

### A CELTIC MUSIC FESTIVAL ▶ 02

- 1 Begin the activity by asking the students to work with a partner and discuss the questions. Conduct a brief feedback session with the whole class.

#### Answers

- 3 Celtic music uses instruments like pipes, flutes and stringed instruments. It can be happy and uplifting, sad or relaxing.
- 2 Scotland, Ireland, Spain

- 2 Ask the students to continue working in pairs to guess which order the pictures will appear in the video.

- 3 ▶ 02 Tell the students to watch the video and check their answers. Check the answers with the whole class and discuss what each picture shows.

#### Answers

- A4** (accommodation – tents)   **B5** (Spanish food)   **C1** (festival crowd)  
**D2** (piper and bagpipes)   **E3** (acoustic guitar)

- 4 ▶ 02 Ask the students to read the statements and decide if they are true or false. Ask them to correct any false statements. Then tell them to watch the video and check their answers. Check the answers with the whole class.

#### Answers

- 1 True
- 2 True
- 3 False, it takes place in the north-western area of Spain.
- 4 True
- 5 False, around 100,000 fans go to the festival.
- 6 False, they stay in tents.
- 7 False, the car parks are free.
- 8 True
- 9 False, it takes place at the end of July.
- 10 True

- 5 This task builds on the language and content covered in the video and the Student's Book, Unit 2 and Culture section pages 18-19. Put the students into small groups. Ask students to discuss the questions.

#### Possible answers

- 2 They enjoy being able to listen to lots of different bands playing live in one place. They enjoy being with lots of other people. They enjoy being outdoors.
- 3 Bad weather can cause big problems: flooding, mud – safety issues on stage, cars stuck in car parks, unhappy people  
Logistics of managing 1000s of people in a small area: accommodation, toilets, food etc.

### Video Script

A Celtic music festival

Music festivals happen all over the world. There are rock festivals, jazz festivals, classical music festivals, and folk festivals. Some have huge sites and others take place in small venues. But all of the people who go to these festivals are music lovers and they want to be there to see their favourite bands.

One genre of music that is getting more attention these days is a type of folk music. It's called Celtic music. People

usually think of places like Ireland or Scotland when they hear Celtic music. They imagine typical instruments, like the bagpipe, or the fancy footwork of Irish dancing. But Celtic music comes from other areas of the world and this place is one of them.

Is this the coast of Ireland? No, it's Spain. In the far north-western part of Spain is a region called Galicia, and every year thousands of people from all over Europe come to this area near A Coruna to attend the Ortigueira Festival of Celtic World. It takes place in the port town of Ortigueira and has headliners from bands from all over Spain and other parts of the world, including, of course, Ireland. It started as a very small event by the sea in 1978 but now the bands perform on two different stages for as many as 100,000 fans.

Where do you stay when you're here? The facilities are basic. Most people go to a nearby beach and stay in tents or in a nearby forest. There are free buses and car parks, showers and toilets. You have everything you need to enjoy the event, including delicious Galician food. In this rainy part of Spain, the Ortigueira Festival takes place at the end of July every year so it can look like this ... not like this.

So if you are curious about Celtic music, this festival is in a very special part of the world and a good one to try.

### GAMING ISN'T ALL BAD ▶ 05

- 1 Begin the activity by asking the students to work with a partner and circle the words they think they will hear in a video about computer games. Encourage them to talk about why they might hear these words.

- 2 ▶ 05 Ask students to watch the video and check their answers. Check the answers with the class.

#### Answers

addictive, art, concentration, inspirational, maths, motivating, scary, sophisticated

- 3 ▶ 05 Ask the students to read the questions and then watch the video again to answer them. Then ask them to check their answers with their partner.

#### Answers

- 1 Are you ready?
- 2 They say video games distract kids from their homework.
- 3 Some programmes can teach us how to solve new problems.
- 4 50-60 hours

- 4 ▶ 05 Ask the students to read through the text and complete it. Explain that it is a summary of the video script, not a word for word copy of everything that is said. Play the video again for the students to check their answers. Then check the answers with the whole class.

#### Answers

- 1 addictive   2 coordination   3 racing   4 concentration
- 5 attention   6 visual   7 motivating   8 apply

- 5 This task builds on the language and content covered in the video and the Student's Book Unit 5 and the Culture section, pages 40-41. Put the students into small groups. Ask the students to discuss the questions giving reasons for their choices.

### Possible answers

3/4 Reading – increase your vocabulary, use your imagination (inspirational); sports – get fit, improve balance and coordination, increase reaction time, teamwork (motivating); art – use your imagination, express yourself (addictive, inspirational); play a musical instrument – learn a new skill (addictive, inspirational); play outside with friends – use your imagination, improve communication skills

### Video Script

Gaming isn't all bad

There are all kinds of video games. Simple games. Challenging games. Sophisticated games. Scary games. And, of course, all kinds of video game players. Slow players. Fast players. Intense players. Relaxed players. Old players and young players. But they all respond to this phrase: 'Are you ready?'

