

# The UK and the USA

DVD Teacher's Notes



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## Activities

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### Before watching

These activities get your students to think about what they are about to see. They also pre-teach vocabulary where necessary. If students are well-prepared, they will feel more confident when they watch the DVD, and will enjoy it much more.

Have the students do the exercises just before watching the relevant episode.

### While watching

These are activities that students do while they are watching. They not only focus on the information in the voice-over, but also on what the students see and hear.

Go over the instructions to the activities with your students before you play the DVD and make sure they understand what to do. Ask them to watch the DVD once without writing. Then play it again while they write their answers. Before you play the DVD again, have students check answers in pairs, or elicit answers from a few students, to determine if they need to watch the DVD more carefully.

After watching a second time, go over the answers with the students. Play the DVD again if necessary.

### Follow-up

These activities are designed to extend the topic. They do not require students to watch the DVD again.

### Extension

These are optional exercises that usually ask students to compare their own culture with those of the UK and U.S.A. They do not require students to watch the DVD again. They often consist of a discussion or a writing task.

**Preview**

Write the words *U.S.A* and *UK* on the board. Ask: *What images come to mind when you think of the U.S.? What about the UK?* Write answers under the appropriate heads. Then have students do the worksheet, Introduction: Preview.

**PART 1****Before watching**

Pre-teach unfamiliar, but key, vocabulary used in the Introduction such as the compass rose (*north, south, east, west, etc.*), *large numbers, luggage, chip, etc.* Have students do the worksheet Introduction: Part 1, Before watching.

**While watching**

Play Part 1 with the sound off and ask:

1. What do you see?
2. What do you think the two teenagers are doing?

Play Part 1 again, this time with the sound on. Ask more detailed questions:

1. Where is James from?
2. Where is Jessica from?
3. How are they different?

Have students do the worksheet Introduction: Part 1, While watching.

**After watching**

Ask students how their home country compares to the *U.S.A.* and the *UK*. Have students complete the Extension activity from Introduction: Part 1, While watching.

**PART 2****Before watching**

Discuss with students how the same item can have different names in British and American English. Introduce any unfamiliar vocabulary, such as *subway, underground, festival, and holiday*.

## While watching

Play Part 2 with the sound off and ask:

1. What are those items?
2. What are the teenagers doing?

Play Part 2 again, this time with the sound on. Ask more detailed questions:

1. Which items have different names in British and American English?
2. Which words from your language are similar to English words?

Have students do the worksheet Introduction: Part 2, While watching.

## After watching

Ask students if they know of any other words that are different in British and American English. Have students complete the Extension activity on the worksheet Introduction: Part 2, While watching.

## PART 3

### Before watching

Discuss any unfamiliar vocabulary, such as *spare time*, *lifestyle*, *fitness*, *festivals*, *holiday*, and *vacation*.

### While watching

Play Part 3 with the sound off and ask:

1. What do you think the topic is, based on what you see?
2. What are the teenagers doing?

Play Part 2 again, this time with the sound on. Ask more detailed questions:

1. Which areas will Jessica and James compare?
2. Which scenes do you think show British teens? American teens?

Have students complete worksheet Introduction: Part 3, While watching.

### After watching

Review the information on weather that Jessica and James shared in Part 1. Ask students which country has weather most like their country. Have students complete the worksheet Introduction: Follow-up.

## Part 1 (00:00 - 01:31)

JAMES: Hello. My name is James.

JESSICA: Hi. My name's Jessica.

JAMES: I live in England in the United Kingdom.

JESSICA: I live in the United States of America.

JAMES: The UK is a small country, in the northwest of Europe. It consists of England, Scotland, Wales and Northern Ireland. London, here, is the capital city.

JESSICA: This is the U.S.A., here. It's a big country and it sits between Mexico and Canada. The capital city is Washington DC. There are fifty states – forty-eight states on the mainland, plus Alaska, there, and Hawaii in the Pacific Ocean.

JAMES: The UK covers an area of 244,000 square kilometres. It's surrounded by the North Sea, the Irish Sea, the English Channel and the North Atlantic. Because Britain is an island, the weather changes a lot. Unfortunately, whatever the weather, the sky is grey for almost half the year.

JESSICA: The United States is 9,630,000 square kilometers. The US sits on the other side of the North Atlantic Ocean from Britain. New York is on the east coast. San Francisco and Los Angeles are on the west coast of America. The climate on that coast is mild most of the year.

## Part 2 (01:32 - 02:20)

JAMES: There are 60,000,000 people in Britain and our main language is English.

JESSICA: In the U.S.A., there are 280,000,000 people and our main language is also English.

JAMES: You speak English? OK, tell me. What's this?

JESSICA: That's a cookie, of course.

JAMES: We call it a biscuit. What's this?

JESSICA: A chip.

JAMES: In Britain, that is a chip. This is a crisp.

JESSICA: We call your 'chips' 'French fries' in the States. What do you call this, then? We call it a trunk.

JAMES: Sorry, but in Britain, that's the boot. A trunk is something students take to university to hold all their luggage and books.

JESSICA: But we agree that it's a car, yes?

