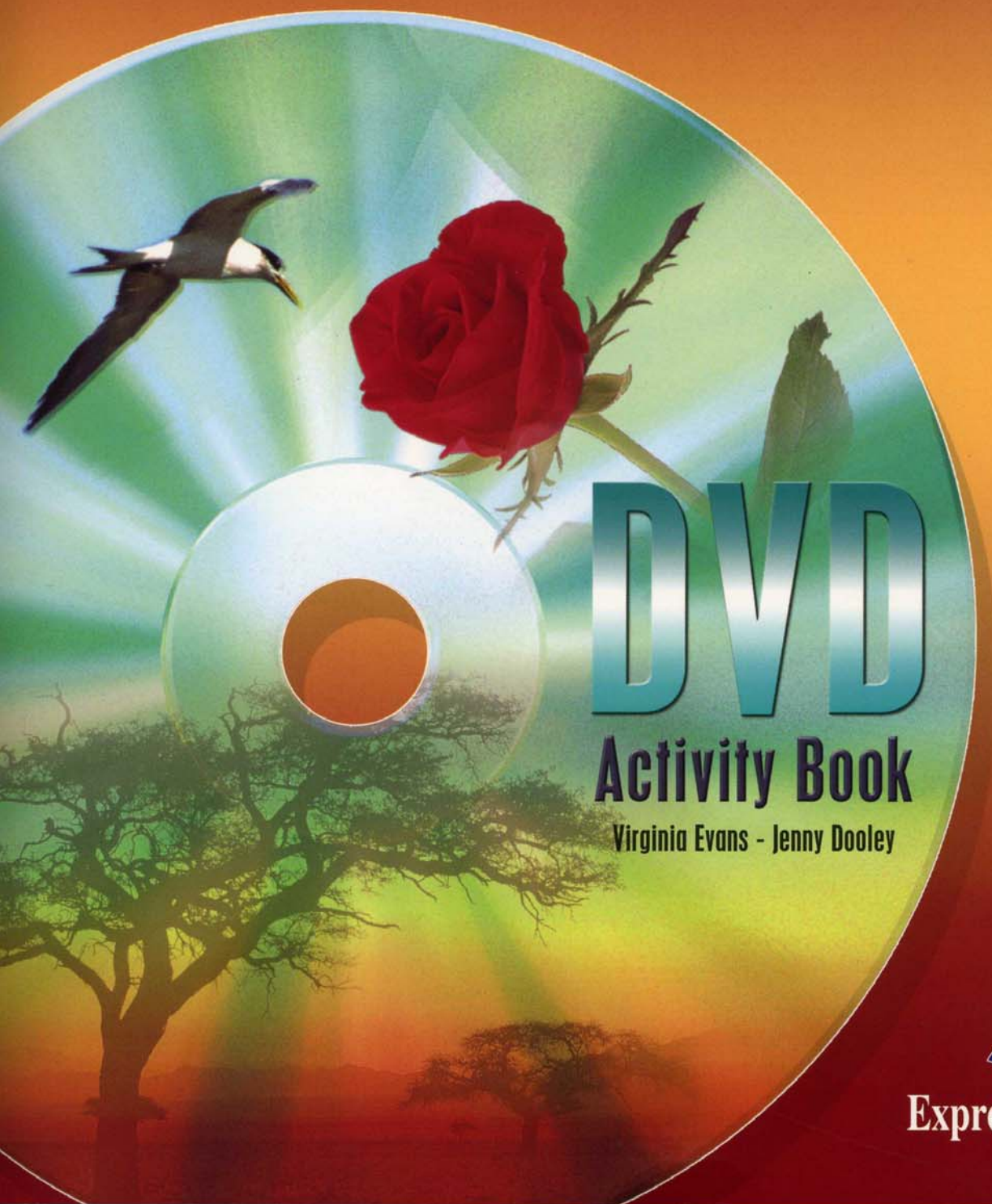


Upstream

LEVEL B1+



Express Publishing

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Upstream

LEVEL B1+

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Virginia Evans - Jenny Dooley



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INTRODUCTION

The *Upstream Level B1+ DVD* has been primarily designed to consolidate the language taught in the *Upstream Level B1+* coursebook. However, the content of the DVD has been chosen to meet the needs of students using other coursebooks as well.

Two beliefs are central to the philosophy of *Upstream Level B1+*: the firm belief that offering knowledge in an interesting, entertaining manner is both more pleasurable and more beneficial to the learner, and the established fact that language seen and heard in authentic settings is acquired much more effectively. The major features of the *Upstream Level B1+ DVD* stem from these two beliefs.

Uniquely scripted and directed

The *Upstream Level B1+ DVD* is structured around the themes used in the *Upstream Level B1+* coursebook, such as the environment, education, work, travelling, crime, accidents, keeping fit, etc. The DVD, scripted as a TV magazine, uses a standard cast of characters to bring these themes together in a unique style.

Filmed in the UK

Authentic contexts and situations are essential in teaching communication in another language, which is why all of *Upstream Level B1+ DVD* has been shot on location in various places around the United Kingdom. Everyday situations, such as introducing people, complaining about poor service, arranging an outing or planning a holiday, are captured through real-life dialogues in the locations where they normally take place. These authentic sequences paint a detailed and colourful picture of contemporary British life and culture.

Thorough practice and consolidation

The knowledge acquired during the students' viewing experience is practised and consolidated in its entirety in the *Upstream Level B1+ DVD Activity Book*. The result is a captivating lesson which stimulates learners' imagination and helps them acquire the all-important language patterns which make up the basis of everyday English.

CONTENTS OF THE DVD

Module 1: Our world

Describing people. Jez describes Joanne and Matt, two actors cast for a play.

Introducing people. Two dialogues illustrating how to introduce people.

Jez Murray's Window on the World. Jez Murray reports on wireless workstations. Includes interactive summary.

Kew Gardens. A tour of the Royal Botanical Gardens at Kew. Includes interactive quiz.

People and the environment. Three dialogues showing the effects of pollution in our everyday lives.

Joining an organisation. Nicola joins Greenpeace, an environmental protection organisation.

Complaining about pollution. A cyclist complains to a car driver about his car's exhaust fumes.

Colchester Zoo. Exotic animals and endangered species.

Save the Animals. Professor Kevin Dodd, a professor of Ecology, tell us about how environmental changes in the UK effect wildlife and what we can do about it.

Module 2: Holidays & schooldays

Places to visit. A look at two of Britain's historic towns, Canterbury and York.

At a travel agent's. A young man goes to book a holiday at a travel agent's.

Planning a holiday. Two friends plan a holiday.

Complaining. A hotel patron complains about the service.

Travel round-up. A round-up of Upstream's holiday recommendation.

Asking politely. Five dialogues in which people make polite requests.

Dos and don'ts in England. A report about how one should behave in England. Includes interactive quiz.

Education: British schools. A look at education in the UK, including a special report on King's School Canterbury.

Module 3: Let's have fun

The ghost of Blythburgh Church. Lyndsey Farlow reports on a strange legend.

Do you believe in ghosts? Lyndsey asks people if they believe in ghosts.

Phoning a friend. Amy invites Anna to the cinema.

Arriving late. Amy arrives late at the cinema.

Buying a cinema ticket. Amy and Anna buy cinema tickets.

Movie magic. Lyndsey shows us how a film is made.
People's favourite films. Lyndsey asks people about their favourite films.

Robbie reports on... The Inspire Science Centre. Robbie Gray visits the Inspire Science Centre, a place where science becomes really exciting.

Module 4: Busy people

People & jobs. A look at various jobs and the qualities they require.

Two job interviews. A look at a good job interview and a bad one.

Giving a reference over the phone. Two former employers give references over the phone.

Crime: antique theft. Two British couples talk about their experience with theft.

Road accidents. A report on how road accidents happen.

A good eyewitness. A police inspector tells us what it takes to be a good eyewitness, plus three eyewitness accounts of a reconstructed accident.

Have you ever had an accident? Jake asks people to describe accidents they had.

Calling the emergency services. Howard's wife spots a fire at their next-door neighbours' house.

Phoning the fire service. Howard reports the fire to the fire service.

Module 5: In action

Minibeasts. A look at the minibeasts found in English gardens and Charles Darwin's study of them.

Hurricanes. A report on hurricanes, a disaster caused by extreme weather.

The Edinburgh Festival. Neil experiences the excitement of the city during the festival. Includes interactive quiz.

Asking the way. Howard asks for directions to the Hotel Victoria.

Keeping fit. Neil visits a health spa.

White-water rafting. A look at white-water rafting, a sport not for the faint-hearted. Includes interactive quiz.

Sports report. Matt goes for a workout at a sports centre.

Sizewell Nuclear Power Station. A look at a super-modern power plant. Includes interactive quiz.

USING THE DVD WITH THE ACTIVITY BOOK

Each module in the Activity Book is divided into five sections:

Before you Watch

This section contains exercises which introduce the students to the new vocabulary and structures they will encounter in the DVD. Explain the tasks if necessary, then allow students a little time in which to complete the exercises. Check their work and make sure they have a good grasp of the material in this section before watching the DVD.

