mix ...

Add ...



## Unit 10 Fifteen

### Before you watch

1 What do you remember about Fifteen? Do the quiz.

#### FIFTEEN QUIZ



1 Fifteen is ...

- a a social project
- b a café
- c a top restaurant

2 All the apprentices ...

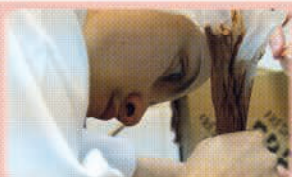




- a were in prison
- b had health problems
- c wanted a better life

3 The apprentices learn to ...

- a manage a restaurant
- b be a top chef
- c grow food

### 20 While you watch

2 Watch the video. Complete the information about the apprentices' lives before Fifteen.

Apprentice	Life before Fifteen
 <b>Julian</b>	didn't have _____, his life was _____.
 <b>Owain</b>	didn't do well at _____.
 <b>Trina</b>	was _____, wanted something more for her life.
 <b>Will</b>	came from _____ (for him, work at Fifteen is a big _____).
 <b>Portia</b>	worked in a _____, lived in a _____ (now works in a _____).



## FILM FACTS

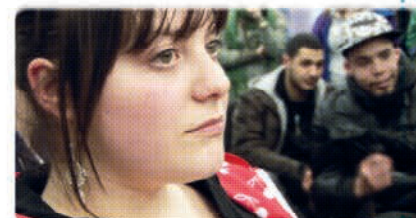
<b>What's it about?</b>	A young chefs' programme and restaurant
<b>Where is it?</b>	London, United Kingdom
<b>Who's in it?</b>	The young apprentices of Fifteen
<b>What do they talk about?</b>	The programme at Fifteen, working in a restaurant, being a chef



- 3** Watch the video again. What do apprentices do? True (T) or false (F)?  
Correct the *false* information in the sentences.

The apprentices ...

- 1 do a two-year programme \_\_\_\_\_ ☐
- 2 go to college two days a week \_\_\_\_\_ ☐
- 3 work in the restaurant four days a week \_\_\_\_\_ ☐
- 4 go on sourcing trips \_\_\_\_\_ ☐
- 5 learn about where food comes from \_\_\_\_\_ ☐
- 6 learn how to work in a restaurant \_\_\_\_\_ ☐
- 7 get help with problems \_\_\_\_\_ ☐
- 8 all leave the restaurant business when they finish the programme \_\_\_\_\_ ☐



## After you watch

- 4** What do you think? Are programmes like this a good idea? Why or why not?  
When you have a problem, who do you ask for help?

## 5 PROJECTS

**A** Write an advert for Fifteen.

FIFTEEN

Fifteen is ...

Fifteen helps ...

At Fifteen, apprentices ...



**B** You were an apprentice at Fifteen. Write a short article for a magazine:

My life and Fifteen

by \_\_\_\_\_

Write about:

- your life before Fifteen
- what you did and learned at Fifteen
- what you're doing now





# Smart English A2 Video worksheet

## Unit 11 Exams

### Before you watch

- 1 What do you remember about the school system in the UK? Match the sentences.







- 1 At the end of primary school,
- 2 At the end of secondary school,
- 3 In sixth form,

- a students take GCSE exams.
- b students study for A-levels.
- c students do tests.

### 21 While you watch

- 2 Watch the first part of the video (until 02:28) and check your answers to exercise 1. Then complete the sentences.

Name	Tamara	Usman	Connor	Sam
				
A-level subjects	physics, _____ language, PE	physics, chemistry, _____, maths	biology, chemistry, _____, maths	physics, _____, chemistry, maths
Exams last year	_____ exam: awful, terrible, so stressful	some quite tough other subjects _____		got quite _____ results
To relax			play _____	go _____



## FILM FACTS

**What's it about?** Exams and stress  
**Where is it?** Nottingham, United Kingdom  
**Who's in it?** The students of Carlton le Willows Academy in Nottingham  
**What do they talk about?** Preparing for and taking exams, activities to relax



- 3 Watch the second part of the video (from 02:28). Cross out the *wrong* words and correct them.

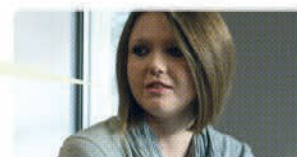
**What do they want to do after A-levels?**

*Molly* I want to go to university. I'd like to study history of art or French.

*Ben* I want to go to university to study chemistry or physics.

*Chloe* I don't want to go straight to university. I'd rather travel.

*Usman* I'd love to be a professional footballer.



**What do foreign students think?**

*Lucy* I'm from Slovakia. I want to have a new experience and I want to learn Spanish.

*Sophie* You can't use the grades in Italy, so it doesn't matter if it goes badly.

*Monique* It's quite hard but it's alright because in Germany you have to do eight subjects.



## After you watch

- 4 What do you think? Does school in the UK sound hard? Would you like to be a foreign student in the UK?

## 5 PROJECTS

**A** What about your school and exams? Complete the information about you.

At my school, I study these subjects: ...

We have exams when we are ...

When I leave school I want to ...

I think the UK system is ...

**B** Write a short article about Carlton le Willows Academy for your school magazine.

**Carlton le Willows Academy**

by \_\_\_\_\_

Write about:

- the school
- the school system





## Unit 11: A future designer

### Before you watch

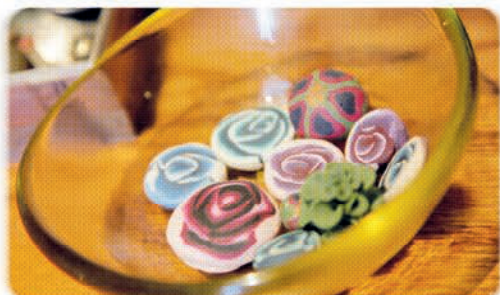
- 1 What do you remember about Shireen? Answer the questions.



- 1 What kinds of art does Shireen like? \_\_\_\_\_
- 2 What kinds of art does she do at school? \_\_\_\_\_
- 3 What does she plan to do after school? \_\_\_\_\_

### 22 While you watch

- 2 Watch the video. Circle the correct answers.



- 1 Which material did Shireen start with? *glass / clay / plastic*
- 2 Which material does she like the most? *clay / metal / wood*
- 3 How long did the coin necklace take? *a week / a month / a year*
- 4 Which *isn't* a technical art? *history / wood shop / electronics*
- 5 How does Shireen think it's important to learn? *in one way / in different ways / alone*
- 6 Does Shireen plan to use her skill in her future career? *yes / no / doesn't really know*





## FILM FACTS

**What's it about?** A young artist and her plans  
**Where is it?** San Francisco, California, USA  
**Who's in it?** Lick-Wilmerding High School student, Shireen  
**What do they talk about?** Creating her art, designing, future plans

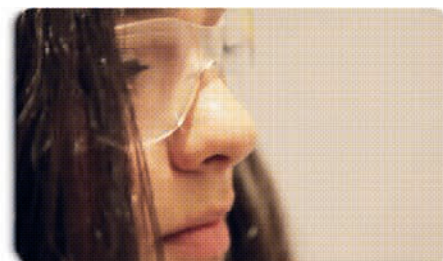
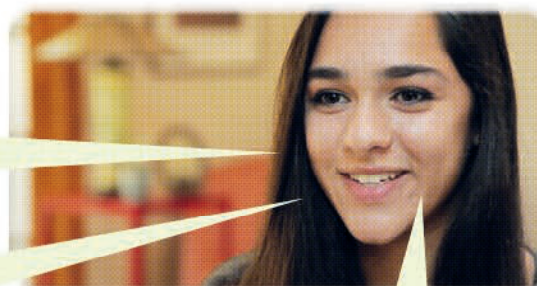


### 3 Watch the video again. Complete Shireen's words.

1 When you're really busy with \_\_\_\_\_ and school, it's really nice to have some time where you can just be \_\_\_\_\_.

2 It's nice to learn different things through different ways, like use \_\_\_\_\_ to learn about culture, and use art to learn about \_\_\_\_\_ and math(s).

3 I get inspiration from different \_\_\_\_\_ and things I see around me.



### After you watch

4 What do you think? Is it good to learn in different ways?  
 Do you have a special skill – would you like to make this your career?

### 5 PROJECTS

A Complete this website information for Shireen's school.

LICK-WILMERDING HIGH SCHOOL  
 San Francisco, California

WHAT YOU LEARN  
 At Lick-Wilmerding High School, you don't just study subjects like ...  
 You can also study ...