## Part 3 (02:21 - 03:26)

- JAMES: Yes! Well, at least we agree on that. In some ways, Britain and the U.S.A. are very similar.
- JESSICA: But there are differences. And that's what we're going to look at today – the similarities and the differences between life in the States ...
- JAMES: ... and life in Britain.
- JESSICA: We're going to look at the differences between education in the U.S.A. and education in the UK. We're going to ask teenagers, in Britain and the US, what they do in school.
- JAMES: But also, what do young people do after school? What happens at the weekend, when they're out with friends? How different are British and American teenagers? What do they do with their spare time?
- JESSICA: We'll compare lifestyles and sports. Is sport important? How do people keep fit? What sort of food do they eat?
- JAMES: And the festivals. What sort of events do people celebrate and how do they celebrate them? Where do the British go on holiday? If Americans take a vacation – where do they go and what do they do?
- JESSICA: So, let's begin.

**Preview**

Ask students: *What are some things that you do with your friends?* Then have students do the worksheet Friends: Preview.

**PART 1****Before watching**

Pre-teach unfamiliar, but key, vocabulary used in Part 1 such as *hang out, sights, license, bookshops, cinema, etc.*

**While watching**

Play Part 1 with the sound off and ask: *What do you think the teens are talking about? Where are they?*

Play Part 1 again, this time with the sound on. Ask more detailed questions:

1. What do American teens do on the weekends?
2. What do British teens do on the weekends?

Have students do the worksheet Friends: Part 1, While watching.

**After watching**

Ask students what they do on the weekends with their friends. Have students complete the Extension activity.

**PART 2****Before watching**

Introduce unfamiliar, but key, vocabulary in Part 2, such as *terraced house, mum, suburbs, and ranch style*. Have students do the worksheet Friends: Part 2, Before watching.

**While watching**

Play Part 2 with the sound off and ask: *Which house do you think is James's? Which one is Jessica's? Why?*

Play Part 2 again, this time with the sound on. Ask this question: *Why are the houses so different?*

Have students do the worksheet Friends: Part 2, While watching.

## PART 3

**Before watching**

Ask students how they think not having a computer would change their lives. Introduce unfamiliar, but key vocabulary such as *fashions*, *mates*, *chatting*, *crushes*, *instant messaging*, *research*, and *surf* (the Internet). Have students do the worksheet Friends: Part 3, Before watching.

**While watching**

Play Part 3 with the sound off and ask: *What do you think the teens are talking about?*

Play Part 3 again, this time with the sound on. Ask this question: *What do most teens use the computer for?*

**After watching**

Ask students if they use the computer in the same ways as the British and American teens. Have students do the Extension activity.

## PART 4

**Before watching**

Introduce unfamiliar, but key vocabulary in Part 4 such as *learner's permit*, *borrow*, *public transportation*, *loads*, *tram*, *subway*, and *local*. Have students do the worksheet Friends: Part 4, Before watching.

**While watching**

Play Part 4 with the sound off and ask: *Which scenes show the UK? The U.S.?*

Play Part 4 again, this time with the sound on. Ask more detailed questions:

1. Which scenes show the UK? The U.S.? How do you know?
2. Why is the transportation so different?

Have students do the worksheet Friends: Part 4, While watching.

**After watching**

Ask students which country has transportation most like theirs. Have students do the worksheet Friends: Follow-up.

## Part 1 (00:00 - 01:47)

- JAMES: Sometimes I think I know everything about American teenagers from watching films and all those soaps on TV. But do you know much about British youth?
- JESSICA: I watch MTV. They sometimes interview British kids. They look the same as American kids to me – but with different accents.
- JAMES: Let's check it out – why don't we ask British and American teenagers what they do with their spare time?
- JESSICA: Good idea!
- SAMANTHA (U.S.A.): On weekends, my friends and I hang out as a big group of people or we watch movies at somebody's house and just have fun.
- ANDERS (U.S.A.): On the weekend I just watch movies, play video games or just sit down and talk with my friends.
- MILENKA (U.S.A.): During the weekend my friends and I usually like to go to the movies or hang out at the mall.
- KELLY (U.S.A.): We're only an hour and twenty minutes away on the train from New York City, so my friends and I like to go there on the weekends and just watch the people, see a play or visit any of the great sights. It's a really fun city and I really like being there.
- QUINTIN (U.S.A.): On the weekends I usually go to the movies with my friends. Now that I'm seventeen and have a driver's licence I usually take my friends in my car.
- MADELEINE (UK): At the weekend I like to meet up with friends who I don't see during the week at school. We like to meet up in bookshops and walk around London parks talking.
- RAJ (UK): At the weekends, with my friends, I like to play a lot of sports and one of my friends plays tennis, so I play a lot with him. And he's pretty good so he always beats me.
- JONATHAN (UK): At the weekend I go dancing with my friends and I go out with my girlfriend quite a lot, out to dinner.
- AHMED (UK): I usually go down to the local cinema with my friends during the weekend.
- IMOGEN (UK): During the weekend I usually go shopping or to the cinema with my friends. When I'm not with my friends, I usually horseride.

## Part 2 (01:48 - 02:23)

- JESSICA: I know most of my friends from school, but I hang out with other girls from my neighbourhood, too. It's cool to see all the different places people live. Where do you live?
- JAMES: I live in a terraced house in London with my parents. We've got a great garden at the back – I can play football there though my mum gets upset if I knock the flowers over. What about you?
- JESSICA: I live in the suburbs with my parents. We have a ranch style house – that's a house all on one floor – and we have a big yard. We have lots of space in the States, so houses can be very big.
- JAMES: That's a big difference. We don't have lots of space in Britain. In towns, houses are built very close together. We always know who's living next door. That's not always a good thing.
- JESSICA: It can be a way of making new friends.