While you Watch

This section features tasks to be done while the DVD is playing. Strong students should be able to do these tasks during their first viewing of the DVD. Weaker groups can watch the DVD once without having to do any exercises, then do the exercises in this section during a second viewing.

After you Watch

This section should be done with the DVD turned off, after a first or second viewing (depending on your students' level of ability). It focuses on the key vocabulary and language patterns seen in the DVD and tests their acquisition in gap-filling and multiple-choice exercises. Students are not expected to remember large portions of what they heard in order to be able to work on this section; rather, what is tested here is the understanding of words and structures that are presented several times in the DVD, with captions where necessary. Allow weaker students to review the sections of the DVD which are relevant to the exercise if they have difficulty tackling the tasks.

Watch Again

This section focuses on finer language points contained in the DVD, such as particular segments of everyday conversational English as well as more advanced vocabulary. The tasks should be done with the DVD running, during a second or third viewing (depending on your students' level of ability). The exercises contained in this section function in a similar manner to listening comprehension exercises and may feature multiple-choice, gap-filling or matching tasks.

Everyday English

This section asks students to reproduce similar dialogues to the ones they encountered during their viewing of the DVD. The language they need in order to achieve this has been presented and practised in the DVD and in the earlier sections of the DVD Activity Book respectively. Again, depending on the level of ability of your students, you may choose to let them view the relevant dialogue once again before asking them to work on this task. Do the task once yourself (assisted by a student) to make certain that the class fully understands what is involved, then ask pairs of students to do the same.

USING THE DVD WITHOUT THE ACTIVITY BOOK

When not using the Activity Book, use the DVD modules as a follow-up to coursebook modules. Some effective viewing techniques are outlined below.

1 Before Viewing

A. No Sound

Play a DVD sequence (preferably a report or story sequence) with no sound. Ask students to guess what happens. Allow use of the native language if necessary. In the process, remind the students of the relevant key vocabulary and phrases that they have already encountered in the coursebook and are about to see again in the DVD.

Example from Module 2 - Complaining
(0:04:02 - 0:04:41)

Play the sequence without sound. Ask students to guess what the customer is doing.

B. No Picture

Play a DVD sequence with zero brightness and colour. Ask students to guess where the sequence takes place.

Example from Module 2 - At a travel agent's
(0:02:09 - 0:03:15)

Play the sequence with no picture. Make sure you do not play the introductory announcement by the voice-over narrator. Let students listen to the conversation and then ask them to guess where it took place.

2 While Viewing

A. Prediction

Stop the DVD unexpectedly. Ask students to predict what is going to happen next. Ask simple questions to elicit short answers. Allow students to use their native language when necessary.

Example from Module 1 - Complaining about pollution
(0:12:21 - 0:13:01)

Stop the video just after the cyclist knocks on the window. Ask students to predict what will happen next.

B. Freeze-Frame

Pause the DVD. Ask students to describe what they can see on the screen. Point at objects and help them with vocabulary if necessary.

C. Comprehension Questions

Stop the DVD. Ask students simple questions about what they have seen so far.

Example from Module 3 - The ghost of Blythburgh Church
(0:00:08 - 0:01:24)

Stop the video after Lyndsey has explained some things about the ghost of Blythburgh Church (0:00:37) and ask students questions like: *What kind of ghost is it? Is it the ghost of a man? What do locals hear at night?*

3 After Viewing

A. Memory Game

Divide the class into two or more groups. Set a time limit. Ask each group to write down as many new words as they can remember. Check spelling. Ask one of the members of each group to read the words aloud. The group with the most words wins.

B. Yes/No - True/False Questions

Ask students simple yes/no - true/false questions.

Example from Module 3 - Arriving late
(0:02:42 - 0:03:17)

Ask students questions like: *Anna arrives late at the cinema. True or false? The girls decide to go home. True or false?*

C. Act Out

Ask students to act out the dialogue or interview they have seen. Offer as much assistance as required. Encourage improvisation. Allow students to develop the dialogues if they wish.

D. Odd-one-out

This exercise is best suited to segments where vocabulary is presented. Write a short list (no more than three items) on the board, together with one word which has been taught previously. Ask students to identify the odd-one-out.

USING THE DVD PLAYER

The DVD player is an amazing tool that can be employed for language teaching. It can be used to present the target language in its complete context, with audiovisual information, while allowing you complete control over how you show the DVD to the students; for example, you can play, replay, advance, reverse, freeze the action and even play everything fast backwards!

After inserting the DVD, a menu will appear on the TV screen. You can select the item you would like to play for the students.

- 1 Use ▲/▼/◀/▶ to select the desired item.
- 2 Press ENTER.

Alternative:

You can also use the numeric buttons to select a desired item.

To begin, press PLAY [▶].

The DVD starts to play from the beginning.

Icon	Function
[▶]	Press to play DVD.
[■]	Press to stop DVD. The DVD will resume from the place it stopped if you press the PLAY button again.
[⏸]	Press to pause DVD or freeze the action.
[◀][▶]	Press to advance or reverse playing of the DVD in slow motion.
[⏮][⏭]	Press to advance or reverse play rapidly while monitoring.
[⊗]	This symbol appears when the DVD player does not accept the disc inserted.

The REMOTE CONTROL is extremely useful in the classroom. It allows you quick control of the DVD player, leaving you free to walk around the classroom and monitor your students' responses to the audiovisual material.

A good way to get the best out of the *Upstream Level B1+ DVD Activity Book* is to engage the students in the lesson. Following are some good techniques to help you achieve that.

Picture and sound

- Ask questions for predictions, then play.
- Play the DVD, then ask questions for general comprehension.
- Play the DVD, and pause, occasionally, questioning students for special focus comprehension.
- Play the DVD, and pause. Having students guess the following words or actions.
- Play the DVD all the way through, for fun.

Picture only

- Play the DVD and have students improvise words or dialogues.
- Play the DVD and discuss action for general understanding.
- Advance the DVD ahead, while holding down the [⏭] button, for a quick re-cap of the action.

Sound only

- Play the DVD, ask questions, then play again with picture to check answers.
- Play the DVD with half the class not watching the picture. Those who listened but didn't see the picture explain what they thought happened to those who had both picture and sound.

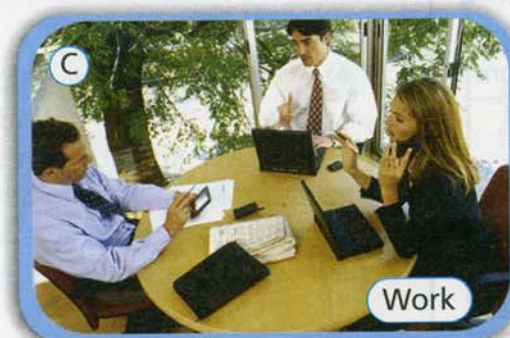
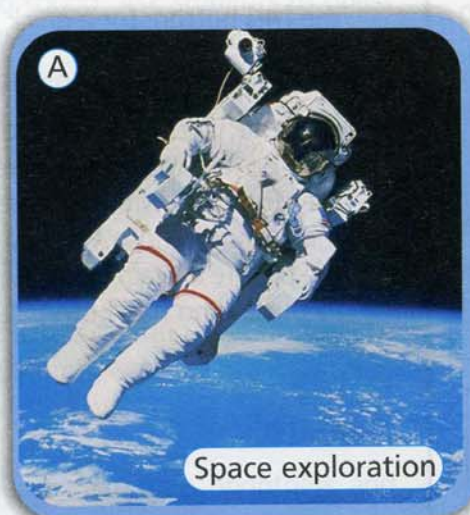
Before you Watch

- 1 a. Complete the spidergrams with as many words as you can.

FACE oval, ...	EYES almond-shaped, ...	BUILD plump, ...	HAIR long, ...
1 Facial Features		2 General Appearance	
NOSE pointed, ...	MOUTH wide, ...	HEIGHT average height, ...	AGE middle-aged, ...

- b. In pairs, write down a list of your favourite actors/actresses, singers and sportspeople. Then take turns describing each one's appearance without saying their names. Your partner has to guess who you are describing.

- 2 a. Look at the pictures below and think about ways in which technology has influenced our lives in the last few decades.



- b. Read the newspaper headlines below and discuss which of the changes presented you think are bound to occur in the near future.