HOW YOU LEARN  
 You don't just learn ...  
 You can learn ...

WHY YOU LEARN  
 You can make your special skill ...

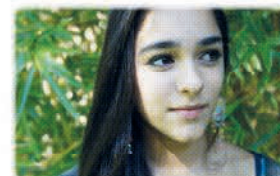
B You just met Shireen. Write a message to a friend. Start like this:

To: \_\_\_\_\_  
 Subject: \_\_\_\_\_

I just met this girl called Shireen. ...

Tell your friend:

- about Shireen
- her school
- her special skill
- her future plans





## Unit 12 Duke of Edinburgh's Award

### Before you watch

- 1 What do you remember about the Duke of Edinburgh's Award?  
Complete the fact file.

#### The Duke of Edinburgh's Award (DofE)

There are three levels: (1) b \_\_\_\_\_,  
(2) s \_\_\_\_\_ and (3) g \_\_\_\_\_.

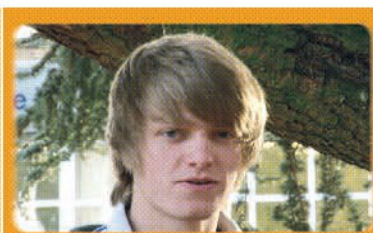
Students do:


- a (4) s \_\_\_\_\_ (like a musical instrument)
- a (5) p \_\_\_\_\_ activity (like a sport)
- an (6) e \_\_\_\_\_ (hiking and camping)
- a (7) \_\_\_\_\_ activity



### 23 While you watch

- 2 Watch the first part of the video (until 01:42) and check your answers from exercise 1.  
Complete the information about the three DofE students.



Name	Sam	Ben	Sam
Level			
Activities	sport:	skill: 	volunteer activity: _____ picking expedition: climbed a _____



## FILM FACTS

- What's it about?** A special award programme for young people  
**Where is it?** Nottingham, United Kingdom  
**Who's in it?** The students of Carlton le Willows Academy in Nottingham  
**What do they talk about?** Doing the DofE programme, skills and activities



### 3 Watch the second part of the video (from 02:18). Circle the correct information.



- 1 Matt's gold expedition is a trip to Morocco to do a community project and help out a school / village.
- 2 He's doing the award because it's fun, he learns new skills, and it helps when you want a job or travel / go to university.
- 3 Students go to Buckingham Palace and get the gold award from the Queen / the Duke of Edinburgh.
- 4 Matt enjoyed the expedition the most because they went camping and walking and he was with his friends / girlfriend.
- 5 He recommends the DofE to other students because it's a good personality test / a once in a lifetime thing.



## After you watch

- 4 What do you think? Do programmes like the Duke of Edinburgh's Award help students to get a job? Why or why not?

## 5 PROJECTS

- A Make a poster about the Duke of Edinburgh's Award. Start like this:

Do you want to learn new skills?



The Duke of Edinburgh's Award can help you!

There are three levels: ...

You do ...

- B You've completed the gold Duke of Edinburgh's Award. Write an email to a friend.

To: \_\_\_\_\_

Subject: \_\_\_\_\_

Tell your friend:

- that you got the gold award and where you got it
- what you did for the award
- if the activities were fun and why
- if you can recommend it



## Unit 12 Space camp

### Before you watch

1 What do you remember about Space Camp? Cross out one **wrong** answer in each sentence.

- 1 Students can *do astronaut training* / *learn about space* / *go into space*.
- 2 Students use *video games* / *flight simulators* / *moonwalk simulators*.
- 3 People are *weightless in space* / *underwater* / *in planes*.



### 24 While you watch

2 Watch the video. Tick (✓) the things the students did.

They ...

- |   |                          |
|---|--------------------------|
| a learned the basics about space                    | <input type="checkbox"/> |
| b used space equipment                              | <input type="checkbox"/> |
| c saw a real space shuttle and learned how it works | <input type="checkbox"/> |
| d ate space food                                    | <input type="checkbox"/> |
| e tried the simulators                              | <input type="checkbox"/> |
| f lived like astronauts                             | <input type="checkbox"/> |
| g met a famous astronaut                            | <input type="checkbox"/> |
| h did a mission                                     | <input type="checkbox"/> |
| i graduated from Space Camp                         | <input type="checkbox"/> |
| j had the experience of a lifetime                  | <input type="checkbox"/> |





## FILM FACTS

<b>What's it about?</b>	A camp for astronauts in training
<b>Where is it?</b>	Huntsville, Alabama, USA
<b>Who's in it?</b>	The campers of Space Camp at the US Space and Rocket Center
<b>What do they talk about?</b>	Daily routine at camp, using space equipment, practice missions

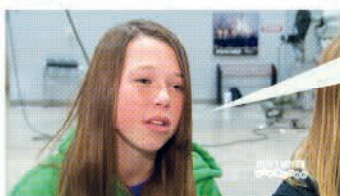


### 3 Watch the video again. Complete what the students say about Space Camp.



1 This is so \_\_\_\_\_!

4 I have \_\_\_\_\_ being here. We all have to work together, communicate, teamwork.



2 It's really \_\_\_\_\_, you get to try what the astronauts learned.

5 When I get home, I'm gonna [going to] tell my friends how much \_\_\_\_\_ I had and how much I learned.



3 I don't feel \_\_\_\_\_!

6 \_\_\_\_\_ week ever!



### After you watch

4 What do you think? Do students at Space Camp really learn what space is like? Does this look like an experience of a lifetime? Why or why not?

### 5 PROJECTS

**A** Write an advert for Space Camp.  
Use these phrases:

*Space Camp is ...*

*At Space Camp  
you learn ...*

*You can see ... / You can try ...*

*At the end of the week, you ...*



**B** You were at Space Camp. Write your status for your social networking page about your experience.



Write:

- what you did at Space Camp
- if you liked it or not and why



## Unit 1 Home life

## 1 Circus Sunrise

**Antony:** Hi, I'm Antony Meatchem. These are my parents, Rosita and David. These are my sisters, Melody and Harmony. Melody is twenty-three, Harmony is twenty-one and I am fourteen.

**Rosita:** We all perform at Circus Sunrise.

**Melody:** Hi, my name is Melody, and I am an aerial artist.

**Antony:** I'm the juggler in the show, and my sister Harmony does hand balancing and also stands on her head with a stick.

**Caroline:** Hello, I'm Caroline Brophy, Antony's aunt. This is Gary Brophy, my husband, Antony's uncle.

**Jessinta:** Hi, I'm Jessinta, Antony's cousin. I am sixteen.

**Bonita:** Hi, my name's Bonita. I am twenty years old. I am Antony's cousin.

**Narrator:** Does Circus Sunrise have animals?

**Caroline:** No, this circus does not have animals. I do have a horse called Macho, but he doesn't perform anymore.

**Narrator:** You're a trapeze artist. Do you have a net?

**Caroline:** No, I don't. I work without a net.

**Narrator:** Why do you perform without a net?

**Caroline:** I am very careful.

**Narrator:** Do you feel nervous?

**Caroline:** No, I don't.

**Harmony:** This is my cousin Sascha. He's an acrobat. His mother is my mom's sister, but she's not in Circus Sunrise anymore.

**David:** This is the Meatchem family caravan. It's nine metres long, and it's parked just near the circus tent.

**Antony:** This is my sister Harmony's caravan. This is my cousin Sascha's caravan. And that's my other sister Melody's caravan. We are now inside the family caravan. This is where we cook our food, in the kitchen. This is where we watch TV, in the lounge, and we also eat our food here. We try to keep it tidy. This is my caravan. This is where I watch TV. I also watch DVDs. I also play my guitar. And I also sleep here. This is also where I do my school work.