## Part 3 (02:24 - 04:19)

- JAMES: So, what sort of things do you do with your friends?
- JESSICA: My best friend's Anne. We go shopping. We don't spend any money all week and then go crazy in the mall on a Saturday. We probably spend all day checking out the fashions. What about you?
- JAMES: I hate shopping! It's so boring. I play football every Sunday morning with my mates, in the park.
- JESSICA: I like to watch movies on my computer in my bedroom – especially if dad's watching a baseball game on TV.
- JAMES: Of course, kids are usually better on computers than their parents. We were brought up with them. I spend about four hours a week checking out football websites or chatting with my mates.
- JESSICA: I can't imagine what we did before the Internet. It's a huge part of our lives now.
- SAMANTHA (U.S.A.): I use the Internet to talk to my friends, to talk about school and crushes and sometimes for study. That's what my parents want me to use it for.
- KELLY (U.S.A.): I mainly use the Internet for talking to my friends, but it also helps a lot on homework because there's a lot of information on it and I can usually get enough to get me by on tests or anything I need.
- APRIL (U.S.A.): I talk to friends on the Internet and I also go shopping.
- ANDERS (U.S.A.): I use the Internet for instant messaging, playing games, doing homework or projects for school.

- MILENKA (U.S.A.): I usually use the Internet to talk to my friends, or just to do research.
- MADELEINE (UK): I use the Internet in two main ways. I like to check my email and look at Harry Potter websites.
- RAJ (UK): I mainly use the Internet for research for schoolwork, if my books, if I can't find the answer in my books.
- JONATHAN (UK): I use the Internet occasionally for playing games, but mainly for research purposes at school.
- AHMED (UK): I usually surf the Internet for homework help, getting answers to homework questions and also buying CDs and DVDs.

## Part 4 (04:20 - 05:22)

- JAMES: What about learning to drive a car? You can drive at sixteen in the States, can't you?
- JESSICA: In some states, you can get a learner's permit at fourteen. I started driving when I was fifteen – but only with my mom or dad. I borrow mom's car now, if I need it.
- JAMES: Why do American kids drive cars when they're so young?
- JESSICA: Well, you know, there's not much public transportation in the States. We don't have loads of buses and trains everywhere like you do.
- JAMES: What about San Francisco? There's a tram and a subway there. What about New York City and its famous subway?
- JESSICA: That's all true but most American towns don't have good public transportation. And the U.S.A.'s a big place; the local store might be miles away. We have to drive, if we want to go anywhere.
- JAMES: Oh, I didn't think of it like that.
- JESSICA: That's why loads of kids drive to school in the States. You can't drive until you're seventeen in Britain, can you?
- JAMES: No, and that's probably a good thing.
- JESSICA: In your case, I'd agree.
- JAMES: Actually I'm a very good driver! I'm taking my driving test next month.
- JESSICA: Watch out Britain!

**Preview**

Ask students to list the different ways that teens can keep fit. Then have students do the worksheet Lifestyle: Preview.

**Part 1****Before watching**

Pre-teach unfamiliar, but key, vocabulary used in Part 1 such as *armour*, *protective clothing*, *footballers*, *matches*, and *train (for a sport)*. Have students do the worksheet Lifestyle: Part 1, Before watching.

**While watching**

Play Part 1 with the sound off and ask: *What do you think Jessica and James are talking about? What different sports are the scenes showing?*

Play Part 1 again, this time with the sound on, ask more detailed questions:

1. Why do American football players wear padding?
2. What important athletic event will take place in the UK in 2012?

Have students do the worksheet Lifestyles: Part 1, While watching.

**After watching**

Ask: *How will the 2012 Olympics change sports in the UK?*

**Part 2****Before watching**

Introduce any unfamiliar, but key, vocabulary used in Part 2 such as *fit*, *treadmill*, *diligent*, *cheerleader*, *taekwando*, *rugby*, *cricket*, and *netball*.

**While watching**

Play Part 2 with the sound off and ask: *What do you think the teens are talking about? Where are they?*

Play Part 2 again, this time with the sound on, ask this question: *What are some of the different sports that girls and boys play?*

Have students do the worksheet Lifestyles: Part 2, While watching.

**After watching**

Have students compare the types of sports that British and American teens play with what they play. Have them complete the Extension activity.

## Part 3

**Before watching**

Introduce any unfamiliar, but key, vocabulary used in Part 3 such as *portions*, *take-away*, *fish and chips*, *health conscious*, *cream éclairs*, *fussy*, and *sauce*. Have students complete the worksheet Lifestyle: Part 3, Before watching.

**While watching**

Play Part 3 with the sound off and ask: *What do you think Jessica and James are talking about? What do you think the teens are talking about?*

Play Part 3 again, this time with the sound on, ask more detailed questions:

1. What did James notice about the size of steaks in the America?
2. Which country has more vegetarians?

Have students do the worksheet Lifestyles: Part 3, While watching.

**After watching**

Discuss whether organic foods are popular and available where they live. Have students complete the Extension activity.

## Part 4

**Before watching**

Introduce any unfamiliar, but key vocabulary used in Part 4 such as *normally*, *couscous*, *Yorkshire pudding*, and *Sunday lunch*. Have students complete the worksheet Lifestyles: Part 4, Before watching.

