

How to use your Timesaver Interactive

1. Insert the disc into your computer. You can either run the programme from the disc or install it onto your computer.
2. Choose a lesson.
3. Read the Teacher's Notes.
4. Print or photocopy the worksheets for your students.
5. Start the lesson!



Contents menu

Select the lesson you want.



The lessons are ordered by level.

Quit button

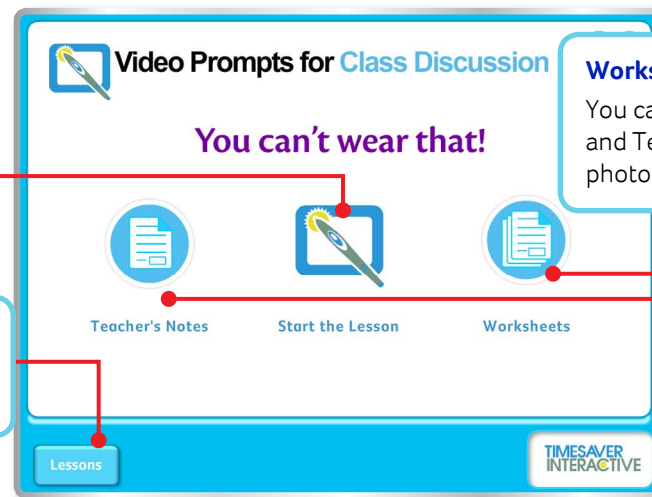
Click to close the programme.

Minimise button

Click to minimise the screen.

Lesson Menu

Open the worksheets and Teacher's Notes if required. Then start the lesson.



Worksheets and Teacher's Notes

You can print the worksheets and Teacher's Notes from here or photocopy them from the book.

Start button

Click to start the lesson.

Lessons button

Click here to return to the contents menu screen.

Lesson screens

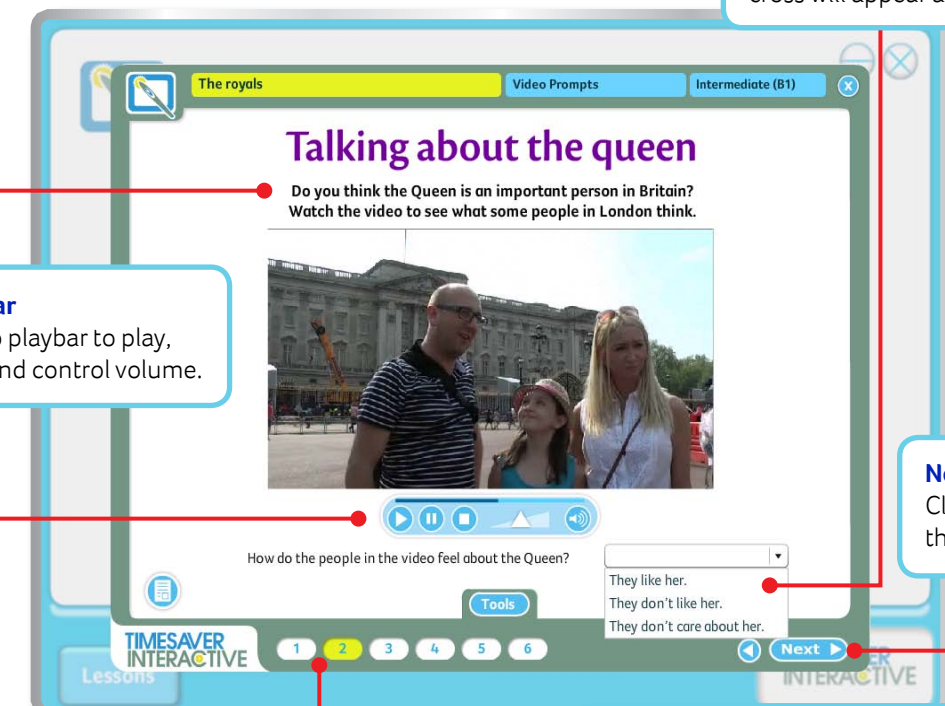
Follow the instructions on screen and in the Teacher's Notes for each lesson.

Screen instructions

Select an answer and a tick or a cross will appear automatically.

Video playbar

Use the video playbar to play, pause, stop and control volume.