## Part 2: Jessinta

**Jessinta:** Hi, I'm Jessinta, Antony's cousin. I'm sixteen.

**Narrator:** Where are you from, Jessinta?

**Jessinta:** I'm from Australia.

**Narrator:** What do you do in the circus?

**Jessinta:** I do lassos and whips.

**Narrator:** Do you like the circus?

**Jessinta:** Yeah, I love it.

**Narrator:** And where do you live?

**Jessinta:** Oh, we live in the caravans.

**Narrator:** Do you like living in a caravan?

**Jessinta:** Yeah.

**Narrator:** What's it like to work with your family?

**Jessinta:** Oh, very, very enjoyable.

**Narrator:** What do you do in your free time?

**Jessinta:** Whenever we are in a new place or country, we go sightseeing and I do school and practice.

**Narrator:** And do you miss school or school friends?

**Jessinta:** No.

## 2 Genetics

**Narrator:** Can you roll your tongue? Is it easy?

**Diego:** Yeah, it's easy for me.

**Narrator:** Can you roll your tongue?

**Dalin:** No.

**Narrator:** Can you roll your tongue?

**Ray:** Yes.

**Rodrigo:** No, it's hard for me.

**Narrator:** Can we see? Can your family members?

**Ray:** Yes.

**Nasreen:** Yes.

**Jorge:** Yes, it's easy.

**Narrator:** Can you cross your eyes?

**Rodrigo:** It's hard for me.

**Narrator:** What's your name?

**Rodrigo:** My name is Rodrigo. I'm from Brazil. I am seventeen years old.

**Dilan:** Dilan. I am seventeen. I'm from Turkey.

**Diego:** My name is Diego.

**Narrator:** Do you play sports?

**Diego:** I play soccer.

**Narrator:** [Are] you good at soccer?

**Diego:** Yeah.

**Group:** DNA. Chromosomes. Genes.

**Narrator:** Can you wiggle your ears?

**Ray:** No, it's too difficult.

**Dilan:** No, it's hard for me.

**Narrator:** Can your family members do this too?

**Diego:** Some of them can, but not all of them.

**Narrator:** Is it easy for you?

**Jorge:** Yes, it's easy.

**Narrator:** And can you wiggle your ears?

**Nasreen:** No. I can do this!

**Nasreen:** My name is Nasreen. I'm from Iran. I'm fifteen.

**Ray:** My name is Ray. I'm fourteen years old. I'm from Peru.

**Jorge:** My name is Jorge. I'm from Chile. I am seventeen years old.

**Narrator:** Are you flexible?

**Nasreen:** Kinda [Kind of]. I can do [a] backbend.

**Narrator:** Do you look like your sister or your brothers?

**Diego:** No, I look like my dad.

**Narrator:** Do you look like your parents?

**Nasreen:** No, not at all. I have brown eyes. My hair is brown also.

**Narrator:** What colour are your eyes?

**Diego:** My eyes are brown. My hair is black, but I don't have it [any] right now.



**Dalin:** I have two brothers, two sisters. My brother and I have the same eyes.

**Jorge:** And I have a twin brother and he look[s] the same with [as] me. He is [my] identical twin, so we look the same but we are different.

**Rodrigo:** It's in the genes.

**Dilan:** It's in the genes.

**Group:** It's in the genes.

**Narrator:** Is everything genetic?

**Jorge:** Not everything.

**Dilan:** Not everything.

**Rodrigo:** No, not everything.

## Unit 2 Cool schools

### 3 A Danish school

**Rune:** Hi, my name is Rune.

**Ida:** Hi, my name is Ida.

**Rune:** Welcome to Henriette Hørlücks School.

**Ida:** In Odense.

**Ida:** Our school is quite small. There are only 475 students.

**Rune:** It's a private school. Everyone can go there, but parents pay some money for lessons and books. It's for students from six to sixteen.

**Headteacher:** Well, this is our school and it's a very old school.

**Rune:** It's the Headteacher's school. He lives in the school too! There are four buildings.

**Ida:** In each class, there are about 23 students. In our class, there are 24 students.

**Rune:** The teachers are not very strict, and there are not many rules at our school.

**Ida:** We call our teachers by their first names. Our English teacher's name is Johanne.

**Rune:** We don't wear uniforms at our school. We wear our normal clothes.

### Part 2: Places in the school

**Rune:** Our school has a beautiful main hall. There are lots of old things and art everywhere.

**Ida:** There isn't a cafeteria. The school has a little shop and some students buy lunch there. We eat lunch in our classroom. The school has a gym where we do sport, but it doesn't have a swimming pool.

**Rune:** Our school doesn't have a football pitch or tennis courts. But there's a school playground where students hang out or play games. The school has a cinema. The chairs are from an old plane.

**Ida:** There's a small library. The sofas are great! There's a small school office. Students get help here.

**Ida, Rune & Class 7b:** Goodbye!

### 4 New River Academy

**Narrator:** Hi everyone! We're in Pucón, Chile. Pucón is an hour and a half from Temuco airport. Here in Pucón we eat, sleep and have classes. There's a beautiful volcano here. And the river is right next to our camp. We wake up at eight, do sport and have breakfast. Then classes start. There are six teachers and the classes are small. The teachers are also our kayak coaches. After classes, we go kayaking on the river until dinner. The food is really good. There are lots of different things and everything is very healthy. We all love it here in Pucón. Bye, guys!

## Unit 3 Hangouts

### 5 Fight for Peace

**Narrator:** This is Rio de Janeiro in Brazil. In some poor areas, there are not many chances for young people and there can be problems with crime and violence. Some young people turn to crime, gangs and gun violence from a young age to get out of poverty. Fight for Peace is an organisation for young people against violence. It is for boys and girls from seven to twenty-three years old.

In London, knives and gangs are a problem. Fight for Peace helps to get young people away from crime. Rio and London offer the same help. Young people train and get fit. They learn boxing. And they learn martial arts. They also have lessons, like at school. And they have personal development classes.

Famous visitors to Fight for Peace include Prince Charles and Heavyweight Champion Wladimir Klitchko. For young people in Rio and London, Fight for Peace is the door to a new future: a future without violence, a future with peace.

### 6 Street art

**Narrator:** Street art is usually art out on the streets. It has lots of different forms. There are tags, like an artist's name, spray-paint pictures, stencils and screen printing. Sometimes it has words and sometimes it is only images. Often, street art has a political message.

Street art is often against the law. Artists use buildings, walls, trains, houses or doors, and these usually belong to other people. But sometimes there are special classes and schools for graffiti artists, like at Youth Together in the USA.

**Vanessa:** So we got the fill-in, the 3-D, the drop shadow, the outline. My name is Vanessa Solaria Espinosa. I'm an artist and educator here in Oakland, California.

We don't want to leave any walls unfinished this year. We want to, like, make sure that each wall is solid. We got the world representing the one land, so what do we need? Something that represents the one people, right? Like all races and cultures coming together.

We all have messages and stories that we need to communicate to the world. And art I've always seen that as a perfect tool to communicate a story, just like a comic book,



you know, but on a wall so that everybody can see it.

**Narrator:** As a teacher, Vanessa helps young people with their art. She believes in them and their talent. Her job is to help them express this talent. She knows a lot about art and colour and her students learn from her.

**Vanessa:** With all of the different styles that there are, you can master different styles, but that really helps you to create your own style. Everybody kinda (kind of) has like their own unique style. There's (are) different ways to express their anger or their emotions. I think that really gives them hope. And hope gives them a sense of control over their own lives. And so I really feel like art is a tool that gives them hope. I think it's really powerful.

## Unit 4 Not just a job

### 7 Camp Blaze

**Narrator:** Welcome to Camp Blaze. Twenty-two girls are here from all over the United States. They are at a fire camp for teenage girls. They are here to learn about leadership, team work and safety.

**Camper #1:** I am interested in becoming a firefighter because you see how you can have control over the fire.

**Camper #2:** After going through this camp, I feel that firefighting ... it's a really good career to go into. There's a lot of really tough women out there that get in it, do the job, do it well.

**Camper #1:** It's not really scary at all for me. In fact, it pushes me harder, you know, because I'm a girl and I'm going to show them. You know, I can do this, you know. I don't have to be a man to do be able to do this job.

**Instructor:** Camp Blaze is run by all women fire fighters.

**Camper #2:** I'm a little scared of fire-fighting. It's always good to be scared of fire. That keeps you on the edge. You see a fire, put it out. It's a good thing.

**Narrator:** Camp Blaze teaches the girls skills and leadership. It also gives them confidence. They learn to train and practise as a team.

### 8 London music

**Narrator:** It's a Wednesday night in London and there's no sleep for people in the music industry. Who are they? And what do they do?

**Lucy:** I'm Lucy Francis and I'm A&R manager for (...) Music Publishing, and A&R actually stands for "artists and repertoire". Don't do a meeting with me before 11 and at least two coffees!

**Narrator:** Lucy's job is a night job. She stays up late and sees a lot of bands, sometimes two or three a night. Her job is important because she finds the best talent. But there are other jobs.

The manager organises the artist's career. And the tour manager organises concerts in different places. There's the producer. He or she produces recordings with the artist. And

then, of course, there's the artist or artists. They perform and record the music.