**FIRST COLONY ON MARS:
A Dream Come True**

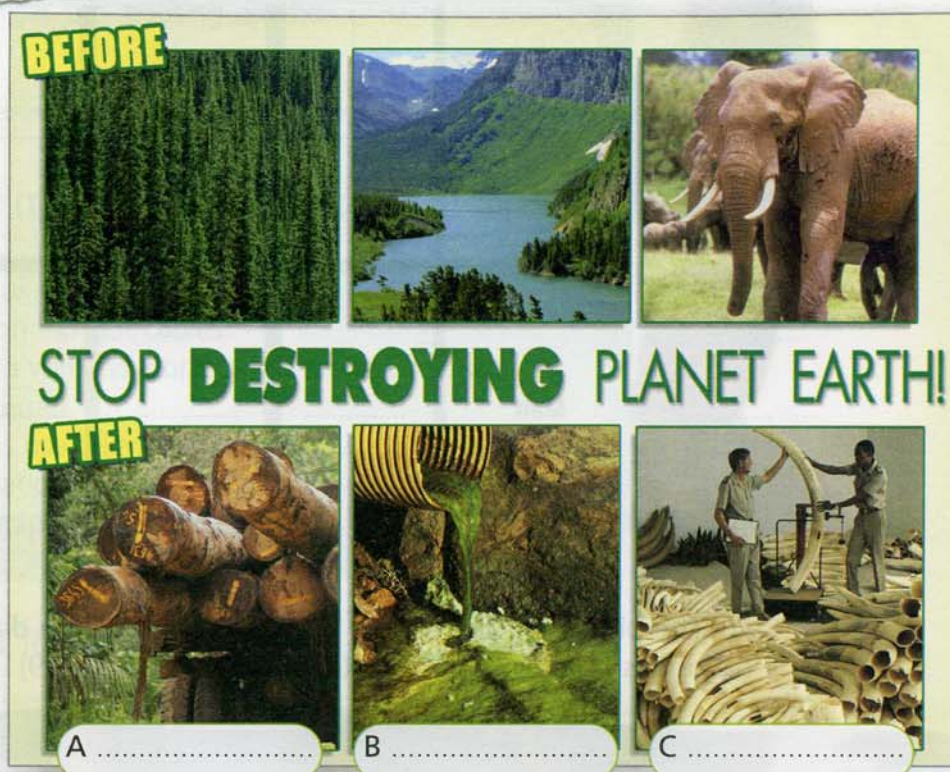
**ELECTRONIC TEACHERS
TAKE OVER**

**DOCTOR OPERATES
ON PATIENT
Over the Internet!**

**EMPLOYEES
ON STRIKE:
No Work Left
To Be Done**

- 3 Look at the before and after pictures in the poster. What environmental problems does each set of pictures illustrate? Label the pictures. What other things harm the environment?

- poaching
- deforestation
- water pollution



- 4 What can we do to help protect the environment? Discuss. Use the ideas in the environmental protection web page below as well as your own.

internet explorer

http://www.takeaction.org

THE WORLD IS IN OUR HANDS

It's not too late to make a difference! Click on the links to find out what you can do to help the environment!

alternative energy sources

ENTRANCE
←
RECYCLE CENTER
recycling

wildlife habitats

tree planting

While you Watch

5 Complete the chart. [0:00:14 - 0:01:23]



Name	Age	Shape of face	Hair	Other Features	Eyes
Joanne					
Matt					

6 Put the phrases in the correct order to complete the dialogues. Then match the dialogues (1-2) to the events (A-B). [0:01:28 - 0:02:19]



A introducing colleagues



B going to a business meeting

- 1 A: Now, Cindy, have you met the team?
 B: 1)
 A: Right, this is Phoebe, our secretary.
 B: 2)
 C: Hi, Miss Wilson, nice to meet you.
 A: And this is Stuart, one of our medical specialists.
 D: Hi, Cindy, welcome aboard.
 B: 3)
 D: And you.
 A: Cindy, please, take a seat.
 B: 4)
 A: We can get down to business right away.

- Thank you.
- No, I don't think I have.
- Hi, Phoebe.
- Great to meet you, Stuart.

2 A: Hey, Robbie, have you met Matt Harrot?

B: 1)

A: Robbie, this is Matt. Matt, this is Robbie.

C: Nice to meet you, Robbie, heard a lot about you.

B: 2)

A: Right. Shall we get the meeting on the way?

- Yeah, me too. Good to meet you at last.
- Don't believe I have.

7 Mark the statements *T* (True) or *F* (False). [0:02:24 - 0:04:29]

- 1 Computers are now as big as TV sets.
- 2 A wireless workstation has got cables.
- 3 You can easily move a wireless workstation around and stay connected to the Internet.
- 4 Wireless workstations use television technology.
- 5 Each wireless workstation is fitted with a central receiver.
- 6 You can have desk shapes to fit any space you want.

8 Correct the statements. [0:04:34 - 0:08:50]



- 1 London is one of the most crowded cities in Britain.
- 2 Kew Gardens should be a protected park.
- 3 There are lots of tropical plants in the Alpine House.
- 4 British scientists use Kew Gardens for research.
- 5 Plants in the Alpine House are kept warm with machines.
- 6 Kew Gardens teaches us how to protect ourselves from stress.

- 9 a. Do the three dialogues have anything in common? [0:08:51 - 0:11:10]



- b. What solutions to each problem are suggested in each dialogue?

- 10 Complete the questions. [0:11:14 - 0:12:19]

- A: Erm ... yes, I'm thinking of becoming a Greenpeace member. Could you tell me 1)?
- B: Of course! It's really easy. First of all, there's our leaflet. Then all you need to do is fill in this form and decide whether you want to give a monthly donation to Greenpeace, or one single donation.
- A: I see. I think I'll probably give, erm, a single donation first, but when I've joined, 2)?
- B: Well, that's really up to you. You'll get a year's subscription to our international newsletter, which tells you what we're doing and how you can help, and then you can pop into the office here to sign up for different activities like tree-planting and things.
- A: OK. It sounds really good. I think I'll join!
- B: Great! How much would you 3)?
- A: Erm ... £30, please.
- B: That's lovely. I will give you a receipt for that. Thank you very much.
- A: Thank you.
- B: There's your receipt. Welcome to Greenpeace!
- A: Thanks. I'm really looking forward to everything. Thank you.

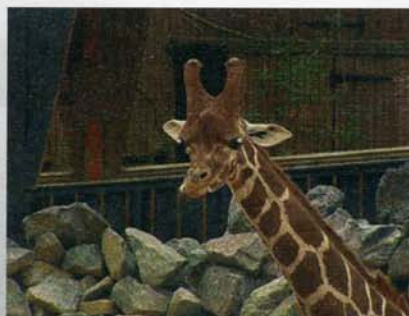


- 11 a. What is the problem mentioned in this dialogue? [0:12:21 - 0:13:01]

- b. What do the car driver and the cyclist suggest as answers to the problem? Who do you agree with? Why?



12 Fill in the gaps. [0:13:02 - 0:14:37]



When you visit Colchester Zoo, you'll soon see how 1) they're committed to conservation and persuading you to adopt an animal. But that doesn't mean 2) you to take an animal home with you. First, you're invited to 3) around the zoo to choose the animal you're interested in 4)

What's your choice? Is it the large 5) grooming? Or how about the penguins swimming and feeding? Or 6) the rhinos feeding? It's a big zoo, with a big variety of 7) animals to help you make your choice. We just love the 8) elephant. Big, graceful and very, very heavy. So big that you can't adopt it 9) But which part should we adopt? The tail? The trunk? Or should it be the 10)? We'll let you choose what to adopt at Colchester Zoo.

13 Circle the correct statements. [0:14:38 - 0:15:18]

- 1 a It's becoming colder in Britain every year.
b The temperatures in Britain are changing.
- 2 a The number of insects that like warm weather is likely to increase.
b No more insects can be found in Britain.
- 3 a Sanctuaries are places where natural life is preserved.
b Sanctuaries are places where human beings can survive.



After you Watch

14 Circle the correct response.

- 1 A: What is your best friend like?
B: a He's energetic and talkative.
b He's tall and slim, with short blond hair and green eyes.
- 2 A: Betty, come and meet our new neighbour.
B: a Of course not.
b Certainly.
- 3 A: How do you do?
B: a Oh, it's quite easy.
b Fine, thanks.
- 4 A: Why don't we help save our forests by using less paper?
B: a Good thinking.
b You're right. We shouldn't.

15 Fill in the gaps with one word.



greenpeace

Greenpeace is a non-profit organisation, with representatives in 40 countries around the world. They began campaigning 1) the destruction of the environment in 1971. In 2) to remain independent, Greenpeace does not accept money from governments or businesses, but relies 3) donations from individual people 4) wish to offer their support and foundation grants. Greenpeace tries to help the planet by encouraging people to think 5) major threats to our environment. These include: climate change, deforestation, hunting endangered species, nuclear power and toxic chemicals.

Members of Greenpeace believe 6) it is their job to inform the world of the damage 7) done to the environment, and to make sure that the governments protect our planet and our future. They have almost 3 million supporters across the world and encourage 8) others to take action every day. Greenpeace consider that protecting our planet is 9) more important than using the earth's resources to make more profit. After all, 10) one of their banners once read: "When the last tree is cut, the last river poisoned, and the last fish dead, we will discover we can't eat money."

Watch Again

- 16** Watch "Jez Murray's Window on the World" again and fill in the gaps with one word. [0:02:24 - 0:04:29]



With a 1) workstation, you're free of 2) and can wheel it around while it stays connected and online. So you can send and receive e-mail, make telephone calls, and even connect to the Internet, without being tied by cables. The system 3) by using radio 4) Each workstation is fitted with a 5), which transmits to a central 6) The receiver then connects to the phone network. 7) flat screen technology and 8) telephones make the workstations highly mobile. And, with a choice of desk shapes, workstations can be designed to fit any space you've got.

- 17** Complete the notes. [0:04:34 - 0:08:50]



Place: KEW GARDENS

Location: a few miles from the 1) of London

Home to: tens of thousands of 2) kinds of plants

Palm House contains: tropical plants, including 3), 4) and 5) trees

Alpine House contains: plants normally found in cooler regions, such as 6)

Chinese Pagoda: built in 7); more than 8) tall

Everyday English

- 18** In groups of three or four, act out dialogues introducing people similar to those in Ex. 6. You can use the useful expressions below, as well as your own ideas.