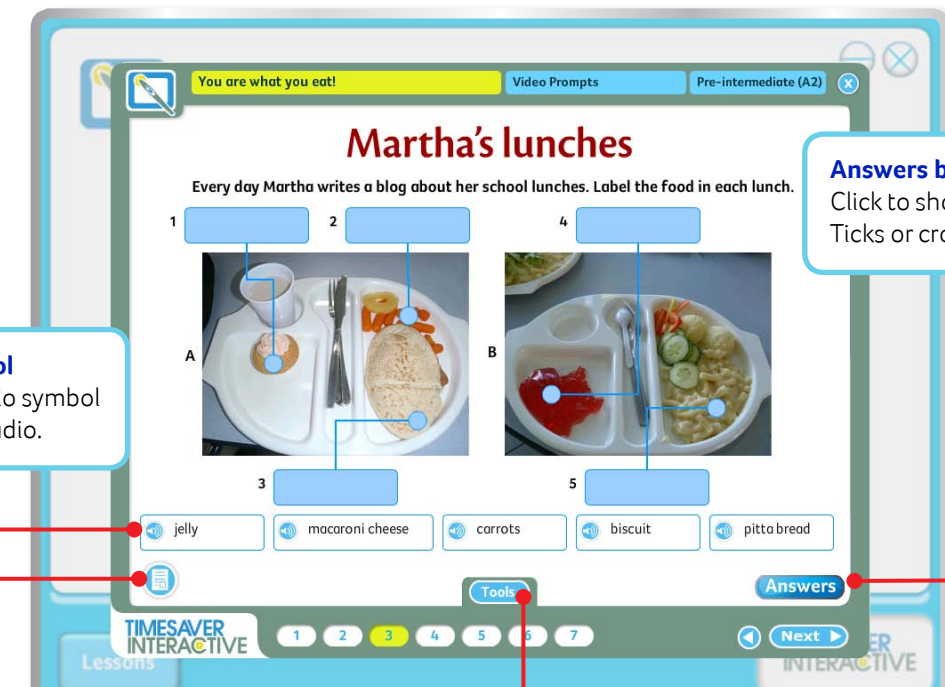


Next button

Click to move to the next screen.

Screen number

This shows what screen you are on.



Answers button

Click to show the answers. Ticks or crosses will appear.

Audio symbol

Click the audio symbol to play the audio.

Worksheet symbol

Click the worksheet symbol to open the worksheet activity for this screen.

Tools button

Click the tools button to maximise the toolbar.

Toolbar
To minimise the toolbar click the button at the bottom.

Close button
Click to close the lesson window and return to the menu screen.

Reset button
Click to reset the screen.

Toolbar
Use the toolbar to brainstorm, annotate text or write students' answers and ideas on the whiteboard.

Draw

Highlighter

Eraser

Line/text colour

Increase text size

Undo

Clear all

Spotlight

Minimise

Draw a text box

Decrease text size

Redo

Print

Cover an area of the screen

NOTE: The toolbar creates a transparent layer over the screen so when the toolbar is open it is not possible to interact with the content on screen. You must close the toolbar by clicking the 'minimise' button to complete the activity on screen.

Teacher's Notes

The Teacher's Notes give you step-by-step instructions for each screen in the lesson. They also include the answer key and audio and video transcripts.

SCREEN 2
ADDICTED TO THE INTERNET?

Activity length
10 mins

Play video

Worksheet activity

Video transcript

Worksheets

Each lesson comes with two pages of printable worksheets which can be photocopied from the book or printed from the CD-ROM. The worksheets can also be viewed within each lesson by clicking on the worksheet button. You can annotate the worksheet on screen using the tools provided.

What are they wearing?

1. Label the pictures with the words in the box.
blazer • tights • high heels • tie • jumper • scarf • trousers • skirt • shirt

2. Look at the whiteboard and check your answers.

Eco-success

1. Complete the sentences with the correct numbers.
1 The Eco Club grew from a membership of 10 to a membership of over 100/200.
2 The school has 65/68 solar panels which generate 5%/10% of their electricity.
3 Their wind turbine produces 5%/15% of their electricity.
4 The ground source heat pump generates about one third/half of the sixth form centre's energy.
5 They made £25/£55 from selling notepads made from old paper.
6 The biomass boiler cost £40,000/£400,000.

2. Watch the video again and check your answers on the whiteboard.

Why are green schools important?