**While watching**

Play Part 4 with the sound off and ask: *What do you think the topic is?*

Play Part 4 again, this time with the sound on, ask more detailed questions:

1. What are some typical American dishes?
2. What types of food are available in most British towns?

Have students do the worksheet Lifestyles: Part 4, While watching.

**After watching**

Ask students to compare their normal meals with those shown on the DVD.

Ask students: *Do you think American football is played anywhere else?* Have students complete the worksheet Lifestyles: Follow-up.

**Part 1 (00:00 - 01:33)**

- JESSICA: I love watching sport. My favorite is tennis, especially the US Open. But for most Americans, football is the favorite game.
- JAMES: My favorite sport is football, too. But we mean different games when we say 'football', don't we?
- JESSICA: That's right. We call your football, soccer, in the States.
- JAMES: And yours is American football, which is like British rugby but the players wear armour.
- JESSICA: It's not armour! It's protective clothing – padding. American footballers are worth a lot of money – we have to look after them.
- JAMES: In Britain, football is almost a religion; millions of people watch the big matches on television during the season. American Football is OK but soccer is much more exciting. Yes!
- JESSICA: Americans love sport too – it's in the blood. We're very successful in the Olympics. In 2004, we won 35 gold and 40 silver medals. Young people are encouraged to take sport very seriously in the States.
- JESSICA: Yes, I agree. I think young people have a lot more opportunities to train seriously in the States than in the UK. But that is changing in Britain. The Olympics will be in London in 2012 and that will make a big difference because there will be a lot more money for sport.

**Part 2 (01:34 - 02:57)**

- JESSICA: What do you do to keep fit?
- JAMES: I go to the gym – sometimes.
- JESSICA: I go to salsa and jazz dance classes. You get a lot of exercise dancing. You have to stay really fit to make it look easy.
- JAMES: I wonder what other people do to keep fit?
- KELLY (U.S.A.): To keep fit I like ... I have a treadmill at home, so I like to use that every now and then. I'm not too diligent with it. But every now and then I use it. I don't really like sports, so I don't participate in them unless I have to.
- EMILY (U.S.A.): To keep fit, I do dance. Such as ballet, tap, and jazz.
- APRIL (U.S.A.): I don't do any sports to keep fit, but I am a cheerleader for my school.
- ANDERS (U.S.A.): I don't really exercise that much.
- MILENKA (U.S.A.): To keep fit I do taekwando, which is a type of karate and during the night time I might do push-ups.

- MADELEINE (UK): I should take more exercise to keep fit. Every morning I walk round to the bus stop and every evening I walk back from the bus stop. Apart from that I normally go for a long walk in the park at weekends. But I don't really keep very fit.
- JONATHAN (UK): To keep fit I play rugby, which is my main sport; football, which I enjoy as well, and cricket and hockey as well.
- AHMED (UK): To keep fit I might go down the park and play some football with some friends. I play basketball for my school so, you know, there's a variety of different things you can do.
- IMOGEN (UK): To keep fit in school I play netball and hockey. And out of school I horseride and swim.

### Part 3 (02:58 - 05:56)

- JESSICA: But staying healthy is also about eating the right food, isn't it?
- JAMES: Yes, and in the right quantities. When I went to the States, I was amazed by the size of the food portions in restaurants – especially meat – you get huge steaks, don't you? We don't eat so much steak over here. It's generally really expensive.
- JESSICA: And there's so much fast food in the States – hamburgers, Mexican food, hot dogs and pizzas.
- JAMES: We also have a lot of fast food in Britain but the traditional British take-away is fish and chips. You must try it – especially wrapped in newspaper.
- JESSICA: Maybe, but I try to eat healthy food. Some of my friends are vegetarian and buy only organic food. Organic foods are becoming more popular now in the U.S.A. than they used to be but they're still hard to find in some places.
- JAMES: It's easy to find organic food in Britain. Most supermarkets sell organic products nowadays. And there are so many farmers' markets where you get really good fresh meat and vegetables – especially organic – and excellent bread. There are now about 4 million vegetarians in the UK. That's 7% of the population.
- JESSICA: In the U.S.A., only about 2% of the population is vegetarian. Americans still love red meat, although we are more health conscious now.

- KELLY (U.S.A.): I like Italian food and I like fast food because it's easy to get.
- REBECCA (U.S.A.): I like to eat just about anything.
- ANDERS (U.S.A.): My favorite food is french fries.
- MILENKA (U.S.A.): I usually like to eat pizza or anything my mom makes.
- MADELEINE (UK): My favorite food is probably cream eclairs.
- RAJ (UK): I eat all sorts of food, but I'm quite fussy with sauce. I don't like sauce a lot, so my Mum makes me quite a lot of plain food like steak. I like steak a lot, I like chicken. I like Chinese food.
- JONATHAN (UK): I eat pretty much anything, really. Chinese being my favorite food, but my mum doesn't cook that very often.
- AHMED (UK): I usually like all kinds of foods, but definitely fish and chips.
- IMOGEN (UK): My favorite food is chocolate in all its shapes and forms.

