

EVOLVE

VIDEO RESOURCE BOOK

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CAMBRIDGE
UNIVERSITY PRESS

Documentary summary

The video begins by explaining what recent graduates must do as they start to look for a job. Then it asks how employers can make sure they find the right person for a job when a degree on its own doesn't always give enough information. It explains that employers need to differentiate between candidates with the same degree. To help, Georgetown University has started a special course to teach a range of *soft skills*, like leadership and communication. They issue students a digital badge, called the Catalyst Badge, that lets employers know about skills that a degree doesn't show. Graduates have to keep up with a changing market, and digital badges help show employers all that the candidates have to offer.

Language summary

Grammar	Vocabulary	Functional language
Tense review (simple and continuous)	Describing accomplishments	Meet someone you don't know
Dynamic and stative verbs	Describing key qualities	Introduce someone to others

BEFORE YOU WATCH p. 1

A **Introduce the task** Read the instructions aloud.

Do the task Ss complete the sentences using the correct words from the box.

Review answers Ss read their answers aloud. Have Ss make up new sentences using the vocabulary.

Answers

1 résumé 2 recruiter 3 employers
4 candidates 5 degree

B **Introduce the task** Read the instructions aloud. Ask Ss to identify the different jobs: teacher, surgeon, actor, programmer, and CEO (businessperson / executive). Ss should answer the questions themselves and then talk about their answers in pairs.

Do the task Ss decide what academic experience and what special skills each job requires.

Review answers Ss compare their answers in pairs.

C **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task In pairs, Ss talk about what steps recent graduates should take to find a job, what materials they need to prepare, and what special skills they should practice.

Review answers On the board, write *Steps*, *Materials*, and *Skills*. Ss add their ideas to each of the three columns. As a class, talk about the lists and see if everyone agrees.

Possible answers

Write a résumé. Practice interview skills.

D **PREDICT** **Introduce the task** Read the instructions aloud. Ask Ss if they can predict the video's topic.

Do the task Ss talk about how employers can make sure they find the right person for the job.

Review answers Ss read their answers aloud. Then they watch the video.

WHILE YOU WATCH pp. 2–3

A **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss discuss their predictions and the correct answers.

Review answers Ss share their answers with the class.

Answers

Answers will vary. The video does not say specifically how employers choose candidates. It explains employers look for candidates with academic experience and with useful soft skills, like critical thinking and leadership ability.

B **Introduce the task** Read the instructions aloud. Ss match pictures to statements. Make sure Ss understand they are listening for the main point or meaning; they are not listening for exact quotes.

Do the task Play the video. Ss identify who says each thing.

Review answers Ss read their answers aloud.

Answers

1 Desy Osunsade 2 Erika Cohen Derr
3 Professor Bass 4 Alexis Oni-Eseleh

C **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss circle the correct answers.

Review answers Ss read their answers aloud.

Answers

1 b 2 a 3 c 4 b 5 a

D **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss circle the examples of skills that employers want, but degrees do not tell them about.

Review answers Ss read their answers aloud.

Answers

problem solving leadership communication
critical thinking teamwork

E **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss complete the missing words.

Review answers Ss read their answers aloud.

Answers

1 dimension 2 graduated 3 job hunting 4 click
5 badge 6 interviewer 7 initiative 8 qualify

F **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss complete the sentences with information from the video.

Review answers Ss read their answers aloud.

Possible answers

- 1 candidates with the right skills / candidates with soft skills like leadership and critical thinking
- 2 skills
- 3 a range of skills; Catalyst Badge
- 4 some dimension of a student's leaning / what skills students know
- 5 a changing job market

G **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss answer questions about the video.

Review answers Ss read their answers aloud.

Answers

- 1 Georgetown graduates have to write their résumés, practice their interview skills, and start to look for jobs.
- 2 Desy Osunsade thinks résumés are missing information about skills like critical thinking and problem solving.
- 3 A Catalyst Badge proves a student's progress (or their soft skills).
- 4 It has helped her in job interviews.