**Joss:** I'm Joss.

**Rob:** And I'm Rob.

**Joss:** And we're from "Dog Is Dead".

**Narrator:** Paul plays the guitar. And Rob writes the songs.

**Rob:** I write the main structures of the songs and the parts and most of the arrangements and then bring it to the rest of the guys who kind of ...

**Joss:** ... make it good.

**Narrator:** They love to play live and meet new people.

**Joss:** Those five are our only friends in the world, so meeting new people ...

**Rob:** ... is brilliant!

**Narrator:** The members of the band are excited about their future. Their tip for other artists? Work hard and believe in yourselves and your music. But other people make this all happen too. There are people behind the scenes, like the sound engineer.

**Daniel:** Hello, my name is Daniel, and I'm a sound engineer. So a sound engineer controls the sound which is made by a band. A good sound engineer is very important. At the moment, we are in rehearsal studio where bands come to practise. And this is the sound desk.

**Narrator:** And then there's the roadie.

**Dean:** Hey, my name's Dean (...). I'm a roadie.

**Narrator:** He or she prepares the sound and light equipment for concerts. So what about you? Is a job in the music industry right for you?

## Unit 5 Scary stories

### 9 The Tower

**Narrator:** This is the Tower of London. There are seven ravens at the Tower. They have a special keeper: the raven master. Every day, each raven eats 170 grams of meat and lots of bird biscuits. At night, they sleep in cages to keep them safe. The ravens protect the Tower. The story is that without the ravens, the Tower is in danger. To keep the Tower safe, there are always six ravens at the Tower. The Tower of London has a long history. It starts in 1066 with a big battle, the Battle of Hastings, between England and France. William, Duke of Normandy, from France, was the winner. And so William was the new king of England. The White Tower was to show King William's power, and to protect him. By 1100, the new tower was finished. It was 27.5 metres tall.

There was more building work under many of the later kings and queens: new walls and new towers. Today the Tower of London is not just one tower. There are many different towers and buildings.

For nearly 900 years there were prisoners in the Tower. The prisoners were in different buildings. Some were in the Tower for up to fifteen years before their death. Many of the



prisoners in the Tower were part of the Royal family. They were here because they were a problem for other kings and queens.

The entrance to the Tower for prisoners was through Traitor's Gate. The place of death for royal prisoners was Tower Green, for example, Anne Boleyn, the second wife of Henry the VIII. It was also the place of death for Lady Jane Grey, queen for nine days in 1553. Henry Grey was the father of Lady Jane Grey. His death by beheading was a few days after the death of his daughter.

Three hundred years later, in 1852, there was a horrible discovery at the Tower: a head. The skin was yellow and the eyes were open. There was lots of hair and a long beard. There were also two deep cuts on the neck, from an axe. It was the head of Henry Grey.

This is the Bloody Tower. The Tower's name is from the 16th century. The story says the Tower was the place of death for the Two Little Princes, at the hands of their Uncle Richard, the Duke of Gloucester.

This is the Salt Tower. People say the ghosts of prisoners walk the Tower rooms.

Today the Tower of London is a tourist attraction. Over two million people visit it every year. The Tower of London is no longer a prison and its prisoners are long dead. But the stories of its prisoners are not. They live on ...

### 10 Moods

**Narrator:** Can you tell me what kind of mood you're in today?

**Grecia:** I am really sleepy right now.

**Nasreen:** I am in a good mood right now.

**Rodrigo:** I'm in a good mood today.

**Diego:** I'm in a good mood.

**Maki:** I'm in a bad mood because I'm worrying about my family in Japan.

**Josh:** I'm excited and embarrassed because I'm kinda [kind of] nervous and happy because it's just a good day today.

**Rex:** I feel embarrassed because I don't feel very comfortable with the camera.

**Serena:** I feel sad.

**Narrator:** You feel sad?

**Serena:** Yeah.

**Narrator:** Can you tell me why you feel sad?

**Serena:** Yeah, because today I have to run six laps. I don't want to run.

**Narrator:** What usually puts you in a good mood?

**Nasreen:** When I hear good news. Or when I help somebody else that I know I can change their life and that makes me happy.

**Josh:** Soccer puts me in a good mood.

**Diego:** Winning, like, soccer games.

**Rommel:** Money.

**Maki:** Friends.

**Narrator:** Why do friends put you in a good mood?

**Maki:** 'cause friends always make me feel better.

**Grecia:** My friends, they get [put] me in a good mood because we always hang out, my family, when I get money, when I listen to music. School? Sometimes. And homework, no, no fun at all.

**Narrator:** No? Does that put you in a bad mood?

**Girl 1:** Yeah!

**Narrator:** What other kinds of things put you in a bad mood?

**Grecia:** When I have problems, when I can't figure out my homework, or when I have a lot of homework, too, or a test.

**Rodrigo:** Homework. Homework.

**Josh:** Homework.

**Rodrigo:** Homework and school.

**Narrator:** Put you in a bad mood?

**Rodrigo:** Yeah.

**Boy 5:** Weather puts me in a bad mood because I don't really like rain because, like, my shoes get dirty.

**Nasreen:** Like when it's like kind of dark and raining ... change[s] my mood.

**Josh:** The weather puts me in a bad mood because when it rains, we can't play soccer. I can't skate.

**Narrator:** What do you do, Serena, to put yourself in a good mood? When you feel sad, what do you do to feel better?

**Serena:** I sing a song, or talk to my parents or my sister.

**Narrator:** Good. Does that always help?

**Serena:** Yeah.

**Narrator:** Why, why does that help you?

**Serena:** Because I love my family. They are so nice. They always listen to me and make me think I'm important.

**Nasreen:** When I am in a bad mood, music makes me happy.

**Maki:** Listening to music and read[ing] book[s] and think about something fun or happy thing[s].

**Rodrigo:** My mood is good today. It's good.

## Unit 6 Tech time

### 11 4Real

**Narrator:** How do these boys spend their free time? They write and perform their own music. What kind of music? Hip hop. Three boys, one group. They call themselves 4Real. We are speaking with 4Real members: Alex, Javonte, and Sean.

**Javonte:** My name is Javonte Holloway.

**Alex:** My name is Alex Fraknoi.

**Sean:** Hi, I'm Sean Hurd and I'm 16.

**Alex:** I'm 16 years old, almost 17.

**Javonte:** I'm 17 years old.

**Alex:** I just love the sense you could combine words with music in this fluid way.

**Javonte:** Hip hop is a way for people to express themselves. You know, it's really sort of like the people's music.

**Narrator:** Alex and his friends think hip hop often has a bad name. They want to change the negative message. They write about unity and peace, not guns and violence. They hope to make hip hop positive.



**Javonte:** United. So that song was basically about how everybody around the world, you know, is from different backgrounds but everybody has a different story, but essentially we're all one, we're all human.

**Narrator:** Alex uses technology to share his music with his friends and family. He puts his music on sites like SoundCloud, Facebook and YouTube. He hears from people all over the world.

**Alex:** On one of my YouTube videos I posted, there was someone from Antarctica, so that was pretty cool. In the age of technology, it's very easy to make a song. I think the most important thing about music is to really just express what you feel at the moment. I'm just saying what I feel and it's truthful and I think that's the most powerful part of writing.

## 12 Animation camp

**Narrator:** Information, technology, animation. What do you think of when you hear these words? Animation is growing as a job choice for many young people today. Places like Ex'pression College in Emeryville, California, offer special classes in animation.

Ex'pression College is for students 18 years old or older, but every summer they offer a one-week course for high school students. These students are here because they're interested in animation. They're part of the animation summer camp.

**Zach:** I'm Zach (...) and I'm seventeen.

**Gurmehar:** My name is Gurmehar (...) and I'm sixteen years old.

**Jasmine:** My name is Jasmine (...) and I am eighteen years old.

**Tyler:** My name is Tyler (...), I'm from Texas and I'm seventeen.

**Narrator:** And why are you here, Tyler?

**Tyler:** I'm here because I want to be an animator.

**Narrator:** Many of the students were good drawers as children. Animation gives them a way to draw for a job.

**Blake:** I'm Blake (...), I'm sixteen years old. Right now, I'm working on a model of a bouncing ball.

**Narrator:** Can you tell us a little bit about what you're working on, on the screen?

**Isabel:** Yeah, sure. This is the bouncing ball. It's our first really beginning animation project.

**Narrator:** These students are learning how to animate a bouncing ball on their computers. But to do this, the teacher also wants them to learn with real objects first. Students take turns with the real balls so they understand the physics. Then, they can create the same thing on the computer. The students also learn the rules of animation. There are 12. One of these rules is "squash and stretch."