#### Part 4 (05:57 - 06:01)

- JAMES: Tell me, what sort of food would Americans normally eat at home?
- JESSICA: Well, let's see: fried chicken, baked potatoes, pasta, couscous, Greek salad, sushi.
- JAMES: Wait a minute. Those aren't all American foods.
- JESSICA: They are now. The U.S.A. is a great mix of nationalities, so we have a lot of choice. Isn't Britain like that?
- JAMES: In big cities it is – there is a wide choice of different types of food. And even most small towns have an Indian and a Chinese restaurant.
- JESSICA: But what is traditional British food?
- JAMES: Well, really traditional foods are bacon and eggs for breakfast and roast beef and Yorkshire pudding for Sunday lunch. But, like Americans, we eat food from around the world now, not just the traditional foods of our country.
- JESSICA: Thank goodness. It's a lot more interesting that way!

**Preview**

Ask students to think about the types of things they like to do on their summer vacations. Discuss the meaning of *summer camp* if the term is unfamiliar. Then have students do the worksheet, Vacation: Preview.

**Part 1****Before watching**

Pre-teach unfamiliar, but key vocabulary used in Part 1 such as *holiday*, *adventurous*, *shallow*, *wildlife*, *theme parks*, and *destination*. Have students do the worksheet Vacation: Part 1, Before watching.

**While watching**

Play Part 1 with the sound off and ask:

1. Do you think teens from the UK or the U.S.A. vacation in these places?
2. Why do you think so?

Play Part 1 again, this time with the sound on, ask more detailed questions:

1. How do Americans make their vacations adventurous?
2. Do many Americans travel abroad on vacation?

Have students do the worksheet Vacation: Part 1, While watching.

**After watching**

Ask students why they think Americans do not travel abroad. Ask what places in the U.S. they would like to see. Have students complete the Extension activity.

**Part 2****Before watching**

Introduce any unfamiliar, but key vocabulary in Part 2 such as *seaside*, *surfing*, *beaches*, and *tourists*. Have students do the worksheet Vacation: Part 2, Before watching.

**While watching**

Play Part 2 with the sound off and ask: *Do you think teens from the UK or the U.S. vacation in these places? Why do you think so?*

Play Part 2 again, this time with the sound on. Ask more detailed questions:

1. Why do you think British tourists like to vacation in places with lots of sun and blue sky?
2. Which other countries do British tourists visit?

Have students do the worksheet Vacation: Part 2, While watching.

**After watching**

Ask students what they would like to do if they vacationed in the UK. Have students complete the Extension activity.

**Part 3****Before watching**

Introduce any unfamiliar, but key, vocabulary in Part 3 such as *relatives*, *sunbathe*, and *relations*. Have students discuss how they spend their time on vacation and if they think teens in the UK and the U.S.A. do the same things.

**While watching**

Play Part 3 with the sound off and ask: *What do you think they are talking about?*

Play Part 3 again, this time with the sound on. Ask more detailed questions:

1. What do many of the teens do on vacation?
2. How do vacations differ between teens from the UK and U.S.A.?

Have students do the worksheet Vacation: Part 3, While watching, including the Extension activity.

**After watching**

Ask students if they know what their parents did on summer vacations and how this is different from what they do. Have students complete the worksheet Vacation: Follow-up.

## Part 1 (00:00 – 01:36)

- JAMES: Ah, summer holidays are great, aren't they? What kinds of holidays are popular with Americans? Where do they go? What do they do?
- JESSICA: Most Americans go on vacation inside the US. Even in the same country, places can be very different. If you live in Iowa, New York can seem like a foreign country. I don't think Americans really like to leave the States.
- JAMES: It's not very adventurous though, is it?
- JESSICA: I think we put the adventure into holidays by doing interesting things.
- JAMES: Such as?
- JESSICA: You can take a boat across the Everglades National Park in Florida – it has miles of shallow water, tall grasses and trees. It's full of beautiful wildlife – and alligators! Or, you can swim with dolphins in Miami. You can go walking or riding in the Grand Canyon. Just look at this. There are so many things to do.
- JAMES: You've also got all those theme parks and I'm not at all sure about those. That's not my sort of thing.
- JESSICA: American families love them. You can find rides for the kids, games, live shows, restaurants – everything a family needs, in one place.
- JAMES: Yes, but the world is bigger than the US. Do Americans ever travel abroad?
- JESSICA: Only about 30% of Americans have passports. Most Americans never leave the US in their lives. But some people travel overseas and Britain is still the favorite destination.

## Part 2 (01:37 – 02:43)

- JAMES: In the past, most English people went to the seaside for their holidays. But now, half the population goes abroad at least once a year.
- JESSICA: Do some people still go to the English seaside?
- JAMES: Definitely. In fact, parts of Devon and Cornwall have always been popular. There are great surfing beaches in Cornwall. Lots of teenagers spend a week or two at Fistral Bay. It's cool.
- JESSICA: I like the sound of that. You're very lucky being British – you're so close to Europe. There are lots of great places to visit, aren't there? Is that where most people go?

- JAMES: Yes. Most British tourists go to Spain or France. British people are usually looking for good weather – especially a bit of sun or blue sky. And recently, British tourists have started visiting other countries in Europe – Croatia, Bosnia and Slovenia.
- JESSICA: What about outside Europe?
- JAMES: Well, we Brits do go to America. About 3 million of us visited the U.S.A. last year.
- JESSICA: Have you been to America?
- JAMES: Yes, twice. I went to San Francisco and New York. They were both great!