Introducing people

- Have you met ...?
- I'd like/Allow me to introduce you to ...
- Mary, this is ...
- You must meet ...

- 19** Work in pairs. Imagine you are looking for an actor/actress to take part in a play that your school is staging. Student A describes what the leading actor/actress should look like and student B decides which of your classmates best fits this description. Use the words from the spidergram in Ex. 1a.

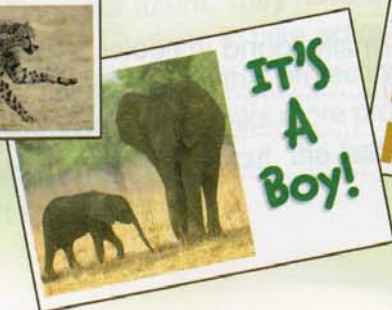
A: *I think we need a girl. She should be in her early teens. She should have an oval face, long fair hair and brown eyes. I also think she should be of average height and slim. What do you think?*

B: *How about Tina? She's got long fair hair ...*

A: *Yes, but she's too tall for the role ... etc.*

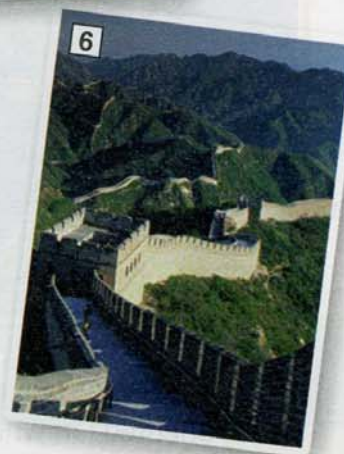
- 20** What can be done to save endangered wildlife? Discuss in pairs. You can use the prompts below as well as your own ideas.

- ban hunting
- breed endangered species in zoos
- stop using/buying products made from endangered species
- protect the natural habitats of endangered species
- adopt/sponsor endangered animals
- contribute to wildlife charities



Before you Watch

- 1 Which of the landmarks in the pictures do you recognise? In which cities or countries are they? Which of these cities/countries would you choose as a holiday destination? Why?



- 2 a. You are interested in booking a holiday. What questions would you ask the travel agent? What information do you think the travel agent would ask you for? Use the expressions in the box and the key words below, as well as your own ideas, to form questions, as in the example.

• price • transport • weather • destination • type of resort • method of payment • half-board • full-board • number of people • name • address

TRAVEL AGENT

- How can I help you?
- Where/What/How ...?
- When ...?
- How long ...?
- How many people ...?
- How would you like to ...?
- Could I have your ...?

CUSTOMER

- I'm interested in ...
- Could you please tell me ...?
- What/Where/How ...?
- How much ...?
- Where would we ...?
- Can I pay by/in ...?

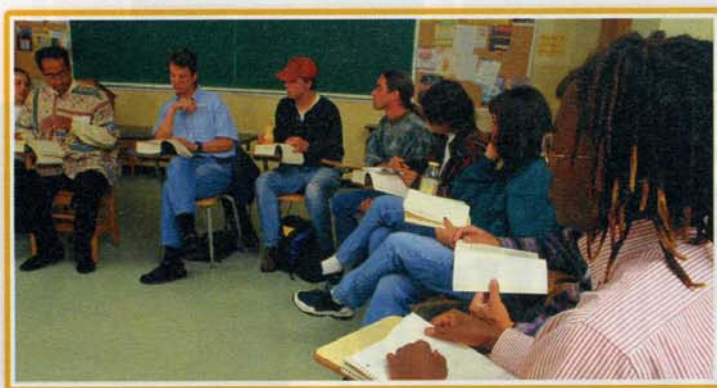
Travel agent: When would you like to leave?/How long would you like to stay? etc

- b. What is the most important thing for you at a hotel or holiday resort? What would you complain about?

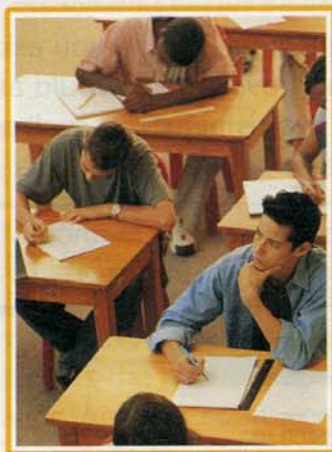
3 Look at each set of pictures and answer the question that follows.



1 Which of the extra-curricular activities above do you think is most important? most interesting? Why?



2 Which seating arrangement do you think is student-oriented and which teacher-oriented? In which is it easier for the students to participate in the lesson and why?



3 Which is the best way to learn? Testing or experimenting?

4 What is the educational system like in your country? How many school years are compulsory? What are a student's options after school?

While you Watch

5 Fill in the information. [0:00:08 - 0:02:08]

A

CANTERBURY

Location: 1) of England

Description: a very old town with

2) streets, many shops,

3) and 4); No

5) in the middle of the town, a great place for 6)

Main attraction: Canterbury 7) with 8) visitors a year.

VS

YORK

Location: 1) of England

Description: an old 2) with streets that are narrow and 3) with old stones.

Main attraction: Jorvik 4) where you can experience life in York 5) ago.

6 Complete the notes. [0:02:09 - 0:03:15]



INTERNATIONAL Travel Agency



Destination:

Date:

No. of people:

No. of rooms:

Cost per person:

Price includes: transport to airport ☐ transport from airport ☐ flights ☐
full-board ☐ half-board ☐ excursions ☐

Payment: Cash ☐ Credit card ☐

7 Tick (✓) the correct box(es). [0:03:16 - 0:03:46]

- 1 Who would prefer to spend their holiday in Europe?
- 2 Who finds a relaxing holiday at a closer destination more appealing?
- 3 Who believes a longer journey would be more exciting?
- 4 Who doesn't find a two-week holiday sufficient for a long journey?



- 8 Mark the statements *T* (True) or *F* (False). Then correct the false statements.

[0:04:02 - 0:04:41]



- 1 The customer complains about the cleanliness of the hotel.
- 2 The hotel receptionist promises that the customer's room will be cleaned immediately.
- 3 The customer complains about the quality of the breakfast served.
- 4 The customer's attitude is humorous.
- 5 The customer demands to pay less.
- 6 The receptionist is polite and understanding.

- 9 Match the dialogues (1-5) to where they take place (A-E). [0:05:34 - 0:06:42]



A chemist's



B cinema



C burger van



D golf course



E house

1

A: Anna, I was wondering if I could borrow your grey dress, the one you bought last week. I'd like to wear it to the party tonight.

B: Um, I'm sorry. I was thinking about wearing it myself.

A: Really?

2

A: Let me carry the bag. It's way too heavy.

B: OK. Let's go to the next tee.

3

A: Excuse me. Could you move along a seat, please?

B: Certainly.

A: Thank you.

4

A: Excuse me. Can I have a Coke, please?

B: Yeah, sure.

A: How much is that, please?

B: £1.20, please.

A: Thank you.

B: Thank you.

5

A: Um, excuse me. Can you tell me how much this is, please?

B: Yeah, sure. That one's £2.29.

A: OK, thanks.

B: Did you want to take that one?

A: Yeah, yeah, I'll take it.

B: Yeah? OK. Thank you.

10 Mark the statements *T* (True) or *F* (False). Then correct the false statements.
[0:08:05 - 0:10:42]

- 1 Compulsory education in Britain lasts for eleven years.
- 2 There are two options for students when they reach the age of sixteen.
- 3 King's School Canterbury has a reputation for being strict.
- 4 Students at King's School take pride in their school.
- 5 There is a tutorial system at King's School.
- 6 Teachers at King's are always keen to help.