**Jessica:** The "squash and stretch" that we're learning right now is a basic animation idea.

**Narrator:** In one week at camp, these students are learning the basics so they can do their own projects one day. Animation looks fun, but is it easy?

**James:** Animation is a very huge jump. It's not easy at all. It really takes a lot of patience and time.

**Narrator:** Animation takes patience and time, but for some students, this is only the beginning. They are our future animators and they want to come back for more.

**Tyler:** Every time we have to take a break, I want to come back early.

## Unit 7 Spend or save?

### 13 The world of fashion

**Narrator:** Clothes, fashion, style. These are the words of the world of fashion. A world of models, photographers, hair and makeup artists and fashion stylists. To see more of this world, we are talking to fashion stylist, Cristina Aranda, in her studio in London.

**Cristina:** My name is Cristina Aranda. I'm a fashion editor and freelance stylist.

**Narrator:** What does Cristina do in a typical day?

**Cristina:** On a shoot, I work with a team of between six and eight people. We'll work with models, hair and makeup, photographer and the studio director. We generally start the day about 9 o'clock.

**Narrator:** Cristina works with the models. She helps them with their clothes, their shoes, their hair and their look. How does she know their look? Is it easy for her?

**Cristina:** It can be difficult and it can be easy. It depends how quickly ideas come to you. It depends on how good your team is.

**Narrator:** There are so many different styles of dresses, trousers, shirts and shoes.

How does Cristina get her ideas?

**Cristina:** I get my inspiration from travel, books, other magazines, designers, my friends.

I'm very interested in street style and what people are wearing away from the catwalk.

**Narrator:** This shoot was in this studio, but Cristina doesn't always work in the same place. Her work takes her all over the world.

**Cristina:** I travel a lot with work. We're always looking for new locations around the world to do fashion shoots at. I shoot in Capetown, New York, Berlin, Paris, and London, of course.

**Narrator:** Cristina works a lot with colour. Colour is very important in fashion. The colour can change a model's look. What are Cristina's favourite colours?

**Cristina:** Black, grey and white.

**Narrator:** Brands are also important in fashion. Cristina prefers some brands to others, especially for shoes. And what does Cristina like to wear?

**Cristina:** In the summer, I like to wear dresses with maybe a hoodie over the top with trainers or sandals. I also like to collect sunglasses, so I have a lot of sunglasses as well.

**Narrator:** Can anyone be a fashion stylist?



**Cristina:** I think it's a good profession for girls and boys to go into. It doesn't matter. I know lots of boys who work as stylists and are very successful.

**Narrator:** What do you think of fashion? Would you want to be a fashion stylist? What's your style?

### 14 Garbage to art

**Narrator:** Stuff, so much stuff. We buy it, we use it, we throw it away. But where does it all go? It goes here, the dump. Plastic, wood, metal, furniture, toys, boxes, electronics, clothes, books ... All colours, all sizes, all shapes, all conditions. Lots of old things, but new things too. People throw away so many things, but you can still use this stuff. You can make it into something else. Is it really garbage? Some people don't think so ... like these artists.

**Abel:** My name is Abel Rodriguez, *Abel Rodriguez*. I am an artist in residence at the dump, at Recology San Francisco.

**Lauren:** My name is Lauren Dicioccio and I'm from Philadelphia, Pennsylvania, in the United States, and I'm an artist in residence at the San Francisco Dump.

**Narrator:** Lauren and Abel are part of a program at the dump in San Francisco, California, called Recology. The artists are in a four-month program. Their goal: to make art from people's garbage. How do they do this? They both go to the dump and find materials for their art. Lauren works with thread and other materials, like cloth and other fabric. She gets her ideas from stuff from the dump and makes new things.

**Lauren:** I'm mostly a fiber artist so that means I work with cloth and thread and make sewn sculptures. So I make fabric objects based on things I find at the dump. So this is a book and this is my cloth version of it.

**Narrator:** This is Lauren's workspace. She sews here most of the day. Right now, she is working on some scissors. Everything she makes is from materials from the dump: all of the cloth, the thread, and the ideas for the sculptures.

**Abel:** I collect a lot of plastic objects, wood, and a lot of tape because that's what I use to put my things together.

**Narrator:** What do they both have in common? They both talk about the stories – not their stories – but the stories they see in people's stuff.

**Lauren:** To see something like this in the garbage is sad. You can imagine so many different stories for these two.

**Abel:** All objects have a history. I like old stuff.

**Narrator:** They ask questions like: Why was this in the garbage? What is the story behind it? Where does it go?

**Abel:** It has to go somewhere and I think a lot of people just don't know what happens after the fact that they don't need it.

**Narrator:** This is their studio. They have four months to change this space with their art.

**Lauren:** We're here for four months and we get 24-hour a day access to the studio and the residency ends with a show.

**Narrator:** People from all over the city come to see their creations. So is it garbage or is it art?

You decide. Advice from these artists: Look at your stuff in a new way.

## Unit 8 Holidays!

### 15 Summer camp

**Narrator:** What are you doing this summer? Do you have any big plans? Do you like the outdoors? How about summer camp? Meet new friends. Be outdoors all summer. And have a lot of fun. It all happens here, at Camp Echo Lake.

Camp Echo Lake is in the Adirondack Mountains, about three and a half hours north of New York City. Many of the kids are from the New York area, but some are from other US states, and even other countries. The campers are at Echo Lake for almost two months, so by the end of the summer, they are all like family.

What do you do all day at camp? You can do all kinds of sports, like: gymnastics, hockey, tennis, baseball, basketball, soccer. You can do lots of water sports, like swimming in the pool, or in the lake, or even water-skiing. And for more outdoor sports, there's rock climbing.

But you don't have to like sports to enjoy Camp Echo Lake. You can dance, do art at the art center, be in a theater performance, sing, play an instrument, or cook. And at the end of the day, there's time to hang out with your friends and to think about your plans for tomorrow.

### 16 Ecotourism

**Narrator:** Ecotourism is 'green travel' and it is popular in many places in the world. One of these places is the Sierra Gorda in central Mexico. The Sierra Gorda is a reserve or a protected place. Some people call it "the green jewel of central Mexico" because it is so rich with forests. Its beautiful mountains are home to many plants and animals. An organisation with the same name, Sierra Gorda, helps to protect all of the trees and wildlife of the area.

To do this, Sierra Gorda teaches outdoor classes to groups of adults and young people. They also organise places for visitors to stay. Sometimes these places are fields and people bring tents and camp there.

Other places are little houses or "eco-lodges". Eco-lodges are often very simple but comfortable.

All of them have beds and bathrooms and usually hot water. They all have dining areas, some indoor and some outdoor. Everyone can cook and eat together. Some even have swimming pools! Some of the eco-lodges provide food: breakfast, lunch and dinner. The food is usually from the area and is delicious.

All of the eco-lodges are in beautiful areas in the Sierra Gorda, so many have tours with special ecotourism guides. You go hiking and the guides tell you about the animals and



plants. Some places have horse-riding so you can see more of the area.

The people of Sierra Gorda own and run the eco-lodges. They are part of an ecotourism project. It's not easy to find work here but the eco-lodge project gives the local people a chance to run a business and protect the area at the same time.

With simple places to stay and with food from local farms, visitors can learn about the area but not hurt the environment. With its beautiful mountains and forests, the Sierra Gorda is a special part of the world. Ecotourism gives us the chance to see it and continue to protect it.

## Unit 9 Loves and hates

### 17 Maker Faire

**Narrator:** What's going on in Brighton this weekend? Something for makers and inventors around the area. It's called "The Maker Faire" and it's the first one in Brighton. This one is called a mini-Maker Faire. There are others in other parts of the world, like in the USA.

People from all over the UK, and other places in Europe, are here to share some of their hobbies and new ideas. There are all kinds of things here: computers, old and new gadgets, big and small. Some look complicated, others look interesting. Some are even beautiful. And some are just strange. Who makes these things? And why do they make them?

**Rick:** My name's Nick Sayers. I'm here at Maker Faire. I'm an artist and maker, graphic designer.

**Narrator:** This maker is showing his drawing machine to these kids. The machine draws the shape of your body and then draws a smaller model of it. It's part of a larger art project.

**David:** Hi, I'm David from Nottingham Pack Space. We're here at Maker Faire Brighton. This is a radio-controlled quadcopter. We're not allowed to fly it in here because it's too dangerous.