1. Read the opinions of the pupils at Ringmer Community College about why green schools are important. Complete the sentences with the words in the box.
generation • world • late • clean

1 "This is going to be the _____ world that we're living in eventually so we want to keep it as _____ and healthy and eco as possible."
2 "It's our world and our _____ so we might as well save it now instead of when it's too _____."

2. Look at the whiteboard and check your answers.

Green dreams

What could you do at your school to be more green? Work in small groups and follow the steps below.

1 Make a list of five or six things.
2 Together rank them from the most important to the least important. You must all agree.
3 How would you convince your head teacher to make this change in your school?
4 Choose one person from your group to present your ideas to the class.

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Introduction

Welcome to the Timesaver Interactive series! This collection of interactive whiteboard resources, aimed directly at teenage classes, is packed with video, audio and interactive activities that will motivate students and save teacher preparation time. Each Timesaver Interactive resource comprises twelve ready-to-use lessons, with integrated printable / photocopyable student worksheets and step-by-step teacher's notes. Ideal for revision and extension work.

Video Prompts for Class Discussion presents twelve motivating topic areas which will engage your classes and act as a springboard for discussion. Each lesson contains carefully selected video clips, a combination of news stories with simplified voiceover and authentic interviews with British teenagers. Through a variety of task types, students practise their audio-visual receptive skills and extend their vocabulary. Each lesson fully exploits the potential of the interactive whiteboard through videos, class voting, interactive answer key and a fully integrated toolbar.

Microsoft Windows™ installation instructions

- Step 1
- When you insert the CD-ROM, the installer will open automatically. If it does not, locate the CD-ROM on your computer and double click on the *TimesaverInstaller.exe* file to open the installer.
- Step 2
- Follow the installer instructions on-screen. You may be asked for an administrator password as the installation progresses.
- Step 3
- Unless you specified otherwise, the application will have been installed to your Program Files folder in a folder called 'Scholastic'. If requested a shortcut will have been created on your desktop. Double click on the *Video Prompts* application to launch.

Mac installation instructions

- Step 1
- From the CD-ROM, find the *TimesaverInteractive.dmg* file and drag it to the desktop. This may take a few minutes to copy. When it has finished copying, open the file on the desktop to mount it.
- Step 2
- Open the mounted image on your desktop. Double click on the *TimesaverInstaller* file and follow the on-screen instructions.
- Step 3
- Unless you specified otherwise, the application will have been installed to your Applications folder in a file called 'Scholastic'. Open the *Video Prompts* application to launch. You can delete the installation files from your desktop if you wish.

Minimum system requirements

Windows	Mac
Microsoft® Windows® XP with Service Pack 3; Windows Vista® with Service Pack 2; Windows 7; Windows 8	OSX 10.6, 10.7 or 10.8
2.33GHz processor*	Intel Core™ Duo processor
1GB of RAM*	1GB of RAM*
1024 x 768 Screen resolution	1024 x 768 Screen resolution
DVD-ROM drive	DVD-ROM drive
16 bit sound card	Standard audio

*This DVD will also work on many computers with less memory and slower processors but we recommend the above for best performance.

You will need Adobe Reader version 8 or later to open the PDFs contained on the DVD. You can download this for free from the following website: <http://get.adobe.com/uk/reader/>
Mac users may find that newer versions of Adobe Reader will not work with the Timesavers software. We recommend version 9 or 10 if your installed version will not display the PDFs.

Too young to climb Mount Everest? A2

Lesson Objectives

Cultural content: Rites of passage, teenage boundaries

Language: Superlatives, *would like* + verb, vocabulary for extreme sports, *too* + adjective + verb (*too young to climb ...*)

Discussion topics: What extreme challenges would you like to do? Why do people want to be record-breakers? What are teenagers too young to be able to do?

Remember! Print or photocopy the worksheets for your students.

SCREEN 1

5 mins

CHALLENGES

Background: Teenagers and the law in the UK: at 14, teens can work part-time, although there are restrictions; reaching 16 is a big moment for teens – they can leave home, leave school and get married, they can drink beer in a pub (but not buy it) and ride a moped on the streets; and at 17, teens can start learning to drive a car.

- 1 Before starting the lesson on the whiteboard ask students to brainstorm five extreme sports in pairs. Students share their ideas with the class.
- 2 Students identify the four sports shown on Screen 1 (clockwise from left): *running in the desert*, *mountain climbing*, *base jumping* and *sailing in the open sea*. Did students suggest any of these in the brainstorming session?
- 3 **Discussion:** Students talk about each of the questions on whiteboard in pairs. Elicit answers from different students.