.....
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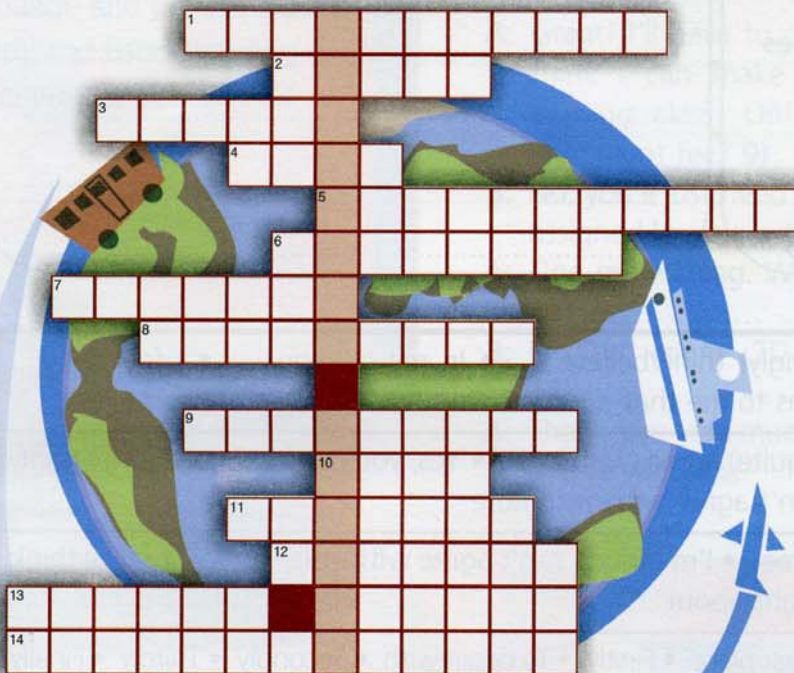
11 Fill in the gaps with one to four words. [0:08:05 - 0:10:42]

Lessons start 1) and end 2)
Summer sports include 3), cricket and
4) In the winter you can play 5)
or use the school's 6) Some of the extra activities
students can take up are 7) and 8)



After you Watch

12 Do the crossword and find the name of the travel agency.



- 1 visiting the sights of a place
- 2 a place that provides accommodation and meals for payment
- 3 go from one place to another
- 4 a short journey for pleasure
- 5 a place someone is heading for
- 6 another word for holiday
- 7 a long trip for pleasure
- 8 means of taking people from place to place
- 9 the opposite of arrival
- 10 reserve
- 11 the place where aeroplanes land and take off
- 12 traveller
- 13 an agency that makes arrangements for travellers
- 14 lodgings

13 Put the phrases from the list under the correct heading.

- Can I help you? • Could you ...? • I was wondering if I could borrow this.
- Let me carry that. • Can I have ...? • Can you tell me ...? • Shall I do that?
- Is there anything I can do?

OFFERING HELP	ASKING FOR HELP/ MAKING A REQUEST

- 14 a.** In groups, discuss what the ideal educational system for you would be. What subjects would you include in the school curriculum and why? What extra-curricular activities would you include? What facilities would you like to have on the school grounds? What role would technology play in your ideal educational system and what technological means would you definitely expect to have? What would the ideal relationship between teachers and pupils be? Use the expressions in the table below.

Subjects	.....
Extra-curricular activities	.....
Facilities	.....
Technology	.....
Staff-Pupil relationship	.....

Expressing opinion:	• I (strongly) think/believe ... • In my opinion ... • I feel that ... • It seems to me that ...
Agreeing:	• Yes, I (quite) agree (with you). • Yes, you're (absolutely/quite) right. • I couldn't agree with you more.
Disagreeing:	• I disagree. • I'm afraid I can't agree with you. • I don't really think you're right about ...
Listing viewpoints:	• In the first place • Firstly • To begin with • Secondly • Thirdly • Finally
Adding viewpoints:	• What is more • Furthermore • In addition • Besides • Moreover • Not only ... but also • Both ... and

- b. After you have come to a conclusion, report back to the class.

art class

Date:

December 1st – March 20th

Classes offered:

Mondays and Wednesdays
or

Tuesdays and Thursdays

Time:

15:30-17:30 or 17:45-19:45

Place:

Class 2D

Course syllabus:

Sketching

Tempera Painting

Sculpture

Collage and pattern studies

Clay and hand-building
techniques

15 Read the dialogue below carefully. Some of the sentences are correct and some have a word that should not be there. If a sentence has a word that should not be there, write the word in the space provided.

A: Hi. I'd like some little information on the art class.
1)

B: Of course. What would you be like to know?
2)

A: First of all, when does it often start? 3)

B: Well, the course begins December 1st and goes through up to March 20th. 4)

A: Right. And on which of days are the lessons?
5)

B: You can choose to enrol in on the Monday and Wednesday class or attend the Tuesday and Thursday class. 6)

A: That sounds fine. Could you also tell me what does the course syllabus includes? 7)

B: Apart from sketching and tempera painting, we will also be doing a bit of sculpting and collage as well as for clay techniques. 8)

A: And what time are the classes?

B: Again you have a choice. Either 15:30 to 17:30 or 17:45 to 19:45.

A: Great! I'll have to check my school timetable but I think I can make the Monday and Wednesday evening class. Oh! Do we have to be pay an enrolment fee? 9)

B: No, you'll just need to buy the list of supplies which assigned by your art instructor. 10)

A: One more thing. Where are the classes been held?
11)

B: In the room 2D. It's on the second floor.
12)

A: Thank you very much!

B: You're welcome.

Watch Again

- 16** Watch the dialogue at the hotel again and complete the sentences.
[0:04:02 - 0:04:36]

A: 1), sir?
 B: Yes. My room hasn't been cleaned and the bed hasn't been made.
 A: 2), sir?
 B: Number 27. On the 2nd floor.
 A: 3) does it straight away.
 B: 4) a 7 o'clock wake-up call this morning, but the system didn't work. I overslept and I missed my breakfast.
 A: 5) tomorrow morning.
 B: 6), please? I shall also expect a reduction in my bill if the service doesn't improve.
 A: 7)
 B: I do hope so.

- 17** Watch the third part of the King's School report again and complete the information on the notice. [0:10:00 - 0:10:42]



King's School Canterbury

It's 1) Week! Lessons are over!
 Enjoy one of the many musical
 2) being given this week. Don't
 miss the hot-air balloon 3) and
 the open-air theatre 4) Highlight
 of the events: 5) on the school
 lawns. Bring your 6) and family
 and spoil yourself with 7) and
 cream in the summer 8)

Everyday English

- 18** Work in pairs. You are staying at a hotel where you are not satisfied with the service. Act out a dialogue similar to the one in Ex. 16 using the prompts below as well as any ideas of your own.

- bed not made
- service slow
- porter rude
- breakfast cold
- facilities advertised not provided

- 19 In pairs, act out a dialogue at a travel agent's asking for information about a holiday destination of your choice and fill in the form below.

INTERNATIONAL Travel Agency



Destination:

Date:

No. of people:

No. of rooms:

Cost per person:

Price includes: transport to airport ☐ transport from airport ☐ flights ☐
full-board ☐ half-board ☐ excursions ☐

Payment: Cash ☐ Credit card ☐

- 20 In pairs, act out dialogues asking questions or offering help similar to the ones in Ex. 9. You can use the pictures below for ideas.



borrow/CD



carry/wood

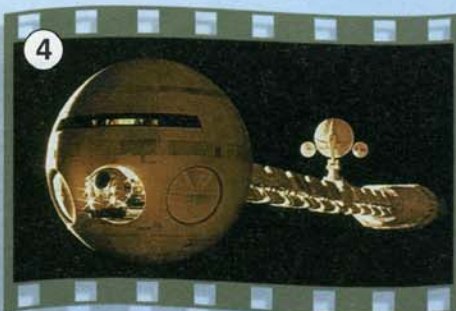


how much/beef

Before you Watch

- 1 Look at the film scenes below. What types of films are they taken from? In pairs, talk about what types of films you enjoy/like/can't stand/hate, as in the example. You can use the descriptive adjectives provided as well as any ideas of your own to give reasons.

• science-fiction • cartoon • horror • western • action • comedy • historical



SCARY

interesting

THRILLING

amusing

entertaining

BORING

disgusting

FUNNY

- e.g. 1 A: Do you enjoy historical films?
B: Yes, I do. I find them interesting.

2 a. Label the pictures using the words below.

- handheld organiser • video camera • tape recorder • DVD player • laptop
- light bulb • CD • mobile phone • remote control

A



B



C



D



E



F



G



H



I



b. In what ways have these inventions changed our lives?

While you Watch

3 Tick (✓) the false sentences. [0:00:08 - 0:01:24]

- ☐ There are dogs barking outside Blythburgh Church.
- ☐ People have heard noises outside the church.
- ☐ The people who live near the church don't own a dog.
- ☐ It is said that the dog is as big as a wolf.
- ☐ People who have seen the dog say it stops in front of them and then rushes off.
- ☐ There aren't any scratch marks on the church door.



4 Match the people in the pictures (1-2) to the statements (a-c). There is one extra statement. [0:01:25 - 0:02:02]



1

- She hasn't seen a ghost, but her dad heard a ghost.
- She believes in ghosts but she's never seen one.
- Her dad saw a ghost that had the shape of a person.



2

5 Circle the correct answer. [0:02:03 - 0:02:39]



- 1 Where is Amy?
 - a at the beach
 - b in the garden
- 2 What day do they arrange to meet?
 - a Friday
 - b Wednesday
- 3 What does Amy suggest?
 - a going to see a movie
 - b nothing in particular
- 4 Where will they meet?
 - a inside the cinema
 - b outside the cinema
- 5 What time does the film start?
 - a at seven o'clock
 - b at half past seven



6 Match the exchanges to form the dialogue. [0:02:42 - 0:03:17]



A	B
1 Where is she?	a Well, is there not a later one? We could see that.
2 What happened to you?	b I did. I tried a couple of firms, but they're so busy and it was over half an hour again, so I might as well just get the bus.
3 Well, couldn't you have called a taxi?	c Oh, Anna, I'm so sorry I'm late.
4 Well, we've missed the showing now, so ...	d Well, come on, then, let's go to the box office.
5 Well, we could have a look.	e I missed the bus and then I had to wait another half an hour for the next one.