**Narrator:** David says their group of makers does all kinds of projects. They work with metal, wood, electronics, bikes and many other things. There were makers of all ages. Many were with their families. There were makers of gadgets with lights and noise ... makers of drum machines ... makers of electronic skateboards. There were also little makers, new to the scene with lots of ideas. They were excited about many things at the fair and had some favourites.

**Little maker #1:** I like making things that move. ... When you touch the water, it makes a sound. It can go up higher, it makes a high pitch sound, and if you go lower, it makes more of a lower sound.

**Narrator:** And for our final maker, the hat lady. What do you think her gadget does? She writes songs and then makes hats. Her hats match the words in her songs. This song is about fish in the sea. What are your hobbies? Are you a

maker? Did you get some ideas? Find a Maker Faire near you, or, start your own!

### 18 Phobias

**Narrator:** What are you scared of? Spiders? Snakes? Closed spaces? Darkness? Lots of people? Many people are afraid of these things. But sometimes they are so scared, they feel sick, they can't breathe and they do anything to avoid them. When this happens, you have a phobia.

Some people have specific phobias, like heights or storms or even the dentist. There is also agoraphobia. This is when someone is afraid to leave their home. What do you do if you have a phobia? You can learn exercises to relax, take medicine, or learn to face your phobia. And what about you? What are you afraid of? Do you have a phobia?

**Josh:** I'm afraid of spiders.

**Grecia:** Spiders! I don't like spiders at all.

**Serena:** Spiders.

**Josh:** They're not cool.

**Grecia:** I can't even see one because I freak out.

**Narrator:** Are you afraid of anything? Do you have any phobias?

**Rodrigo:** No.

**Narrator:** Nothing?

**Rodrigo:** Nothing.

**Narrator:** So, anything you're afraid of?

**Rex:** Loud noises.

**Rommel:** Tigers, lions. Yeah.

**Narrator:** So, spiders don't freak you out?

**Rodrigo:** No, I put spiders in my hand.

**Narrator:** Really?

**Rodrigo:** Yeah.

**Serena:** I'm afraid when I'm alone.

**Nasreen:** I'm afraid of heights and darkness. When it's really high I feel like I'm just going to, like, fall. And when it's dark, I just feel like I'm alone.

**Rodrigo:** I'm not afraid of anything.

## Unit 10 Live to eat?

### 19 Teen cook

**Narrator:** Food is an important part of life. Is it something you just like to eat, or do you also like to cook it? Liliana Santos is a high school student in San Francisco, but she is also a cook.

**Liliana:** I'm Liliana Santos, I'm 16 years old and I'm cooking banana cream pie today.

**Narrator:** Liliana thinks food is important. She likes to cook because it relaxes her.

**Liliana:** I like to cook because it's relaxing and it helps me get rid of stress, but it's also something I do with my family, so it's always really a lot of fun.

**Narrator:** Liliana cooks in her free time, sometimes alone, but often with her family. She likes to cook all different kinds



of food, but especially desserts.

**Liliana:** I like baking cookies and cakes, and I also like making pasta dishes or salads.

**Narrator:** What other foods does Liliana love?

**Liliana:** I love sushi. I love Italian pizza. I also love ice cream.

**Narrator:** And what does she hate?

**Liliana:** I hate fish soup and green bell peppers.

**Narrator:** Liliana's family is from El Salvador, so they make a lot of traditional dishes at home.

**Liliana:** These are Salvadorian enchiladas. They are a traditional Salvadorian dish. We eat together a couple of times a week but with busy schedules, it's hard to have family dinners. We like to come together during holidays and cook big meals and enjoy it like a family.

**Narrator:** Liliana likes to make dishes from her two cultures: El Salvador and the US.

**Liliana:** My family is originally from El Salvador, but today I'm making an American dish, banana cream pie. Banana cream pie is a dessert. I think it's my favourite because it's very light but it's also really savoury. It has a lot of calories, but it's really delicious.

These are the ingredients of my dish. There's: eggs, banana, sugar, flour, milk, cream, corn starch and butter. And this is my secret ingredient: vanilla beans. For the inside, I mix milk, sugar, corn starch and salt. Then you mix the milk mixture with the eggs and vanilla bean. For the crust, I mix the flour and the salt. Now I add the butter.

**Narrator:** Liliana makes the crust with a rolling pin. Then, she bakes the crust.

**Liliana:** Then, I put the bananas in the crust. Now, I put the mixture on the bananas. Finally, I put the whip cream on the pie. And here it is ... banana cream pie.

## 20 Fifteen

**Narrator:** Meet Julian. He is up early so he can go to work. Julian is a chef and he loves his job. But he didn't always have hope. His life was hard. Fifteen gave him another chance. Famous British chef, Jamie Oliver, started Fifteen in 2002 with fifteen young people, most from difficult backgrounds. His programme gives them a new career opportunity.

Owain didn't do well in school. Fifteen was a path to a new life. Trina was depressed. She wanted something more for her life. And that was Fifteen, a great restaurant with delicious food and a chance to learn from a famous chef. These young people come to Fifteen because they want a new start. The year-long programme trains them to be chefs.

**Will:** To come from nothing to getting up at 7 o'clock in the morning, going to college four days and two days a week, coming to work from 8 to 11 at night, for me, that's a big achievement.

**Narrator:** Fifteen thinks education is important.

**Sandy:** We do two days a week at college. And then one day a week we do sourcing trips, or activities or team building.

And then we do three days a week at the restaurant.

**Narrator:** Fifteen uses the best ingredients. The young chefs choose the food. They shop for all kinds of vegetables and meat. On a sourcing trip, the apprentices learn more about the food they cook. It's an opportunity to learn about how the food grows and where it comes from. Some teens, like Portia, had jobs before Fifteen.

**Portia:** Before, I was just working part-time in a bowling alley, living in a hostel. That's it really.

**Narrator:** Her goal was to complete the course at Fifteen. She finished and now she works at a top London restaurant. Fifteen sees the potential in these young people. They teach them about food and work in a restaurant. But they also help them with their problems.

**Will:** Everyone says, 'I can't get a job. I can't go on [to] college. I can't do this.' But really that's not true. You can. And there's people that want to help. You just have to let them help you.

**Narrator:** These young people are confident about their skills as chefs. They like their jobs and they feel good about themselves. Almost all of the apprentices from Fifteen stay in the restaurant business and are now successful chefs.

## Unit 11 Learning for life

### 21 Exams

**Narrator:** Exams, tests, coursework. How do these words make you feel? Scared? Worried? Stressed? The students at Carlton le Willows Academy had some things to say about exams and stress.

**Molly:** They're great. No, they're not, they're not ... No, not really. They're very stressful. It does make a big difference if you do a lot of revision I think, for most people, anyway. Some exams are easy, some are difficult.

**Narrator:** These students go to Carlton le Willows Academy in Nottingham, in the UK. It has a primary school and a secondary school. Its secondary school also has a sixth form. Sixth form prepares students for university or to get a job.

**Rebecca:** This is the Sixth Form Centre. This is a separate building to the rest of the school.

**Narrator:** In the UK, students take tests at the end of primary school. Then they go to secondary school. At the end of secondary school, they take exams. These are called GCSEs. After that, students can go on to study for their A-levels in sixth form.

**Ben:** We did our GCSEs in June, May-June time last year. And now we just started our A-levels this September.

**Narrator:** Students focus on particular subjects for their A-levels. They usually choose three or four subjects.

**Tamara:** My name is Tamara and I'm studying A-level biology, physics, English language and PE.

**Usman:** Hello. I'm Usman and I'm studying A-level physics, chemistry, PE and maths.

**Connor:** I'm Connor and I'm studying A-level biology,



chemistry, physics, and maths.

**Sam:** Hello. I'm Sam. I'm year 12 and I'm studying A-level physics, biology, chemistry and maths.

**Narrator:** And how did their exams go?

**Tamara:** My French exam, it was awful, it was terrible, it was so stressful.

**Usman:** Some subjects were tough, but the other subjects were OK.

**Sam:** I got quite good results, yes.

**Narrator:** But is it all about exams? What do these students do to relax?

**Sam:** To relax, I like to go swimming.

**Connor:** I like to play guitar when I'm stressed from exams. You can just concentrate on music and you don't have to think about anything else.