AFTER YOU WATCH p. 4

A **Introduce the task** Read the instructions aloud.

Do the task Ss make a list of other soft skills.

Review answers Ss read their answers aloud.

Possible answers

listening, negotiation, storytelling, presentation, public speaking, positive attitude, teamwork, work ethic, etc.

B **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task Individually, Ss use the list they wrote in exercise A and put the soft skills in order from the easiest to the most difficult to learn. Then Ss compare their lists in pairs.

Review answers Ss read their answers aloud.

C **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task Ss imagine they are Alexis Oni-Eseleh. With their partners, they talk about the steps they took to get the Catalyst Badge and the skills they learned.

Review answers Ss read their answers aloud.

D **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task Ss talk about if they would get a Catalyst Badge and what skills they would want to show. Would someone who has job experience need this type of document?

Review answers Ss read their answers aloud.

Documentary summary

The video explains that many people who live far from supermarkets or grocery stores find it hard to access fresh and healthy food. A growing number of creative food producers think urban farming could be the solution we need. Jim Montgomery's Green Faerie Farm grows vegetables and keeps livestock. P-Patch helps people solve the problem of access to fresh foods themselves by giving them land and teaching farming skills. And Growing Power uses vertical farming to make the most of its space. Local projects like these prove that we don't have to trust big companies or new technology to solve the problem of food supply.

Language summary

Grammar	Vocabulary	Functional language
Real conditionals	Describing trends	Make, accept, and refuse offers in social situations
Clauses with <i>after, until, when</i>	Talking about preparing food	

BEFORE YOU WATCH p. 5

A **Introduce the task** Read the instructions aloud. This exercise pre-teaches vocabulary from the video.

Do the task Ss complete the sentences with the words in the box.

Review answers Ss read their answers aloud.

Answers

1 reliable 2 vertical 3 system 4 plane
5 unity 6 produce 7 waste

B **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task Ss talk about how people can meet the increased demand for food supply when there is less and less land for farming.

Review answers Ss share their answers with class.

C **PREDICT** **PAIR WORK** **Introduce the task** Read the instructions aloud. You can ask Ss to think of different types of farming and different places in which they take place.

Do the task In pairs, Ss say what they think *urban farming* and *vertical farming* are and then watch the video to see if they are correct.

Review answers Ss share their answers aloud, or you may choose to play the video first.

WHILE YOU WATCH pp. 6–7

A **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss discuss their predictions and the correct answers.

Review answers Ss share their answers with the class.

Answers

Urban farming is the practice of cultivating, processing, and distributing food in or around urban areas.
Vertical farming is the practice of producing food in vertically stacked layers or vertically inclined surfaces.

B **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss match the phrases to make sentences.

Review answers Ss read their answers aloud.

Answers

1 c 2 a 3 b 4 e 5 d

C **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss write the names of the farms in the video to complete the sentences.

Review answers Ss read their answers aloud.

Answers

1 P-Patch 2 Growing Power 3 Green Faerie Farm

D **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss circle the correct answers to the questions.

Review answers Ss read their answers aloud.

Answers

1 a 2 a 3 b 4 a 5 b

E **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss find and write the words that match the definitions.

Review answers Ss read their answers aloud.

Answers

1 livestock 2 sustain 3 access
4 inspire 5 backyard

F **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss complete the missing words and identify what phrase refers to something that is real and can be touched and sensed.

Review answers Ss read their answers aloud. Make sure Ss understand the meaning of *concrete example* and have them offer other concrete examples of things.

Answers

1 example 2 now 3 future
Concrete example refers to something that is real and can be touched and sensed.

G **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss put a check next to the true sentences and correct the false ones so they are true.

Review answers Ss read their answers aloud.

Answers

Phrasing to answers may vary.

- 1 F, solutions to food deserts
- 2 ✓
- 3 ✓
- 4 F, horizontal vertical
- 5 F, big companies individuals / citizens / ordinary people

H **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss answer the questions.