Many people claim that video games are bad for our brains. Parents say video games distract their kids from their homework. Scientists warn that video game playing is addictive and even harmful. And teachers don't ever want to catch you playing video games in class.

But what if we looked at video games differently? As something positive? Even inspirational? After all, video games improve certain skills, like hand-eye coordination. Training programs for racing cars, flying planes, and doing medical procedures already use video games. And they work. Special programmes for maths, science, and even art can teach us how to solve new problems often in ways that seemed impossible. Video games require a level of concentration that some school work doesn't. Some games require so much attention to detail that your visual skills improve after only several times playing.

Students who can't focus in school can sometimes spend hours on a video game. In fact, it can take 50 to 60 hours to complete one game, but people do it. Imagine spending 50 to 60 hours on homework! But video games are motivating and people often learn quickly. In fact, they can often apply these new skills to other tasks. Perhaps we just need to learn how to make studying more like a video game. Gaming is not all bad. Soon we'll all be playing until the game is over.

### MAKE MONEY, SPEND MONEY 08

- 1 Begin the activity by asking the students to work with a partner to discuss the questions. Conduct a quick feedback session with the whole class.
- 2 Ask the students to match the words to form phrases about jobs for teenagers and then decide which ones they will hear in a video about making and spending money. Check the phrases with the class.

### Answers

1 g 2 h 3 f 4 b 5 e 6 d 7 a 8 c

- 3 08 Ask the students to watch the video and check their predictions in Exercise 2. Check the answers.

### Answers

1 ✓, 2 ✓, 4 ✓, 5 ✓ and 6 ✓.

- 4 08 Ask the students to read through the questions and see if they can answer them. Play the video again for students to check their answers. Then ask the students to check the answers with a partner before checking with the whole class.

### Answers

1 world go round 2 B 3 from the sky; on trees 4 A  
5 after school, in the summer holidays 6 It is an amount of money children get from their parents every week or month  
7 food, clothes, entertainment 8 do the ironing, do the washing up  
9 visit the cinema, theme park 10 in a jar, in a purse, in the bank

- 5 This task builds on the language and content covered in the video and the Student's Book Unit 9 and the Culture section, pages 62-63. Put the students into small groups. Ask the students to discuss the questions giving reasons for their choices.

### Video Script

Make money, spend money

Money. It makes the world go round. Countries have their currencies and people spend time making money and then spending it. Almost everything we do requires money – the house we live in, the car we drive, the clothes we buy, and the fun things we do. But money doesn't fall from the sky nor does it grow on trees.

Most of us have to work to make money. And if you're a teen, this means getting a job after school or during the summer holidays. You can work in a shop, look after neighbours' pets, work with kids at a summer camp, clean cars, or babysit. In some families, teens get an allowance or a certain amount of money from their parents, every week or month, to spend on things like food, clothes, and entertainment. Usually, parents require their children to do some kind of housework, like doing the ironing or the washing up.

So, once you've got the money, how will you spend it? Some people prefer to buy things, like clothing, electronics, or videogames while others want to spend it on experiences, like visits to the cinema, or theme parks. If you like to buy things, decide what kind of shopper you are. Do you prefer a big mall, small shops or markets or shopping online? If you want to spend your money on experiences, do you want to spend it all on one big experience or spread it over several small experiences?

What about those of you who would prefer to save your money? Where is the best place to put it? In a jar in your room or in a purse? Those places are fine but an even safer place would be a bank account. Then when you see something you want to buy, the money is waiting for you there to spend on something for yourself or for somebody else.

### VOLUNTEER WORK 11

- 1 Begin the activity by asking the students to work with a partner and brainstorm different voluntary work they could do where they live. Use the photos as a starting point for the brainstorming. Conduct a quick class feedback session and write their ideas on the board.

#### Possible answers

visit patients in hospital, visit elderly people, help in animal shelters, help in schools (reading assistant), help in homeless shelters, collect litter in parks/on beaches, construct buildings, marine conservation

- 2 **11** Ask the students to read the questions. Then tell them to watch the video and write the answers. Ask them to check their answers with a partner and then check answers with the whole class.

#### Answers

- 1 It often starts with a personal interest that you do occasionally.
- 2 in a nearby park or forest
- 3 Mexico, Thailand, Seychelles (115 islands off the east coast of Africa, north of Madagascar)
- 4 diving

- 3 **11** Ask the students to read the notes and complete them. Remind them that the notes are a summary of what they hear, not the script word for word. Play the video again and ask the students to check their answers. Then check the answers as a class.