### Part 3 (02:44 – 03:49)

- KELLY (U.S.A.): Next summer my parents and I are going to drive up to Illinois and meet my brother and his wife who live in Utah. Because Illinois is right between Utah and New Jersey, so we're just going to meet there.
- AARON (U.S.A.): For summer this year I didn't take a vacation, but I actually did a summer acting camp and it was great because I got to meet a lot of new kids who had the same interests.
- EMILY (U.S.A.): For my summer vacation I didn't go anywhere, but in November I'll be going to Disneyworld.
- QUINTIN (U.S.A.): This summer I went to boy scout camp. I'm an eagle scout so I help out with the younger scouts.
- ANDERS (U.S.A.): For vacation my family and I went to visit our relatives in Utah.
- MILENKA (U.S.A.): This year on my summer vacation I went to Chile in South America to visit my family.
- JONATHAN (UK): I go on holiday usually to France, but I don't do much on holiday. I usually just lie there and read a book and maybe sunbathe.
- AHMED (UK): On holiday I'd usually visit places in America, such as California or New York. Usually I visit relations. And I might occasionally play the odd American sport, such as American football, baseball or basketball. But usually that's what I do on holiday.

**Preview**

Ask students to share some of the special days that they celebrate with their families. Then have students do the worksheet, Holidays: Preview.

**Part 1****Before watching**

Pre-teach unfamiliar, but key, vocabulary used in the Introduction such as *parade, patriotic, costume, fireworks, and fairs*. Have students do the worksheets Holidays: Part 1, Before watching.

**While watching**

Play Part 1 with the sound off and ask: *Who do you think the people are in the old picture? What do you think the people are celebrating?*

Play Part 1 again, this time with the sound on. Ask more detailed questions:

1. How do Americans celebrate Independence Day?
2. What is a popular traditional holiday in the UK? How do people celebrate it?

Have students do the worksheet Holidays: Part 1, While watching.

**After watching**

Ask students if any of their celebrations are like the ones Jessica and James talked about. Have students complete the Extension activity.

**Part 2****Before watching**

Introduce any unfamiliar, but key, vocabulary used in Part 2 such as *Puritans, population, Native American Indians, crops, cultivate, and feast*. Ask students to share what they know about the American holiday of Thanksgiving. Have students do the worksheet Holidays: Part 2, Before watching.

**While watching**

Play Part 2 with the sound off and ask: *Who do you think the people are? What do you think Jessica is talking about? What are they celebrating?*

Play Part 2 again, this time with the sound on. Ask more detailed questions:

1. Why do Americans celebrate Thanksgiving?
2. How do American families celebrate Thanksgiving?

Have students do the worksheet *Holidays: Part 2, While watching*.

**After watching**

Ask students if they celebrate a holiday on which they eat a special meal and if they know the reason for the meal. Have students complete the Extension activity on the worksheet *Holidays: Part 2, While watching*.

## PART 3

**Before watching**

Pre-teach any unfamiliar, but key, vocabulary used in Part 3 such as *fir tree, tinsel, holly, mistletoe, occasion, lunch, pudding, mince pies, charades, and resolutions*. Have students complete the worksheet *Holidays: Part 3, Before watching*.

**While watching**

Play Part 3 with the sound off and ask: *Which holidays do you think they are talking about? What is the weather like in the UK and the U.S. at that time?*

Play Part 3 again, this time with the sound on. Ask more detailed questions:

1. What do families in the UK do to celebrate Christmas?
2. Which holiday do both the UK and the U.S.A. celebrate?

Have students do the worksheet *Holidays: Part 3, While watching*.

**After watching**

Have students do the Extension activity.

## PART 4

**Before watching**

Take a survey of the students' favorite celebrations. Have students complete the worksheet Holidays: Part 4, Before watching.

**While watching**

Play Part 4 with the sound off and ask: *Which holiday do you think is the favorite of most students? Why?*

Play Part 4 again, this time with the sound on. Ask more detailed questions:

1. Which holiday do most teens like?
2. What things do they like about their favorite holiday?

Have students do the worksheet Holidays: Part 4, While watching.

**After watching**

Have students do the Extension activity.

## PART 5

**Before watching**

Introduce any unfamiliar, but key, vocabulary used in Part 5 such as *blow up*, *gunpowder*, *plot*, *bonfire*, *toffee*, and *routine*. Have students complete the worksheet Holidays: Part 5, Before watching.

**While watching**

Play Part 5 with the sound off and ask: *What do you think the figure is?*

Play Part 5 again, this time with the sound on. Ask more detailed questions:

1. What does Guy Fawkes' Night celebrate? How is it celebrated?
2. Why are celebrations important?

Have students do the worksheet Holidays: Part 5, While watching, including the Extension activity.

**After watching**

Ask students to describe a holiday from their country that is similar to a holiday in the UK and the U.S. Have students do the worksheet Holidays: Follow-up.

**Part 1 (00:06 – 01:11)**

- JAMES: In Britain, we have national holidays, special days throughout the year when people take time off work.
- JESSICA: In the U.S.A., we do, too. Our most popular public holiday is Independence Day – the 4th of July. It's the day the U.S.A. signed the Declaration of Independence from Britain in 1776.
- JAMES: How do you celebrate it?
- JESSICA: It's a family day when people get together and have picnics. There are Independence Day Parades during the day. It's very patriotic. There are decorated floats and people dress up in costumes. Then at night, there are fireworks and concerts.
- JAMES: Sounds great.
- JESSICA: Do you have anything like that?
- JAMES: Not really. Public holidays in Britain are not usually patriotic. But we do have lots of traditional holidays, for example, the May Day celebrations go back to pagan times.
- JESSICA: You have some really old traditions in Britain.
- JAMES: I love the traditional celebrations. The smaller towns and villages in Britain celebrate May Day, the 1st of May, with country fairs and dancing.