Review answers Ss read their answers aloud.

Answers

- 1 Everything is used or eaten by Jim or his animals. Any waste is used to help the plants grow.
- 2 Jim Montgomery thinks urban gardening really allows people to be able to actually produce food and sustain themselves.
- 3 Local projects like these prove that we don't have to trust big companies or new technology to solve the problem of food supply.
- 4 He thinks that the best thing they do is inspire people.

AFTER YOU WATCH p. 8

A **PAIR WORK** **Introduce the task** Read the instructions aloud. Make sure Ss understand what it means for something to be *sustainable*.

Do the task Ss talk about the food supply chain where they live. They talk about where and how their food was grown and if they think their local food system is sustainable. In pairs, Ss come up with at least two ways it could be improved.

Review answers Pairs share their answers aloud.

B **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task In pairs, Ss talk about if they think urban farming is a good answer to food supply problems and about which method they think is best: growing for yourself, growing with your neighbors, or using space to make a farm inside a city. Then they talk about whether or not urban farming would work in their hometown.

Review answers Ss read their answers aloud. Who thinks urban farming would/wouldn't work? Why?

C **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task In pairs, Ss design two solutions to the problem of food supply. They should consider what ordinary people can do and what the government can do.

Review answers Ss read their answers aloud. Have the class vote on the most interesting solutions.

Documentary summary

This video is about the problem of old, broken-down public infrastructure in the United States. It explains that the government made large investments in infrastructure at the beginning of the twentieth century, leading to a period of economic growth. However, those same highways, tunnels, bridges, and water systems are still in use today, and many of them are breaking. In Flint, Michigan, lead got into the water and made many people sick. Now the city is replacing the pipes at a huge cost. In New York and New Jersey, a train goes under the Hudson River through an old tunnel that was damaged by a hurricane in 2012, and it urgently needs to be repaired. The tunnel will cost more than \$13 billion, but the price of not doing it is even higher. Investing money before the need is urgent can prevent bigger and more expensive problems later on.

Language summary

Grammar	Vocabulary	Functional language
<i>Too and enough</i>	Talking about time and money	Make an apology and explain what happened
Modifying comparisons	Talking about prices and value	

BEFORE YOU WATCH p. 9

A **Introduce the task** Read the instructions aloud. This exercise pre-teaches vocabulary from the video.

Do the task Ss complete the sentences with words from the box.

Review answers Ss read their answers aloud. Make sure Ss understand the meaning of *infrastructure* in the context of a city.

Answers

- 1 infrastructure
- 2 corrode; pipes
- 3 tunnel
- 4 Lead; toxic
- 5 urgently

B **Introduce the task** Read the instructions aloud.

Do the task Ss make a list of the different systems in a city's infrastructure that help people enjoy a good quality of life. Ss compare their answers in pairs.

Review answers Ss read their answers aloud. Add their examples to the board.

Possible answers

the water/sewer system, transportation / mass transit system, electricity system, public buildings, etc.

C **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task In pairs, Ss talk about what problems might happen if a city's infrastructure gets really old, using their examples from exercise B.

Review answers Ss read their answers aloud. Does the class agree about the problems that might happen?

D **PREDICT** **Introduce the task** Read the instructions aloud.

Do the task Ss consider what the video's title has to do with the topic of infrastructure.

Review answers Ss read their answers aloud – or you may decide to wait to have Ss answer the question aloud until after you have played the video.

WHILE YOU WATCH pp. 10–11

A **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss say why this video is titled *Save now, pay later*.

Review answers Ss read their answers aloud.

Answer

Waiting to fix infrastructure (saving money now) ultimately costs more money later and hurts the economy.

B **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss identify who does certain things.

Review answers Ss read their answers aloud. Make sure Ss understand the word *passengers*.

Answers

- 1 the U.S. government
- 2 the residents of Flint, Michigan
- 3 the city of Flint Michigan
- 4 thousands of passengers

C Introduce the task Read the instructions aloud.

Do the task Play the video. Ss circle the correct answers to complete the sentences.