#### Answers

- 1 healthy 2 wander 3 prevent 4 hurt 5 trained
- 6 collect 7 survey 8 wall 9 grow 10 water

- 4 This task builds on the language and content covered in the video and the Culture section of the Student's Book, page 84-85. Put the students into small groups. Ask the students to discuss the questions giving reasons for their answers.

#### Possible answers

- 3 Volunteer benefits: learn new skills, meet new people, learn more about certain problems in the world, build confidence, have a feeling of self-satisfaction/accomplishment.

### Video Script

#### Volunteer work

Being a responsible citizen isn't only about getting a job and making money. There are a lot of other ways you can contribute to society and help make the world a better place. It can start with a personal interest that you do once in a while that perhaps grows into a regular volunteer position and even a future job.

So where do you begin? If you like the outdoors, you don't have to go far from home to find parks and forests that need volunteers to help them keep the trees and plants healthy. You can help to mark trails so people don't wander off the path or clear dead plants and trees to prevent forest fires. You can even take care of hurt or sick animals at a

wildlife sanctuary. These jobs require some skill, but if you are a volunteer, there are many well-trained people to help you learn how to do these tasks safely.

If you are really adventurous and a good swimmer, you can go abroad and participate in a marine conservation programme. Volunteers can go to places like Mexico, Thailand and the Seychelles to learn how to protect the marine life there. Programmes ask you to do things like collect data on when turtles lay their eggs and when they hatch, or take a survey about the various coral and fish species in the area. And for the divers in the group, you can even get certified! Finally, if you like to build, there are construction jobs you can do in countries that need extra help. Many programmes help you learn to build simple structures and make small improvements, like painting a wall. And if your mission is even bigger, some communities are looking for new ways of survival. Your job could be to help them grow food or get access to fresh water.

But no matter what your interest, whether you want to stay close to home or go far away, there is a volunteer position waiting for you. Think about how you want to help and then just do it!

### THE MUSÉE D'ORSAY 14

- 1 Begin the activity by telling the students they're going to watch a video about the Musée d'Orsay but don't explain what or where it is. Ask the students to work in pairs, discuss the statements and decide if they are true or false.

- 2 **14** Ask the students to watch the video and check their answers to Exercise 1. Check the answers with the class.

#### Answers

- 1 T 2 F It was a train station. 3 F It contains art from 1850s to early 1900s. 4 T

- 3 **14** Ask the students to watch the video and match the figures to the correct descriptions. Check the answers with the class.

#### Answers

- 1 e 2 c 3 f 4 a 5 d 6 b

- 4 **14** Ask the students to read through the questions and answer them. Play the video again so the students can check their answers. Then check the answers with the whole class.

#### Answers

- 1 The large clock and the beautiful art collection
- 2 They were electric trains.
- 3 Changing technology made the station less useful/functional.
- 4 The French government
- 5 It has five floors.
- 6 Nature

**5** This task builds on the language and content covered in the video and the Culture section in the Student's Book, pages 106-107. Put the students into small groups. Ask the students to discuss the questions giving reasons for their answers.

Note: Some other repurposed museums include: Museo ABC, Madrid; Caixa Forum, Barcelona; La Aurora Cultural Art and Design Centre, San Miguel de Allende; MACRO, Rome and Sentralistanbul, Istanbul.

### Video Script

The Musee d'Orsay

Art museums all over the world are the homes of beautiful art but often their buildings are pieces of art in themselves. One such museum is the Musée D'Orsay in Paris. Famous for its massive clock and one of the largest collections of art from 1848 to 1914, this museum is one of a kind.

Interestingly, this beautiful piece of architecture didn't begin as a museum. In its first life in the early 1900s, it was a train station. It served as the endpoint for people travelling from all over the southwestern part of France who wanted to visit Paris. Because the trains coming into the station were electric, people could enjoy the impressive building without steam or smoke in the way. But changing train technology made the station less functional over the years. Developers wanted to tear it down in 1971 but it was saved at the last moment by the French government. Famous architects were brought in and for the first time in history, they converted what was an industrial building into a museum.

The Musée d'Orsay opened its doors on 1 December 1986. Its five floors had different mediums of art all displayed together, much of it inspired by nature. This unique presentation of art from that special period of history gave new meaning to the Impressionists and other artists of that time and the Paris they lived in. Now every year several million people come to Paris to visit the Musée d'Orsay and the queues are not unlike those of the past when people came to the d'Orsay Station. But this time the building is not a place of departure but rather a destination where you can admire both the art within and the building itself. Through the 35,000 square metres of glass in this building by the Seine, the views of Paris are truly spectacular.