**Part 2 (01:12 – 01:56)**

- JESSICA: That's fascinating. Our oldest celebration is Thanksgiving. It dates back to 1621.
- JAMES: Is that a religious festival?
- JESSICA: No, it's not. The first winter, after the Puritans arrived in Massachusetts, was so cold that half the population died. The next year, the Native American Indians taught them which crops to plant and how to cultivate them. That autumn, the Puritans had food and they thanked the Indians by holding a feast for them.
- JAMES: That's a great story. I didn't know that.
- JESSICA: That's why Thanksgiving dinner is so important. American families get together and eat turkey, mashed potatoes, cranberry sauce and pumpkin pie.
- JAMES: That's similar to the food that we eat in Britain at Christmas.

## Part 3 (01:57 – 03:05)

- JESSICA: I love Christmas. I love Christmas trees and Christmas carols. We always buy a huge fir tree and cover it with silver bells and tinsel. We always have holly on the front door and mistletoe.
- JAMES: I like it when it snows on Christmas Day. Christmas is a big family occasion in the UK – everybody gets together and has a huge lunch. We have turkey or a goose, roast potatoes and lots of winter vegetables, followed by Christmas pudding with white sauce, and sweet mince pies with cream.
- JESSICA: That's such a lot of food. What do you do after that?
- JAMES: Nothing, I'm usually too full. Some families go for a walk after the meal. Others play games – charades is the traditional Christmas game. But my favorite holiday of the year is New Year. It's so hopeful.
- JESSICA: We celebrate New Year in America, too. I always make New Year's resolutions on New Year's Eve. I'm going to work harder in school and spend less time on the phone with my friends.
- JAMES: And always forget those resolutions by the end of January, I'll bet!

## Part 4 (03:06 – 04:06)

- JESSICA: I wonder what other people's favorite celebrations are?
- KELLY (U.S.A.): My favorite holiday is Christmas because I get to spend time with my family and we exchange presents and I'm not in school and that is awesome.
- ANDERS (U.S.A.): My favorite festival is the fourth of July because of the fireworks and the entertainment and food.
- REBECCA (U.S.A.): My favorite holiday is Christmas, because it lets me see family members that I haven't seen for a long time.
- MILENKA (U.S.A.): My favorite holiday is Christmas because I get to be with my family and I get a lot of presents.
- RAJ (UK): My favorite festival is normally Christmas because I get a lot of presents and also all my family come round.
- JONATHAN (UK): My favorite festival is Christmas because it's just generally quite fun. All the partying and eating that goes on I enjoy a lot.
- AHMED (UK): My favorite festival would be New Year's Eve purely because it's my birthday so I get presents and I get to celebrate another year passing, so that's my favorite festival.
- IMOGEN (UK): My favorite festival is Christmas as you get to eat lots of great food, be with your family and get lots of presents.

**Part 5 (04:07 – 04:59)**

- JAMES: I do like one truly British festival – that's Guy Fawkes' Night on the 5th of November.
- JESSICA: What is Guy Fawkes' Night all about?
- JAMES: Well, we remember the night a man, Guy Fawkes, tried to blow up the Houses of Parliament on November 5th 1605. Luckily, he didn't succeed. It was called the Gunpowder Plot.
- JESSICA: So you burn a 'Guy', a figure of him, on a bonfire!
- JAMES: Then we set off hundreds of fireworks in the sky. Most people don't care about the real reason for the celebration; they just enjoy the night. The weather's just turning cold and we eat hot potatoes baked on the fire, saU.S.A.ges and toffee apples.
- JESSICA: People need to change their routine, don't they? These celebration days are very important.

**Preview**

Ask: *How do you think schools in the UK and U.S. will be the same? How do you think they will be different?* Then have students do the worksheet Schools: Preview.

**Part 1****Before watching**

Pre-teach unfamiliar, but key, vocabulary used in Part 1 such as *Reception Class, creative, respectful, kindergarten, exams, assessments, specialise, and sponsored*. Have students do the worksheet Schools, Part 1, Before watching. Have students compare the British education system to their own.

**While watching**

Play Part 1 with the sound off and ask: *What age do you think the young children are? What do you notice about the different students?*

Play Part 1 again, this time with the sound on. Ask more detailed questions:

1. Which students start school at a younger age, British or American students?
2. What are academies?

Have students do the worksheet Schools: Part 1, While watching.

**After watching**

Ask: *How do the education systems in the UK and the U.S. compare to your country?* Have students complete the Extension activity.

**Part 2****Before watching**

Ask students to share their feelings on school uniforms. Have students do the worksheet Schools: Part 2, Before watching.

**While watching**

Play Part 2 with the sound off and ask: *What do you think the topic is? Who do you think wear uniforms, British or American students?*

Play Part 2 again, this time with the sound on. Ask more detailed questions:

1. How do most students from the U.S. feel about wearing uniforms?
2. How do most students from the UK feel about wearing uniforms?

Have students do the worksheet Schools: Part 2, While watching.