Review answers Ss read their answers aloud.

Answers

1 b 2 c 3 b 4 a

D Introduce the task Read the instructions aloud.

Do the task Play the video. Ss number the sentences in each group to put the events in the order they happened.

Review answers Ss read their answers aloud.

Answers

Group 1

- 1 The U.S. invested in infrastructure.
- 2 Over time, public systems began breaking down.
- 3 The economy was negatively impacted.

Group 2

- 1 Flint, Michigan, started using water from a different river.
- 2 But the water wasn't clean.
- 3 The dirty water corroded the metal pipes.
- 4 Toxic lead went into the water.

Group 3

- 1 The PATH train was built over 100 years ago.
- 2 Time and use have caused damage to the tunnel.
- 3 To make it worse, the tunnel was hit by a hurricane in 2012.
- 4 Now it urgently needs to be repaired.

E Introduce the task Read the instructions aloud.

Do the task Play the video. Ss write the words and phrases that match the definitions.

Review answers Ss read their answers aloud. As an extension, have Ss make up new sentences with these words and phrases.

Answers

1 take for granted 2 age is starting to show
3 particles 4 unreal 5 congestion

F Introduce the task Read the instructions aloud.

Do the task Play the video. Ss complete a summary based on information in the video.

Review answers Ss read their answers aloud.

Answers

1 twentieth 2 investments 3 growth
4 breaking (broken) 5 water 6 cost
7 hurricane 8 repaired (fixed)
9 13 billion 10 prevent

G Introduce the task Read the instructions aloud.

Do the task Play the video. Ss answer the questions.

Review answers Ss read their answers aloud.

Answers

- 1 The broken-down public infrastructure is the *trillion-dollar problem*.
- 2 In Michigan, the water made a lot of people sick, and in New York, there is congestion on the PATH (as well as economic consequences).
- 3 The PATH connects New York and New Jersey.
- 4 It goes underneath the Hudson River.
- 5 Building a new tunnel and repairing the old one are the two solutions.

AFTER YOU WATCH p. 12

A PAIR WORK Introduce the task Read the instructions aloud.

Do the task Ss talk about why the United States has so many things breaking down at the same time, why they think the repairs weren't made earlier, and what obstacles cities face when they need to repair infrastructure.

Review answers Ss read their answers aloud.

Possible answers

U.S. infrastructure was all built at the same time. Answers about reasons why repairs weren't made and what obstacles cities face will vary, but may include lack of government support, lack of resources and funding, and inconvenience to people.

B Introduce the task Read the instructions aloud.

Do the task Ss answer the question.

Review answers Ss read their answers aloud. Add the areas they suggest to the board.

C Introduce the task Read the instructions aloud.

Do the task Ss share examples from their own life about times when they didn't make an investment and it cost them time and money later on.

Review answers Ss share their answers in pairs and then with the class.

SAVING THE WORLD, ONE HOUR AT A TIME

Documentary summary

The World Wildlife Fund discovered something frightening in 2004. If people do not find better ways to live – from how they travel to what they eat, then they will damage the planet forever. Students learn how they can make a difference by helping the planet. In the video, they see people participating in a campaign called Earth Hour. This advertising campaign is part of a movement that asks people to spend 60 minutes a year doing something to help the environment. Earth Hour is easy to do, and by making smaller changes themselves, people might be able to imagine how they could help change the world. Countries do things like turn off the lights on famous monuments. More and more people participate in Earth Hour every year. More people are interested in making serious changes.

Language summary

Grammar	Vocabulary	Functional language
Modals of speculation	Talking about advertising	Exchange and discuss opinions about possible actions
Subject and object relative clauses	Talking about people in the media	

BEFORE YOU WATCH p. 13

- A **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss look at the pictures and decide with their partners what is happening in each picture. Ss speculate on possible causes.

Do the task Ss discuss their ideas in pairs.

Review answers Call on Ss to share their ideas with the class.

- B **Introduce the task** Read the instructions aloud. Go over pronunciation of the words in the left column, which Ss will hear in the video.