**Narrator:** So, you pass your A-level exams. Then what?

**Molly:** After my A-levels, I want to go onto university. I'd like to either study history of art or history.

**Ben:** After A-levels, I want to go to university to either study maths or physics. That's [those are] my strongest subjects.

**Chloe:** When I finish my A-levels, I don't want to go straight to university. I'd rather get a job.

**Usman:** I'd love to be a professional cricketer.

**Narrator:** Carlton le Willows also has foreign students in their sixth form.

**Lucy:** Hi, I'm Lucy. I'm from Slovakia and I'm 17. I decided to go to study abroad because I want to have a new experience and I want to learn English.

**Narrator:** And what do foreign students think of sixth form in the UK?

**Sophie:** I can't really use the grades over here in Denmark. No, I can't, so it doesn't really matter if it goes badly.

**Monique:** I think it's quite hard but it's all right because in Germany you have to do eleven subjects.

**Narrator:** And the best part of sixth form at Carlton le Willows? You don't have to wear school uniform!

## 22 A future designer

**Narrator:** Where does a young designer's work start? What does her workspace look like? What kinds of things does she create?

**Shireen:** My name's Shireen and I am 15 years old. I started making jewellery when I was about 10 years old.

**Narrator:** Shireen started with clay.

**Shireen:** These are polymer clay. I think this was my first jewellery piece. Me and my dad [My dad and I] made the beads out of clay.

**Narrator:** She worked on clay sculptures with her dad. She loves all kinds of art, including photography and sewing. Shireen likes working with different materials but likes metal the most. She likes using the wire tools. Some of Shireen's work is very unusual. She made this necklace from coins around the world.

**Shireen:** It took me about a year to make this piece.

**Narrator:** Shireen goes to Lick-Wilmerding High School in San Francisco, California. At this school, students don't just study subjects like history, science and maths. They also take technical arts classes.

**Shireen:** The technical arts are wood shop, glass shop, jewellery making, fabrications and electronics. When you're really busy with homework and school, it's really nice to have some time where you can be creative.

**Narrator:** Shireen thinks that it's important to learn in different ways. There isn't just one way to learn.

**Shireen:** It's nice to learn different things through different ways, like you can use music to learn about culture and use art to learn about science and math even. I get inspiration from different artists and things I see around me and I come up with a lot of it on my own too.

**Narrator:** Shireen has a special skill. Does she want to use that skill in her future career?

**Shireen:** I plan to go to college once I graduate high school although I don't know what I want to study or be. I think I want to do something design related, but other than that, I have no idea.

**Narrator:** What are your future plans? Do you have a special skill? What's in your future?

## Unit 12 Events and experiences

### 23 Duke of Edinburgh's Award

**Narrator:** What experience do these students share? They are all doing the Duke of Edinburgh's Award. What is the Duke of Edinburgh's Award? It's a programme for students aged 14-18. To earn the award, they do skills and activities, and they also go on an expedition. The skills and activities include: a physical activity, like playing a sport, a volunteer activity, like litter-picking, and a skills activity, like learning an instrument.

There are three levels to the Duke of Edinburgh's Award: Bronze, Silver, and Gold. Let's meet some of the students in the programme.

**Sam:** Hi, I'm Sam and I'm doing the Duke of Edinburgh\* Award.

**Ben:** Hi, I'm Ben. I'm currently doing the silver Duke of Edinburgh Award.

**Sam:** Hi, I'm Sam, and I've done the bronze Duke of Edinburgh Award.

**Narrator:** The bronze is the easiest level. You usually do it at 14 and it takes about six months. Often you learn an instrument, play a sport and do some kind of volunteer or service activity. You can do the award within school or outside of school. And you get a certificate at the end.

**Ben:** I learnt the guitar for three months for my skill.

**Sam:** I played cricket for my local team.

**Sam:** For my volunteer activity, I helped around school by



litter picking.

**Sam:** This is my bronze certificate for Duke of Edinburgh. I got this when I was in Year 9, I think. I had to climb a mountain for this!

**Narrator:** The next level is silver. Students do this level at 15 and it takes 6-12 months. Your expedition at this level is usually a trip of two to four days. You camp and cook your own food.

**Ben:** This is the Duke of Edinburgh Silver award book. In this, you record what you do for your skill, physical and service towards your expedition.

**Narrator:** Gold is the hardest level. You can start at 16 and it takes 12-18 months. Some students even go to other countries at this level.

**Matt:** I'm Matt. I go to Carlton le Willows Sixth Form College. I'm in year 12 and I'm doing my A-levels. I also do the Duke of Edinburgh Award. For our gold Duke of Edinburgh, it's a trip to Morocco where we will do a community project out there in Morocco, helping out a village.

**Narrator:** Why is Matt doing the Duke of Edinburgh's Award?

**Matt:** I'm doing it because it's fun, I learn new skills, and it will help me if I ever want to get a job or go to university.

**Narrator:** And what happens when students complete their gold award?

**Matt:** We go to Buckingham Palace. We get our award from the Duke of Edinburgh himself.

**Narrator:** The Duke's son, Prince Edward, also helps give the awards. And what did Matt like most?

**Matt:** The expedition I enjoyed the most just because it was getting out, camping, and walking, and being with my friends. I would highly recommend it to other students, yes, because it's fun, most of all, and you learn new skills and it will help you in future. It's a rare, rare occasion, sort of like a once in a lifetime thing.

*\*In spoken English, it is common to drop the apostrophe s on the Duke of Edinburgh's Award.*

**Camper #1:** It's really cool. We get to try what the astronauts learned, like how they got trained.

**Camper #2:** I want to learn more about space, who has gone up there and what they have done.

**Narrator:** What's a typical day at space camp? You get up, get dressed, go to the cafeteria, eat your breakfast and then start your activities and training for the day. These are the flight simulators. What does it feel like to experience the real thing?

**Camper #3:** When you turn, it felt really weird. I don't feel normal.

**Narrator:** Space camp gives you the experience of life as an astronaut. The campers live and train just like real astronauts.

**Camper #4:** We are getting ready to do the Bravo Mission.

**Andrew:** My name is Andrew Gonzalez and I'm a crew trainer here at space camp. Hey guys, what's behind us?

**Campers:** Pathfinder.

**Andrew:** What they are doing now is building their own lunar bases.

**Camper #4:** It's like the International Space Station but on the Moon.

**Narrator:** Have these space campers always wanted to be astronauts?

**Camper #1:** I wanted to be an astronaut before I came here!

**Camper #5:** I loved being here, we all had to work together and communicate, teamwork, which is basically what space camp is.

**Camper #6:** The great thing about space camp is a simulator called 'Space Shot.'

**Camper #7:** My favourite thing at space camp is the Space Shot too.

**Camper #2:** Space Shot.

**Camper #7:** It lets you feel like what it's like to take off.

**Camper #4:** Tomorrow's our last day here. It's pretty sad.

**Camper #6:** When I get home I'm going to tell my friends how much fun I had and how much I learned.

**Camper #1:** I met some really interesting people.

**Andrew:** This team has earned their wings.

**Narrator:** At the end of the week, this team graduated from space camp. Have they had the experience of a lifetime?

**Campers:** Best week ... ever!

### 24 Space camp

**Narrator:** Are you looking for a new experience? Have you thought about astronaut training? How can you find out more? Space camp! These young people went to space camp at the United States Space Academy in Alabama and learned some of the basics. They got the opportunity to use a lot of the space equipment, like the moonwalk simulator and the flight simulator.

**Campers:** Hey, guys. We're at space camp and this is our scene.

**Narrator:** At space camp, young people see what it's really like to train as an astronaut.

**Camper:** This is so awesome!

**Narrator:** They see a real space shuttle and learn how it works.

**Campers:** Welcome to space camp!

**Narrator:** Space camp is in the US Space and Rocket Center.



## Unit 1 Circus Sunrise

- 1  
1 14  
3 He's a juggler and clown.  
2 David and Rosita  
4 In a caravan

2

Antony's family member	Age	Circus act
Melody <i>sister</i>	23	a aerial artist
Harmony <i>sister</i>	21	b hand and head balancing
Caroline <i>aunt</i>		a trapeze artist
Bonita <i>cousin</i>	20	a hoola hoop artist
Sascha <i>cousin</i>		c acrobat

- 3  
1 a ✓ b ✓ c ✓ d ✓  
2 a ✓ b ✓ d ✓  
3 a ✓ b ✓ d ✓ e ✓ f ✓

## Unit 1 Genetics

- 1  
1 c  
2 b  
3 c

2

Note: In exercise 2, if the class is a strong one or to give stronger students within a class more of a challenge, T can ask S to write in the ages of the students underneath their names in addition to the other task.