7 Correct the mistakes. [0:03:18 - 0:03:55]



- A: Excuse me.
 B: Yes, can I help?
 A: We'd like to see *Fright Night*. Is there another **1)** film later this evening?
 B: Erm, there's another one at nine o'clock, yeah.
 A: Well, that's not for another hour and a **2)** quarter.
 C: Well, that's OK. We can get a **3)** burger and something to **4)** drink.
 A: OK. Shall I get the tickets now?
 C: Yeah. We don't want to **5)** lose out a second time.
 A: OK. Can we have two for the nine o'clock showing **6)** tomorrow, then, please.
 B: OK. That'll be **7)** £10, please.
 A: Thank you.
 B: So, that's two tickets for the nine o'clock showing of *Fright Night*. Screen **8)** four, up the stairs and to your **9)** right. OK?
 A: Thank you very much.
 B: Thanks very much. Enjoy your film.
 A: OK, I'll buy you a **10)** pizza to say sorry for being so late.

8 How was Lyndsey's report made? Number the steps in the correct order. [0:03:56 - 0:05:39]

- ☐ They mixed the shots of the setting and the reporter.
- ☐ They filmed the setting.
- ☐ They added some unusual shots of the setting to make it look spooky.
- ☐ They filmed the reporter.
- ☐ They added some sound effects.



9 Tick (✓) the right box(es). [0:05:43 - 0:06:46]

	A	B	C	D
1 Who liked the actors in their favourite film?	☐	☐	☐	☐
2 Whose favourite film was full of action and emotion?	☐	☐	☐	☐
3 Who left the cinema before the film was over?	☐	☐	☐	☐
4 Who says that the actors in the film they saw were terrible?	☐	☐	☐	☐

10 Choose the correct answer, A, B, C or D. [0:06:47 - 0:08:29]



- Which activity is dependent on computers?
A driving our cars
B communicating with each other
C shopping at the supermarket
D all of the above
- James Piercy is
A a research scientist.
B a shop manager.
C a programme manager.
D a computer programmer.
- What CAN'T you do at Inspire?
A do some plumbing
B go inside a bubble
C make some food
D build a bridge
- In the future, James Piercy thinks that computers will run on
A solar power.
B light.
C electricity.
D wind power.
- At the Inspire Science Centre, you can find out
A how much science and technology matters to us all.
B what life was like in the past.
C how we will use solar power in the future.
D what life may be like in the future.

After you Watch

11 Circle the correct response.

- 1 What did you think of the film?
 - a I'd rather not see it.
 - b I wouldn't bother if I were you.
- 2 What's the new Harry Potter film like?
 - a It's a must-see!
 - b No, I didn't like it.
- 3 Are you doing anything tonight?
 - a No, nothing special.
 - b No, I'd rather not.
- 4 What about going to the art gallery on Sunday?
 - a They're fine.
 - b That would be very nice.
- 5 How about going to that new restaurant round the corner?
 - a No, that's quite near.
 - b Yes, that's a great idea.

Watch Again

12 Watch the "Phoning a friend" dialogue again and put the conversation in the right order. [0:02:03 - 0:02:39]

Anna		Amy	
a	Oh, wow, that sounds great. Yeah ... er ... where shall I meet you?	g	Well, that new movie's on at the Odeon. <i>Fright Night</i> . I was wondering whether you'd like to come and see it with me.
b	Yep, sure, I'll see you then.	h	Looking forward to it. Bye.
c	Friday ... erm ... nothing in particular. Why?	i	Oh, great, thanks. I'm at the beach, actually. It's really sunny. Erm ... I was wondering what you're doing on Friday night.
d	Hello.	j	Erm, let's say outside the cinema at seven, because it starts at half past.
e	OK, then. Bye.	k	Hi, Anna, it's Amy.
f	Oh, hello, how are you?		

1 2 3 4 5 6 7 8 9 10 11

Everyday English

- 13** In pairs, act out dialogues making arrangements and making excuses similar to the ones in Exs. 12 and 6. You can use the prompts below as well as your own ideas.

Making arrangements

- Saturday night
- new restaurant/open/Silver Street
- meet outside/8 pm
- Would you like to ...?
- Why don't we ...?
- Let's meet at/in/outside ...
- I was wondering whether you'd like to ...
- What are you doing on ...?

Making excuses

- miss train
- not find/taxi
- had to wait/hour/next train
- I'm so sorry ...
- I missed/waited ...

- 14** In two groups, discuss the effects of technology on our lives. How does technology affect our free time and human relationships? You can use the prompts below as well as your own ideas.

Positive effects

- keep in touch with friends/family all over the world
- household tasks much easier – more free time
- easier to make social arrangements
- advanced home entertainment

Negative effects

- use computers/phones instead of talking face to face
- go out less as can be entertained at home
- watch TV/play on computer instead of talking to family
- less active – become unfit



Before you Watch

- 1 Look at the pictures and name the jobs. Then talk about the qualities required for each one, as well as its advantages and disadvantages. Use the ideas in the box as well as ideas of your own.



Qualities	Advantages	Disadvantages
creative, caring, practical, dedicated, hard-working, efficient, patient, polite, reliable	challenging, satisfying, well-paid, interesting	boring, stressful, poorly-paid, underpaid, overworked, dangerous, tiring

- 1 I think you have to be practical, reliable and efficient to be a police officer. It's a satisfying job, but it is also stressful and dangerous.
- 2 You are at a job interview. What information do you think the interviewer would want from you and what questions would you ask? Use the key words below to form questions, as in the example.

• Qualifications • Experience • Working hours • Overtime • Shifts
• Requirements • Strengths • Weaknesses • Salary • CV

Interviewer: What relevant experience do you have for this post?

- 3 a. What safety measures could be taken to prevent burglaries? Prioritise the ones shown in the pictures below from most to least important in making your home 'burglar-proof'.



- b. Which crimes are most commonly committed in the area you live in? What can be done to prevent crime?

While you Watch

- 4 Complete the information. [0:00:08 - 0:01:26]

	1 	2 	3 
job	Jenny	Steve	Chris
qualities needed	..... .....	..... .....	..... .....

- 5 a. Complete the interviewer's notes with two to four words. [0:01:44 - 0:02:45]

CBS Catering Agency

Applicant's name: *George Miller*

Where saw advert: *Cambridge*

Relevant experience: *catering* at a

Reason for applying: *wants to pursue a more*

Working hours for the post:

b. Mark the statements *T* (True) or *F* (False). Then correct the false statements.
[0:02:51 - 0:03:59]

- 1 Clare Jenkins saw the advert for the job while applying for another post.
- 2 Clare doesn't have a CV.
- 3 Clare hasn't worked at a similar position before.
- 4 She refers to her free-time activities rather than her work experience.
- 5 Her former employer fired her because she was always late.
- 6 She asks if she could work shifts.
- 7 The interviewer doesn't seem satisfied with Clare's interview.



6 Complete the reference check notes. [0:04:40 - 0:05:26]

Applicant's name: *Clare Jenkins*

Strengths:

Weaknesses:



7 Circle the correct item. [0:05:28 - 0:07:51]



- 1 In Britain ...
 - a the crime rate is rising very fast.
 - b antique theft is becoming a problem.
- 2 Daphne says she was angry because ...
 - a there were tracks in the grass.
 - b the lawn mower was in the drive.
- 3 When Daphne entered the house, she realised that ...
 - a someone had broken into the house.
 - b the cabinet in the hall was missing.
- 4 The dining room ...
 - a was a mess.
 - b was totally empty.
- 5 Rena says ...
 - a she still doesn't stay at home alone.
 - b her husband is worried about leaving her alone.
- 6 The first week after the break-in, Brian and Daphne ...
 - a made sure one of them was always at home.
 - b avoided going out.
- 7 Brian and Daphne ...
 - a have cut the entrance from the bridge.
 - b block their driveway with their vehicle.
- 8 Daphne feels ...
 - a that they need to put bars on their windows.

8 Circle the correct item. [0:07:54 - 0:08:47]

- | | |
|--|---|
| <p>1 Road accidents usually happen ...</p> <ul style="list-style-type: none"> a in bad weather conditions. b when there's a lot of traffic. c on crowded roads. <p>2 Eyewitnesses ...</p> <ul style="list-style-type: none"> a are always accurate in their accounts. b can help the police when there's an accident. c should know how the accident happened. | <p>3 According to the police inspector, a good eyewitness should ...</p> <ul style="list-style-type: none"> a be able to see clearly. b not describe every detail. c try to remain calm. |
|--|---|



9 Tick (✓) the right box(es). [0:08:49 - 0:11:23]

- 1 Who believes that the lorry driver was to blame for the accident?
- 2 Who refers to the cyclist's age?
- 3 Who mentions that the cyclist didn't signal before he turned?
- 4 Who claims that the lorry driver intended to overtake the cyclist?
- 5 Who was the most accurate?


☐
☐
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10 Correct the words in bold. [0:12:32 - 0:13:32]



A: Howard! Howard, come here quickly!

B: What is it, dear?

A: Look! There's smoke coming out of next door's 1) **flat**. We'd better call the fire brigade.

B: Just a 2) **moment**! Calm down! Now, where's this smoke?

A: Look! There, coming out of the 3) **bedroom** window.

B: Oh, yes. Well, I shouldn't worry. They've probably just 4) **cooked** their dinner.

A: I don't think so, Howard. I saw them drive 5) **away** in their car about half an hour ago.