Do the task Ss read the words in the left column and match them to the correct definitions in the right column.

Review answers Ss read their answers aloud.

Answers

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

- C **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task Ss discuss their opinions in pairs.

Review answers Ss share their opinions with the class.

WHILE YOU WATCH pp. 14–15

- A **Introduce the task** Read the instructions aloud.

Do the task Play the video. Individually, Ss circle the correct answers.

Review answers Ss compare their answers in pairs and then check answers as a class.

Answers

1 frightening 2 damage 3 is 4 advertising
5 convince 6 small

- B **Introduce the task** Read the instructions aloud. For the false statements, give Ss the option of rewriting the whole sentence with the correction or crossing out the error in the sentence and correcting it.

Do the task Play the video. Ss do the task individually.

Review answers Ss read their answers aloud.

Answers

1 F, 2004 2007 2 F, April March 3 ✓
4 F, a closed-source an open-source
5 F, Fewer More 6 ✓ 7 F, people photos and videos

C **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss do the task individually, matching the sentence parts.

Review answers Ss read their answers aloud.

Answers

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

"The World Wildlife Fund's name and logo **can** be used by anyone" is the statement that is not a speculation.

D **Introduce the task** Read the instructions aloud. If necessary, explain to Ss what a summary of a main idea is. Remind Ss that the answer cannot be found in the video and that all of the options could be correct, but only one option is the best.

Do the task Play the video. Ss do the task individually and then discuss in pairs.

Review answers Check the answer as a class.

Answer

The Earth Hour campaign could help change the world.

E **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss do the task individually.

Review answers Check answers as a class.

Answers

1 continued 2 become 3 started
4 know 5 interested 6 made

AFTER YOU WATCH p. 16

A **Introduce the task** Read the instructions. Then read what was said in the video. If needed, play the video again.

Do the task Ss do the task individually and then share their ideas in pairs.

Review answers Check some answers as a class.

B **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task With a partner, Ss talk about why it is important to turn off the light on monuments such as the Eiffel Tower.

Review answers Ss read their ideas aloud.

C **GROUP WORK** **Introduce the task** Read the instructions aloud.

Do the task In small groups, Ss list as many things as they can think of to make Earth Hour fun.

Review answers Ss read their ideas aloud.

D **PAIR WORK** **Introduce the task** Read the instructions. Lead a class discussion about how traveling or eating could be bad for the environment.

Do the task Have Ss work in pairs to create an idea for a campaign that might convince people to change their ways. Remind Ss about Earth Hour and how the campaign could help change the world.

Review answers Ss share their ideas with the class.

WALKING AND TALKING

Documentary summary

Paul Salopek, a journalist, is interested in writing “slow journalism” human interest stories. In this video, students see how he is walking all day as part of his journey across the world. Over the seven-year trek, Paul is writing stories about the people he has met along the way. He stays with families and interviews them about daily life, happiness, challenges, and more. Many people are following Paul’s human interest stories online, especially students. Although it’s tiring, Paul will not give up until he has completed every step and written down every story of the people he meets.

Language summary

Grammar	Vocabulary	Functional language
Past perfect <i>Was/were going to</i> <i>Was/were supposed to</i>	Describing stories Making and breaking plans	React to problems and try to find a solution

BEFORE YOU WATCH p. 17

A **Introduce the task** Read the instructions aloud.

Do the task Ss do the task individually. Check that Ss understand the vocabulary.

Review answers Ss read their answers aloud.

Answers

1 interest 2 classic 3 journalist 4 translator
5 humanity 6 trek 7 journalism 8 locals

B **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task Ss look at the picture and then do the task in pairs.

Review answers Volunteers share their answers with the class.

C **PREDICT** **Introduce the task** Read the instructions and questions aloud.

Do the task Ss make their predictions.

Review answers Ss share their predictions with the class or wait until after viewing video.

WHILE YOU WATCH pp. 18–19

A **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss check their predictions.