SCREEN 2

10 mins

TOO YOUNG TO CLIMB MOUNT EVEREST?

- 1 Ask: *What is the highest mountain in the world?* (At 8,848m, it's Mount Everest in the Himalayas, which lies across the border between Nepal and China.) If students know the answer, ask: *What is the second highest?* (It's K2, which is 8,611m and lies across the border between Pakistan and China).
- 2 Read out the two questions on the whiteboard and ask students to guess the answer to each one. Tell the students they will find out the answers in the video.
- 3 Check these items of vocabulary: **altitude sickness (n)** – you can feel very ill (headache, dizzy, sick) when you get above a certain height, e.g. 5,000 metres; **frostbite (n)** – your blood stops getting to your fingers and toes when it is very cold – they can turn black and hurt a lot.

- 4 Tell students not to try and understand every word in the video.
- 5  Play the video. Students answer the questions in pairs and check their answers on the whiteboard.

Answers: 1 – 4,000, 2 – 200

TRANSCRIPT Video 1: Too young to climb Mount Everest?

Voiceover: *Mount Everest, the world's highest mountain, is very beautiful. But for those who try to climb to the summit it is also very dangerous. More than four thousand people have climbed the mountain, but around 200 people have died trying to get to the top. Now, 13-year-old Jordan Romero wants to be the youngest person to reach the summit. He won't be climbing alone as his parents, who are experienced climbers, will be going with him.*

Jordan: *I do feel ready. I feel as ready as can be, I feel very prepared emotionally and – and definitely physically.*

Voiceover: *He won't be climbing alone, as his parents, who are experienced climbers, are going with him. Jordan says he's ready to climb the highest mountain in the world, but many people say his parents should not let him take the risk. There will be many dangers including weather that can change very quickly, altitude sickness and frostbite. Expert, Dr Jeremy Windsor doesn't think that Jordan can be ready for the 8,850-metre climb to the summit of Everest.*

Dr Jeremy Windsor: *If he's sitting at Everest on a high camp at nearly 7,000 meters, and there's a storm brewing, and the temperatures are dropping to minus 30 degrees, does he have the wherewithal emotionally and physically to get off the mountain?*

Voiceover: *This isn't the first time teenage record-breakers have caused disagreements. 13-year-old Laura Dekker wanted to sail around the world by herself. But the Dutch government said it was too dangerous. However, Jordan and his parents say it's the right decision and they are continuing their preparations for the climb in a few weeks' time.*

SCREEN 3



8 mins

WHOSE SIDE ARE YOU ON?

- 1 Hand out the worksheets. Students look at the matching task. Check the meaning of **to criticise (v)** – to say negative things about something.
- 2  Play Video 1 again. Students do the matching task on their worksheets.
- 3 Look at Screen 3. Match the names to the correct sentences according to the students' instructions. Click on the Answers button.
Answers: 1c, 2e, 3d, 4a, 5b
- 4 **Discussion:** Students work in pairs and decide if they think Jordan is too young to climb Mount Everest. Have a class vote to see if students agree with Jordan and his parents or with Dr Jeremy Windsor.

SCREEN 4



10 mins

JORDAN'S STORY

- 1 Ask students to give a summary of Jordan's story. Go around the class, eliciting a sentence from each student or pair of students.
- 2 Read out the words in the box on the worksheet for students to hear. Students read through the text about Jordan and use the words in the box to complete the gaps.
- 3 Check the answers with the class, selecting the correct word from the drop down options. A tick or a cross will appear when each answer is selected.
Answers: 1 – disagreements, 2 – record-breaker, 3 – summit, 4 – alone, 5 – criticism, 6 – deadly, 7 – altitude sickness, 8 – frostbite, 9 – experts
- 4 **Discussion:** Students think of a world record they would like to break and tell the class why. If you have internet access in the classroom you can visit the Guinness World records site (<http://www.guinnessworldrecords.com>) to help the students think of ideas.

SCREEN 5



12 mins

ARE YOU TOO YOUNG?

- 1 Ask: *Have your parents / grandparents / teachers ever said, "You're too young to do something?" What was it? Were they right or wrong?*
- 2 Ask: *In your country, at what age can you ... drive a car? get a job? drink alcohol in a restaurant or bar? get married? ride a bicycle on the road? babysit?*
- 3 Read aloud the text in the central bubble on Screen 5. Go round each of the images in turn, telling the class how old you were when you did each of these things (you can make it up – the point is to show how the structures work and to make the meaning clear).