	Diego	Dilan	Ray	Rodrigo	Nasreen	Jorge
[optional]	[16	17	14	17	15	17]
roll your tongue	✓	✓	✓	x	✓	✓
wiggle ears	✓	x	x	x	x	✓
flexible					✓	
double-jointed		✓				

- 3  
1 dad  
2 brother  
3 brown eyes, black hair  
4 brothers  
5 twin

## Unit 2 A Danish school

1

playground for games ~~STRICT TEACHERS~~ **big**  
~~normal clothes~~ **great football pitch**  
school uniform **cafeteria with good food**  
**four buildings** small **international school**  
~~public school~~ **big swimming pool** small cinema  
A LOT OF ART **students age 6-16**  
**lunch in classrooms** old **private school**  
~~tennis courts~~ **NEW** library with sofas

2

- 1 all students  
2 in the school  
3 modern pictures  
3 modern pictures  
5 Johanne  
6 jeans

3

- 1 a horse in clothes  
2 fruit  
3 skipping game  
4 film cameras  
5 red  
6 upstairs

## Unit 2 New River Academy

1

- 1 14-18 3 Spanish  
2 rivers 4 outside

2

- 1 T  
2 F (The river is right next to the camp.)  
3 F (Students wake up at eight and do sport.)  
4 T  
5 F (After classes / before dinner  
6 T

3

- 1 airport  
2 volcano  
3 kayak coach

## Unit 3 Fight for Peace

- 1 An organisation against *violence*.  
Centres in *Rio de Janeiro (Brazil)* and *London (UK)*.  
Sports: *boxing* and *martial arts*.



2

- 1 local area **RL**
- 2 kids on the streets **RL**
- 3 young people with guns **R**
- 4 boxing **RL**
- 5 Fight for Peace worker on streets **L**
- 6 football on the streets **RL**
- 7 kids on a motorbike **R**
- 8 kids on a bike **L**
- 9 the Fight for Peace building **RL**
- 10 fitness training **RL**
- 11 martial arts training **RL**
- 12 school lessons **RL**

3

- 1 a      2 b      3 b      4 a

## Unit 3 Street art

1

- 1 T      2 F      3 F      4 T

2a

- 1 d      2 a      3 b      4 c

- 2b buildings ✓ walls ✓ trains ✓ houses ✓

3

- 1 comic book
- 2 express
- 3 colour
- 4 style
- 5 hope

## Unit 4 Camp Blaze

1

- 1 girls
- 2 women
- 3 skills
- 4 train

2

- 1 control
- 2 career
- 3 man
- 4 scared

3

- 1 do medical training ✓
- 2 go running ✓
- 3 listen to teachers ✓
- 4 put out fires ✓
- 5 save somebody from a fire x
- 6 check equipment ✓
- 7 carry equipment ✓
- 8 practise as a team ✓

## Unit 4 London music

1

- 1 roadie
- 2 producer
- 3 sound engineer
- 4 tour manager
- 5 composer, songwriter

2 Name

Job

Lucy Francis  
A&R manager  
(finds new bands)

Working hours

Late at night  
Sees two or three bands a night.

3 Name of band

Band members

Dog is dead  
Joss, Lawrence and Lawrence  
Paul (plays guitar)

Likes

Rob (writes the songs)  
to play live and meet new people

Tips for other artists

work hard, and believe in yourselves and your music

## Unit 5 The Tower

1

- 1 F
- 2 T
- 3 T
- 4 F

2

- 1 e
- 2 d
- 3 a
- 4 f
- 5 b
- 6 c

3

Ravens: danger, six  
William: France, England  
Henry Grey: nine, Three, neck

## Unit 5 Moods

1

- 1 D
- 2 S
- 3 S
- 4 D
- 5 D
- 6 D



8 T

3

Tyler: break, early

## 1

- 2

- 3

1

- 2

- ### 3

- 1

- 2

- 3

**Nasreen** music

**Maki** book, happy

1

Kind of music: *rap / hip hop*

Message: *positive*, not negative

2

- |   |   |   |   |
|---|---|---|---|
| 1 | b | 3 | a |
| 2 | d | 4 | c |

3

It's unity for *you*

It's unity for *me*

It's unity for us who live and die to be *free*

It's unity for whites, blacks, Latins, and Chinese

United is what you and me need to be

Imagine a *world* as one big continent

With one *government*, with the people running it

All the *men*, all the women, all the boys, all the girls

Living under the United States of the world

## 1

- 2

- 1 F (high school students)
- 2 F (one week)
- 3 T
- 4 T
- 5 F (a model of a bouncing ball)
- 6 T



# Answer keys

- 3 T  
4 T

3

a, b, c, d, e, g, h, j, k, l, m, n, p, q, r, s

## Unit 8 Ecotourism

1

luxury GREEN hotels **walking**  
trees animals cities **protects**  
**the environment** SIMPLE  
*factories* *natural areas* hurts-  
the environment theme parks **fast-food**  
**restaurants** **camping** **cars** forests  
**big groups**

2

- 1 forests
- 2 mountains
- 3 tents
- 4 comfortable
- 5 local
- 6 hiking
- 7 horse riding
- 8 not easy
- 9 protect

3

- 1 bathrooms
- 2 hot
- 3 outdoor
- 4 swimming pools
- 5 food

## Unit 9 Maker Faire

1 b

2a

big  
small  
interesting  
boring  
complicated  
beautiful  
strange

2b

a, b, d, e, f, h

3

- 1 body, model
- 2 sound, higher, lower
- 3 songs, match

## Unit 9 Phobias

1, 2

- 1 a, b, d
- 2 a, c, d

3a

Josh: spiders  
Grecia: spiders  
Serena: spiders, when she's alone  
Rodrigo: nothing  
Rex: loud noises  
Rommel: lions and tigers  
Nasreen: heights and darkness

3b

Josh: cool  
Grecia: freak  
Nasreen: fall, alone

## Unit 10 Teen cook

1

Age: 16  
Country her family is from : El Salvador  
Country she lives in: the USA  
Her favourite dessert: banana cream pie

2

- 1 relaxing, family
- 2 cookies, pasta
- 3 week, hard, holidays

3

- 1 f
- 2 d
- 3 h
- 4 b
- 5 i
- 6 a
- 7 j
- 8 c
- 9 e
- 10 g

## Unit 10 Fifteen

1

- 1 c
- 2 c
- 3 b

2

Julian: hope, hard  
Owain: school  
Trina: depressed  
Will: nothing (achievement)  
Portia: bowling alley, hostel (top restaurant)

3

- 1 F (one year)
- 2 T



# Answer keys

- 3 F (three days a week)
- 4 T
- 5 T
- 6 T
- 7 T
- 8 F (almost all stay in the restaurant business)

## Unit 11 Exams

1

- 1 c
- 2 a
- 3 b

2

Name	Tamara	Usman	Connor	Sam
<b>A level subjects</b>	English language	PE	physics	biology
<b>Exams last year</b>	French exam	other subjects OK		good results
<b>To relax</b>			play guitar	go swimming

3

Molly: French-history  
 Sam: chemistry maths  
 Chloe: travel get a job  
 Usman: footballer cricketer

Lucy: Spanish English  
 Sophie: Italy Denmark  
 Monique: eight eleven

## Unit 11 A future designer

1

- 1 jewellery-making, scrapbooking, photography, sewing, knitting
- 2 glass, architecture, jewellery-making
- 3 go to college

2

- 1 clay
- 2 metal
- 3 a year
- 4 history
- 5 in different ways
- 6 doesn't really know

3

- 1 homework, creative
- 2 music, science
- 3 artists

## Unit 12 Duke of Edinburgh's Award

1

- 1 bronze
- 2 silver
- 3 gold
- 4 skill
- 5 physical
- 6 expedition
- 7 volunteer

2

Name	Sam	Ben	Sam
<b>Level</b>		silver	bronze
<b>Activities</b>	sport: cricket	skill: guitar	volunteer activity: litter picking
			expedition: climbed a mountain

3

- 1 village
- 2 go to university
- 3 the Duke of Edinburgh
- 4 friends
- 5 a once in a lifetime thing

## Unit 12 Space camp

1

- 1 go into space
- 2 video games
- 3 in planes

2

a, b, c, e, f, h, i, j

3

- 1 awesome
- 2 cool
- 3 normal
- 4 loved
- 5 fun
- 6 Best