Review answers Ss share their predictions with the class.

B **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss circle the correct answers, working individually.

Review answers Ss compare their answers in pairs and then check answers as a class.

Answers

1 b 2 a 3 b 4 a 5 a 6 b

C **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss do the task individually.

Review answers Ss read their answers aloud.

Answers

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

D **Introduce the task** Read the instructions aloud. If necessary, review past perfect.

Do the task Play the video. Ss do the task individually.

Review answers Ss read their answers aloud.

Answers

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

E **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss do the task individually.

Review answers Play the video again for Ss to check their answers.

Answers

- 1 People are surprised to hear what he is doing.
- 2 Paul has to find a place to sleep when he enters a new village.
- 3 Paul is grateful to his host.
- 4 Paul takes a photo and interviews someone before he continues with his journey.
- 5 It takes a special effort to sit down and write a story at the end of his day.
- 6 Many people are following Paul's project online.

F **Introduce the task** Read the question aloud.

Do the task Play the video. Ss do the task individually.

Review answers Ss share their answer aloud.

Answer

c

AFTER YOU WATCH p. 20

A **GROUP WORK** **Introduce the task** Read the instructions aloud. Tell Ss they will discuss the questions in a group.

Do the task Ss discuss the questions.

Review answers Groups share their ideas with the class. Allow time for the Ss to ask about the other groups' ideas.

B **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task Ss do the task with a partner.

Review answers Ask volunteers to share their questions with the class.

Answers

Answers will vary. Possible questions: What are your daily chores? Do you go into the city to work? How do you wash your clothes? Is it cold at night in the desert? What is a typical meal?

C **PAIR WORK** **Introduce the task** Read the instructions.

Do the task Ss do the task individually.

Review answers Ss share their stories in pairs.

Documentary summary

Canstruction, an annual event organized by a charity, helps raise awareness about those who do not have enough to eat in communities across the United States. In this video, students will see amazing sculptures built by teams made up of five members. These sculptures are made out of canned food that is first displayed for visitors to see and then donated to a local charity. Everybody involved in this event manages to collect food, which shows that it is possible to make a difference and have fun at the same time.

Language summary

Grammar	Vocabulary	Functional Language
Present and past passive	Discussing good works	Make, accept, and refuse offers of help
Passive with modals	Describing good deeds	

BEFORE YOU WATCH p. 21

- A **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task In pairs, Ss match the pictures with words from the box.

Review answers Ss share their answers with the class.

Possible answers

- 1 food bank, team, volunteers
- 2 artwork, bridge, display, sculpture, team, volunteers, arch
- 3 artwork, display, sculpture

- B **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task Ss answer the questions in pairs. If necessary, discuss the differences between a food bank and a food drive. A food bank gives food to people who need it. A food drive collects food for a food bank.

Review answers Ask volunteers to share their answers with the class.

- C **PREDICT** **Introduce the task** Read the instructions aloud.

Do the task Ss do the task individually and then discuss their answers in pairs.

Review answers Ss read their answers aloud.

Possible answers

Items you would give: canned food, dried pasta and rice, dried milk, cereal
Items you should not give: fruits, vegetables, meat, bread – because they spoil
Answers vary for predictions.

WHILE YOU WATCH pp. 22–23

- A **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss check their predictions.

Review answers Ss share their predictions with the class.

Answers

Answers will vary.

- B **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss circle the correct answers, working individually.

Review answers Ss compare their answers in pairs and then check answers as a class.

Answers

- 1 construction
- 2 teams; canned
- 3 not just
- 4 gives out
- 5 similar
- 6 food

C **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss do the task individually.

Review answers Ss read their answers aloud.

Answers

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

D **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss do the task individually.

Review answers Ss read their answers aloud.

Answers

1 amazing 2 new 3 simple 4 beautiful
5 clever 6 nervous 7 enjoys 8 fun

E **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss do the task in pairs.

Review answers Volunteers share their answers with the class.