**After watching**

Ask students to discuss with their classmates the reasons for school uniforms and rules about proper attire at school. Have students complete the Extension activity.

## Part 3

**Before watching**

Introduce any unfamiliar, but key, vocabulary used in Part 3 such as *clubs, athletics, drama, homework, subject, cheerleaders, broadcast, impressive, and society*. Have students do the worksheet Schools: Part 3, Before watching.

**While watching**

Play Part 3 with the sound off and ask: *What do you think the topic is?*

Play Part 3 again, this time with the sound on. Ask more detailed questions:

1. What do American students do after school?
2. What do British students do after school?

Have students do the worksheet Schools: Part 3, While watching, including the Extension activity.

**After watching**

Ask students to compare what British and American students do after school to what they do after school. Have students complete the worksheet Schools: Follow-up.

## Part 1 (00:06 – 02:11)

- JESSICA: In the U.S., most students start school in the morning at about 7:30, so younger children often have breakfast when they arrive.
- JAMES: 7:30!
- JESSICA: Many schools in the States start at about that time. It's normal. Why? What time do children start school in the UK?
- JAMES: About 9 o'clock. In the UK, children start school at four years old. The first class is called Reception Class. It's here they learn how to play together and be creative. They learn how to be respectful to their teachers and to each other. They also do basic writing and number work.
- JESSICA: That's like kindergarten in the U.S.A.. After kindergarten, children start Grade 1 of Elementary School at 5 or 6 years of age.
- JAMES: In the UK, kids move up to year one of Primary School at five years old. It's usually in the same building but it's thought of as "big school". It's here they learn to read, write and do simple maths.
- JESSICA: You mean "math."
- JAMES: Sorry, in Britain, we call it "maths", as in mathematics, with an "s." Children take Standard Assessment Tests – SATS – at seven, eleven and thirteen in English, maths and science. Do you have exams in the States?
- JESSICA: Most schools do project based assessments and general tests throughout the year. At the end of each year, students are given a grade in each subject. These grades and the teachers' reports are very important as they change class – and later, for university.
- JAMES: What about secondary education in the U.S.?
- JESSICA: Schools in the States are based on the grade system. Look. Grades 1–6 are Elementary School. Grades 7 and 8 are Junior High School and grades 9 to 12 are High School. In most states, Elementary, Junior and High School are in different locations.
- JAMES: In Britain, as well as state secondary schools, there are new schools called academies and specialist schools. They can specialise in one area and some are sponsored by businesses. There are also quite a lot of private schools.

**Part 2 (02:12 – 04:05)**

- JESSICA: What about uniforms? Most British school kids seem to wear a uniform.
- JAMES: The uniform debate is a big issue in Britain. Even in state schools, many people think simple uniforms are cheaper and more importantly, make everyone equal.
- AARON (U.S.A.): I don't think students should wear school uniforms because the way we dress is part of our individuality and if we all dressed the same then people won't feel as unique as they should.
- REBECCA (U.S.A.): I don't think students should wear school uniforms because allowing them to dress how they want enables them to express their own individuality.
- QUINTIN (U.S.A.): I do think kids should wear school uniforms because it keeps everybody at an equal level.
- APRIL (U.S.A.): I think students should wear school uniforms because it's better to judge them for who they are and not what they are wearing.
- ANDERS (U.S.A.): I don't think that students should wear school uniforms because when you're able to choose what you want to wear it helps to express who you are.
- MILENKA (U.S.A.): I don't think students should wear school uniforms because not everyone is the same in this world and wearing your own clothes helps show your own individuality.
- MADELEINE (UK): I definitely think that kids should wear uniform at school. I think it would be very hard to decide what to wear each morning, and I don't think that is what school's about at all.
- RAJ (UK): I think school uniform is a very good idea because it makes children more similar than different.
- JONATHAN (UK): I think kids should wear a school uniform because it's just easier in the mornings. When you wake up, you've only got one suit to put on rather than choosing individual items.
- ELEANOR (UK): I don't like school uniform because you're not allowed to wear what you want to and it completely destroys your individuality.
- AHMED (UK): I personally think kids should wear school uniforms because otherwise you would be spending lots of money competing with your friends to get the latest fashions. So to me school uniform is a good thing.

IMOGEN (UK): I do think kids should wear school uniform at school as it removes a lot of social pressure and I'd never be able to find something different to wear everyday!

### Part 3 (04:06 – 05:25)

JAMES: So, if a school day starts about 7.30 a.m. in the U.S.A. and finishes at 2, what do kids do for the rest of the day?

JESSICA: Loads of stuff. There are sports activities and clubs. Kids can choose. They can do baseball, basketball, football, hockey, swimming, athletics. Then there are computer clubs, chess clubs, drama and creative writing clubs. Of course, some children just go home and watch TV, but the schools offer lots of interesting activities.

JAMES: I think that works a lot better in the States than in the UK. We don't finish school until 4 P.M. and then we've got homework. What about you?

JESSICA: Generally, I don't think American students do as much homework as in other countries. And sport is a very important subject. Kids who are good at sports get a lot of help. Thousands of people go to the matches and cheerleaders from both sides encourage the teams. The results are even broadcast on local news at night.

JAMES: That's very impressive. I think schools now are getting better and better. They encourage people to learn how to be responsible members of society. That's a really good thing. The future is in their hands, after all!

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