B: Really? Well, I'd better 6) **call** the fire brigade.

A: That's what I was trying to tell you!

After you Watch

11 Complete the sentences using the words in the list below in the correct form.

• mug • steal • rob • murder • hijack • arson • thief • kidnap • assassin • burgle

- 1 The broke into the house and stole all the antiques.
- 2 Antique is a growing crime in Britain.
- 3 There has been a series of bank in our town in the last year.
- 4 The goods were found in an abandoned lorry on 48th Street.
- 5 The cold-blooded was caught and sentenced to life imprisonment.
- 6 The police managed to find the hiding place and return the child to its parents.
- 7 Oswald is said to have John F. Kennedy.
- 8 After having set fire to 700 acres of forest ground, the was finally brought to justice.
- 9 The took control of the plane and forced the pilots to change course.
- 10 A 30-year-old woman was attacked and robbed in Central Park last night. The was arrested this morning and will be tried next week.

12 What crime is being dealt with in each of the newspaper extracts below (A-C)? Match the headlines (1-4) to the extracts (A-C). There is one extra headline. Use it to write a short extract.

1 Caught in the act

3 CITY SET AFLAME!

2 MAJOR RISE in break-ins

4 Hostages released

A

Fortunately, there have been no casualties, but over 30 houses have been destroyed. It is suspected that the fires have been deliberately lit ...

B

Crew members and passengers of flight CFU221 have finally been set free. Government officials were able to secure their release without giving in to the hijackers' demands ...

C

A man was apprehended inside the local shopping centre by security officers yesterday while trying to steal someone's wallet ...

13 Put the verbs in brackets into the correct form.

- 1 If I were trapped in a burning building, I (look after) my own safety first.
- 2 If the driver (be) more careful, the accident could have been avoided.
- 3 What (you/do) if the firefighters hadn't arrived on time?
- 4 If the police (take) your statement, try to be as accurate as possible.
- 5 If we go sailing, I (certainly/take) a lifejacket with me.
- 6 You shouldn't use the lift if (there be) an earthquake.

14 In pairs, take turns to interview each other about an accident you've had – real or imaginary. Keep notes on the lines provided below and be prepared to report back to class.

Have you ever had an accident?

When did it happen?

Where did it happen?

How did it happen?

.....

How did it turn out in the end?

.....

.....

15 Circle the correct answer.

- | | |
|---|---|
| <p>1 A: I'd like to report a power cut.
B: a I see. Where exactly is it?
b I can't talk to you right now.</p> | <p>3 A: Could you tell me where you saw the advertisement?
B: a In the <i>Times</i>.
b Yes, over there.</p> |
| <p>2 A: Fire department. Can I help you?
B: a Yes, you may.
b I'd like to report a house fire.</p> | <p>4 A: What are his strengths?
B: a He's hard-working and reliable.
b He's a little shy and forgetful.</p> |

Watch Again

16 Fill in the missing words. [0:01:44 - 0:02:45]

- a. A: Could you tell me where you saw the
 1) for this job, please?
 B: Yes. In the *Cambridge Evening News*.
 A: And have you got your 2)
 with you?
 B: Yes, I have indeed.
 A: Thank you. And you have some good
 3) Could I ask you what
 4) experience you have for
 this job?
 B: Well yeah. I was the catering manager at a large hotel for a number of
 years, where I 5) and oversaw conference meals, wedding meals
 and such like.
 A: That's fine. And could you tell me why you left your 6) job?
 B: Well, I felt I wanted to pursue a more professional and a more 7)
 career. And I think a 8) of a small company like this
 would be perfect for me.
 A: Excellent. Any questions you would like to ask us?
 B: Yes. What are the 9) for this job?
 A: The working hours are 9-5:30. That's Monday to Friday. Erm, you might be asked to
 work the occasional weekend, but we do pay 10) for that.
 B: Right. Thank you very much.
 A: You're welcome.

[0:04:03 - 0:04:35]

- b. A: He's 1) for a job with us.
 B: Oh, yes?
 A: What would you say his 2) were?
 B: He's 3), hard-working and he
 4) everyone.
 A: Good. And how often was he 5)?
 B: He worked with us for a year and I think he only had three days
 6) in all that time.
 A: So you'd 7) him to us, would you?
 B: Absolutely. He'd be a real help to your company.
 A: Thanks for your help.
 B: Not at all. If there's any other help I can give you, just call.
 A: Goodbye.



- 17** Watch the street survey again and keep notes on the lines provided below. Then use your notes to describe what happened to the young men. [0:11:28 - 0:12:28]

A

When?
 Where?
 How?

 What next?

 In the end?



B

When?
 Where?
 How?
 What next?

 In the end?



- 18** Watch the "Phoning the fire service" dialogue again and put the exchanges in the box in the correct place to complete the dialogues. [0:13:33 - 0:14:22]

- A: 999. How can I help you?
 B: 1)
 C: Fire department, can I be of any assistance?
 B: 2)
 C: Right, sir. I need to know where it is.
 B: 3)
 C: Could I have your name and address, please?
 B: 4)
 C: OK, and have you any idea how it started?
 B: 5)
 C: Do you know when it broke out?
 B: 6)
 C: OK, Mr Downing, the fire brigade is on its way as we speak.
 B: 7)

- My name's Howard Downing of 20 Southern Court.
- No, but it hasn't spread to the rest of the house, so it can't have been very long.
- Oh, could you please connect me to the fire department?
- No, not really, but there's smoke coming out of the kitchen window, so I guess the neighbours left, forgetting to turn off their cooker.
- Thank you very much.
- Yes, please, I'd like to report a fire.
- Right next door to my house.

Everyday English

- 19** In pairs, act out a dialogue giving a reference similar to the one in Ex. 16b. Fill in the information on the reference note below to help you.

Applicant's name:

Strengths:

Weaknesses:

- 20** Look at the pictures of the reconstruction of an accident. In pairs, describe the accident and discuss who you think caused it and why.

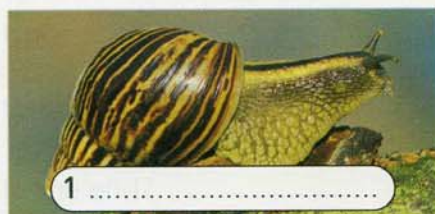


- 21** Look at the pictures and say what the emergency is. Then in pairs, act out a dialogue making a call to the emergency services similar to the one in Ex. 18.



Before you Watch

- 1 Label the pictures. What do you know about these animals?
- spider • ant • mosquito • snail • locust • worm • bee • fly

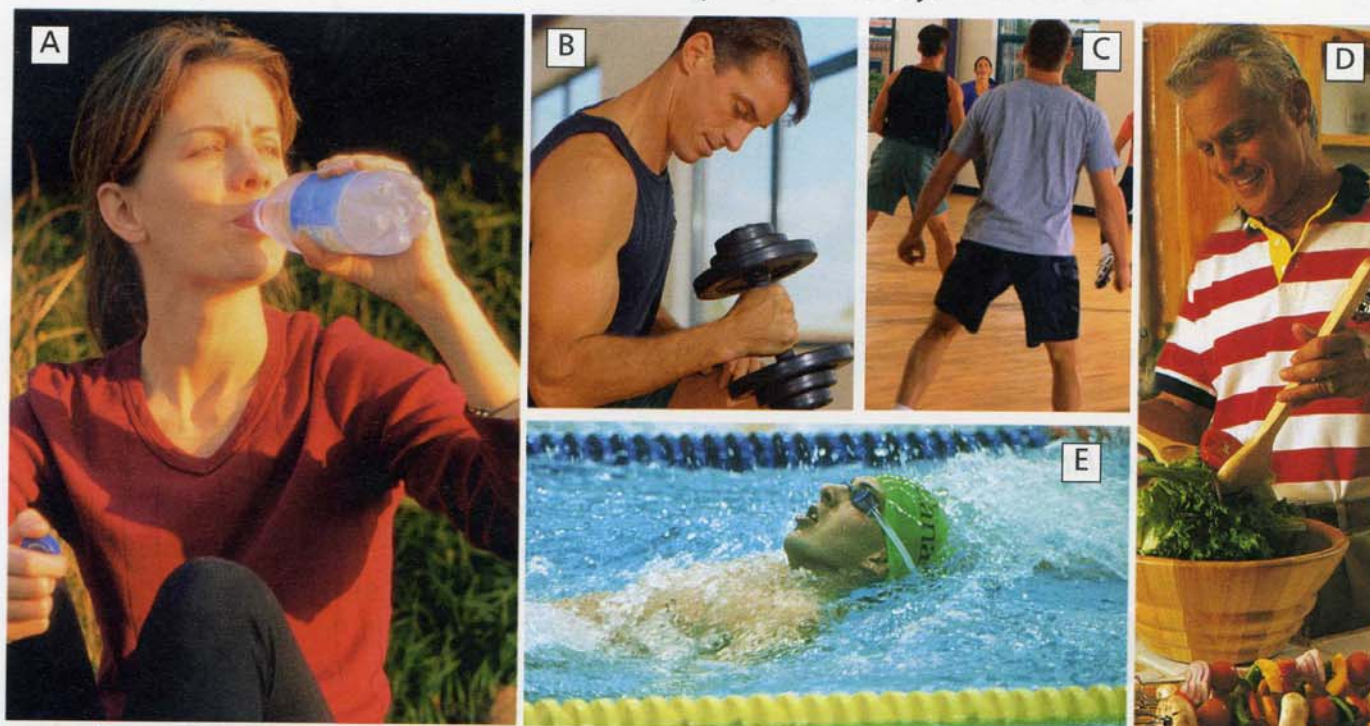


- 2 What do you enjoy doing in your free time?
- 3 Do you like sports? Do you prefer watching or taking part in sports?
- 4 Look at the pictures and identify the sports. Which of these sports do you do/would you like to do?