Examples: *I was 14 when I got my first part-time job – I worked in a grocer's, selling fruit and vegetables. I was 16 when I got my ears pierced – my mum came with me and bought me two pairs of earrings. I first went on holiday on my own when I was 17 – I took the train to Paris and stayed in a tiny room near the Eiffel Tower.*

- 4 Students look at the worksheet exercise. They write down the age they think is right to be able to do each thing.
- 5 **Discussion:** In pairs, students compare their answers. If they have written different ages, they discuss their reasons.
- 6 Invite a student to come to the board and write the age they think is right to do one of the things. The rest of the class say if they agree or disagree, and say why. Have a different student come to the board for each activity.

EARLY FINISHER / HOMEWORK

Give students these statements. They write 3 sentences saying why they agree or disagree with each of the statements.

- 1 "When you are 11, you are too young to go on holiday on your own."
- 2 "When you are 12, you are too young to join Facebook."
- 3 "When you are 13, you are too young to get your ears pierced."
- 4 "When you are 14, you are too young to have a credit card."
- 5 "When you are 15, you are too young to have a part-time job."

Screen 3

Whose side are you on?

1. Match the names from the video to make sentences.

- | | |
|---------------------------|---|
| 1 Jordan Romero | a are going with him. |
| 2 Some people | b doesn't think that Jordan can be ready for the climb. |
| 3 The Dutch government | c wants to be the youngest person to climb Mount Everest. |
| 4 Jordan Romero's parents | d stopped Laura Dekker from sailing around the world. |
| 5 Dr Jeremy Windsor | e are criticising Jordan's parents. |

2. Check your answers on the whiteboard.

3. What do you think? Is Jordan too young to climb Mount Everest?

Screen 4

Jordan's story

1. Read about Jordan. Complete the text with the words in the box.

deadly • summit • record-breaker • alone • frostbite • criticism • altitude sickness • experts • disagreements

13-year-old Jordan Romero is causing (1) disagreements. He wants to be a teenage (2) _____ and be the youngest person to reach the (3) _____ of Mount Everest. He won't be climbing (4) _____ as his parents, who are experienced climbers, will be going with him. His parents are facing a lot of (5) _____. Why? Mount Everest can be (6) _____ – over 200 climbers have died trying to climb the mountain. There are many dangers such as changing weather and (7) _____ (when you become ill because of the thin air). The risks also include (8) _____ which can mean losing your fingers or toes. Some (9) _____ say that at thirteen years old Jordan is too young to be able to cope with the challenges that Mount Everest can bring.

2. Check your answers on the whiteboard.

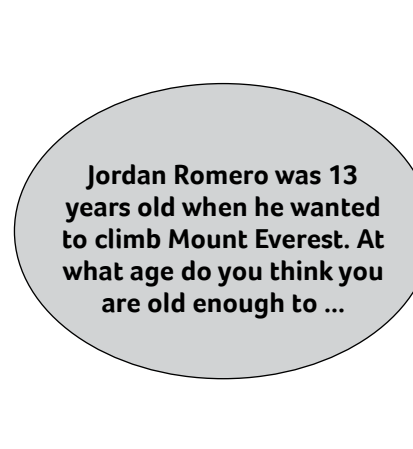
3. Which world record would you like to break? Tell your class why.



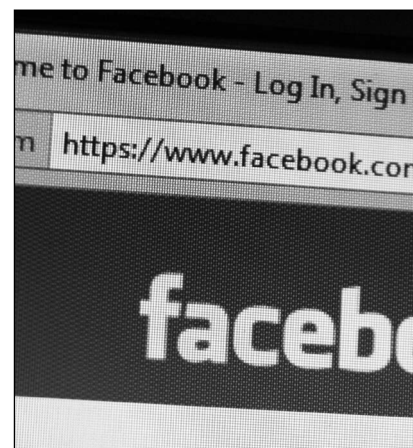
Screen 5

Too young?

1. Write the ages when you think you are old enough to do these things.

have a part-time job? have a mobile phone? have a credit card? ride a bicycle on the road? buy a pet?

Jordan Romero was 13 years old when he wanted to climb Mount Everest. At what age do you think you are old enough to ...

go on holiday on your own? join Facebook? get your ears pierced?

2. Work in pairs and compare the ages you wrote. Share your answers with the class.