- 5 Do you think people are fit and healthy nowadays?

- 6 How do the activities shown in the pictures help you stay fit and healthy? Which ones do you do? What else do you do to stay fit and healthy?



- 7 a. Match the pictures (1-6) to the newspaper headlines (a-f). Then write the first sentence of each article, as in the example.

1

2

3

4

5

6

(a) **Hailstorm DESTROYS CROPS**

(b) **MASSIVE THUNDERBOLT LEADS TOWN TO DARKNESS**

(c) **HIGH FLOOD WATER CLOSES MAIN ROAD**

(d) **MAJOR EARTHQUAKE CUTS TOWN IN TWO**

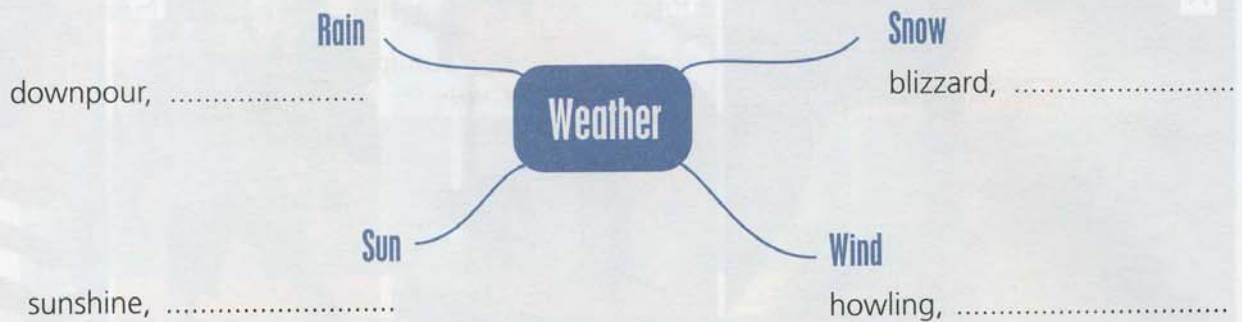
(e) **STORM PUTS BOAT PASSENGERS IN PERIL**

(f) **HURRICANE TEARS DOWN HOUSES**

Crops were destroyed by a hailstorm.

- b. Have you ever experienced any of these natural disasters? What happened?

- 8 Complete the spidergram. Then, in pairs, make sentences related to the weather using the words from the spidergram.



A blizzard hit the city last night.

While you Watch

- 9 Match the two parts of the sentences. [0:00:10 - 0:01:29]



- | | |
|----------------------------|---|
| 1 Charles Darwin | a lived in Downe House. |
| 2 He tried to discover how | b helped him with his research. |
| 3 He and his family | c was a famous English scientist. |
| 4 Darwin used | d animals and insects adapted to the landscape. |
| 5 Darwin's children | e various equipment for his experiments. |

- 10 Mark the statements **T** (True) or **F** (False). Then correct the false statements.
[0:01:32 - 0:02:21]



- | | |
|---|-------|
| 1 A hurricane is a severe storm with strong winds. | ..... |
| 2 Hurricanes often strike Britain. | ..... |
| 3 The hurricane that struck Britain in 1987 was unexpected. | ..... |
| 4 The hurricane destroyed many trees and houses. | ..... |
| 5 It cut off the electricity supply in some places. | ..... |
| 6 It took little time to recover from the damage caused by the hurricane. | ..... |

11 Mark the statements *T* (True) or *F* (False). [0:02:25 - 0:05:24]



- 1 The Edinburgh festival lasts for a few days.
- 2 Actors hand out leaflets in the streets.
- 3 Thousands of shows are performed every day.
- 4 Actors perform in hotel conference areas.
- 5 Hotel bedrooms are turned into box offices.
- 6 Some shows start at midnight.

12 Fill in the correct word. [0:06:33 - 0:07:23]

Thorpe Park Health Spa

Getting fit is just one of the many things you can do at Thorpe Park Health Spa. If you prefer **1)** exercise, there's a large **2)** swimming pool where you can take your time and swim at your own **3)** If you're feeling more energetic, you can work out in the **4)**, with its rows of machines for **5)**, rowing and weight-training. And you can combine **6)** with relaxation treatments in the spa's own treatment centre. The **7)** is mellow and the range of treatments includes a full **8)** to relax every muscle in your body.



13 Complete the sentences with one word. [0:07:26 - 0:09:39]



- 1 White-water rafting can be dangerous, so is taken very seriously.
- 2 Team work is a top, even down to getting the boat to the water for the first time.
- 3 The first few miles down the river are straightforward, as the crew learns boat control and paddling
- 4 The team have to negotiate some tricky twists and turns before they get their first of fast-flowing water.
- 5 White-water rafting is as dangerous as it
- 6 You need a head and strong arms to do white-water rafting.

14 Circle the correct word. [0:09:50 - 0:10:40]

- A: Can I help you at all?
 B: I'd like to **1) book/reserve** a badminton court, please.
 A: Would that be for **2) now/today**?
 B: Er, yes, please.
 A: Erm, I can put you on court **3) two/three**. Is that OK?
 B: Court two would be **4) better/great**, thank you.
 A: That's **5) £5.80/£8.50** then, please. Thank you.



After you Watch

15 Rewrite the sentences in the passive.

- 1 The hurricane ripped trees out of the ground and damaged many houses.

- 2 Rescue workers have rescued all the climbers that were trapped in the avalanche.

- 3 We are expecting more showers in the coming days.

- 4 A tornado hit Oklahoma City yesterday.

- 5 Experts say that the heatwave is likely to continue.

16 Circle the correct response.

1 A: Could you tell me the way to the post office, please?

B: a Yes, of course.

b I don't know.

3 A: If I were you, I wouldn't drink so many fizzy drinks.

B: a So don't.

b I suppose you're right.

2 A: I'm sick and tired of it.

B: a Don't get so worked up.

b You should go see a doctor.

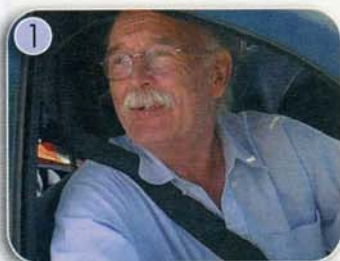
4 A: Do you exercise often?

B: a Three times, yes.

b Not really.

Watch Again

17 Complete the dialogue. [0:05:28 - 0:06:17]



A: Excuse me.

B: Hi.

A: I wonder if you could 1)

B: Yeah, sure. What's the 2)

A: We're trying to find the Hotel Victoria, but we seem to have lost our 3) a bit.

B: The Hotel Bed and Boarder? I've never heard of it.

A: No, no, the Hotel Victoria.

B: Oh, the Hotel Victoria! Oh, you certainly *are* lost, then. That's 4)

C: Miles! Howard, I told you we should have asked for directions earlier.

A: Oh, stop worrying, Sally. Can you please 5) to get there?

B: Yeah, well, you need to head up that way. It's a one way system. You need to go right back up there and then turn back and then if you come all the way back down again into the town centre it's right by the folk museum, but I'd ask for more directions when you 6)

A: OK, thanks very much.

B: You're welcome!



18 Mark the statements T (True) or F (False). Then correct the false statements.

[0:11:48 - 0:13:56]



1 Sizewell is a nuclear power station.

2 Sizewell is on the west coast of England.

3 There is a lot of noise and dirt at Sizewell.

4 Specialists make sure Sizewell is operating safely.

5 Only scientists work at Sizewell.

6 The power station has a gleaming white dome.



Everyday English

- 19** In pairs, act out a dialogue asking for directions similar to the one in Ex. 17. You can use the useful expressions below.

Asking for directions	Giving directions
• Excuse me, where's ...? • Could you please tell me where ...? • Can you tell me how to find/get to ...?	• Turn left/right ... • It's to the left/right of, next to, opposite, behind, in front of ... • You need to ...

- 20** In pairs, use the advert below to act out a dialogue booking a court similar to the one in Ex. 14.



GOLDEN

SPORTS CENTRE

	COURT	table tennis		COURT	tennis
	PRICE PER HOUR	£4.80		PRICE PER HOUR	£7.40

	COURT	squash		COURT	basketball
	PRICE PER HOUR	£6.20		PRICE PER HOUR	£9.50

Upstream

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The DVD contains 5 modules which have been shot and edited in the style of a TV magazine, each one dealing with language material presented in the corresponding *Upstream Level B1+ Student's Book* module.

The DVD Activity Book contains:

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- comprehension and consolidation exercises for before, while and after viewing the DVD.
- speaking tasks which allow students to practise everyday English conversations.
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