Answers

Ss should have three of the four reasons below:

- 1 Teams must/should be made up of a maximum of five members. (to keep the teams equal)
- 2 Team work must/should be finished in one day. (because the event is only one-day long)
- 3 The sculpture must/should stand up on its own. (perhaps so that the construction is all cans of food and not mostly something else)
- 4 All labels must/should be kept on the cans. (so that the food banks know what they are giving away later)

F **Introduce the task** Read the questions aloud.

Do the task Play the video. Ss discuss the questions.

Review answers Ss share their answers aloud.

Possible answer

People feel good about participating in Canstruction because they are helping other people.

AFTER YOU WATCH p. 24

A **GROUP WORK** **Introduce the task** Read the instructions aloud. Tell Ss they will discuss the questions in a group.

Do the task Ss discuss the questions.

Review answers Groups share their ideas with the class. Allow time for Ss to ask the groups questions.

B **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task Ss discuss their ideas in pairs and write down three ideas.

Review answers Ss share their ideas with the class.

C **GROUP WORK** **Introduce the task** Read the instructions. If necessary, lead a class discussion about animal shelters and what supplies might be needed.

Do the task Ss work in small groups of three or four and come up with an idea.

Review answers Ss present their ideas to the class. Encourage others to ask questions about the ideas.

Documentary summary

In the world of mobile communication, Kenya is a world leader at using phones in clever and practical ways. Students get to see how cell phones are an essential part of life in Kenya and how Kenyans are using them for purposes other than catching up with friends and family. The three apps discussed in the video – M-Pesa, M-Farm, and M-Birth– are used for things such as transferring money, getting live information about crops, and saving lives. Students learn how cell phone technology has brought a range of valuable services to Kenyans and changed many lives for the better.

Language summary

Grammar	Vocabulary	Functional language
Reported statements	Describing communication	Recounting conversations and stories to another person
Reported questions	Communicating online	

BEFORE YOU WATCH p. 25

A **Introduce the task** Read the instructions aloud. Check that Ss understand all the vocabulary.

Do the task Ss do the task individually.

Review answers Ss read their answers aloud.

Answers

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

B **PAIR WORK** **Introduce the task** Read the instructions aloud. If needed, explain where Kenya is.

Do the task Ss look at the map and then discuss the questions in pairs.

Review answers Ss share their answers with the class.

Answers

1 Kenya is in Africa/East Africa.
Answers will vary for items 2 and 3.

C **PREDICT** **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task Ss answer the questions in pairs.

Review answers Volunteers share their answers with the class.

WHILE YOU WATCH pp. 26–27

A **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss check their predictions.

Review answers Ss share their predictions with the class.

B **Introduce the task** Read the instructions aloud. For the false statements, give Ss the option of rewriting the whole sentence with the correction or crossing out the error in the sentence and correcting it.

Do the task Play the video. Ss do the task individually.

Review answers Ss read their answers aloud.

Answers

1 F, ~~nine~~ ninety 2 F, ~~luxury item~~ productive tool
3 ✓ 4 F, ~~money~~ cell phones 5 ✓ 6 ✓
7 F, ~~a lot of~~ no 8 F, ~~time~~ lives

C **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss work individually.

Review answers Ss read their answers aloud.

Answers

1 range; valuable 2 changed; better 3 put; down

- D **Introduce the task** Read the instructions and questions aloud and then play the video. Remind Ss that they may not get all the words correct but should capture the idea of what each person said in the video.

Do the task Play the video. Ss work individually.

Review answers Ss read their answers aloud.

Answers

Bob Collymore – He said that the cell phone is a productive tool, not a luxury item.

Denis Gikunda – He said cell phones are transforming how people do many other things beyond just communication.

Dr. Peter Maguna – He said that he never knew that text messages could actually save lives.

- E **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss do the task individually. Then they discuss the usefulness of the apps in pairs.

Review answers Three volunteers read the answers for each app aloud.

Answers

M-Pesa	M-Farm	M-Birth
a	b	c
f	d	g
h	e	

AFTER YOU WATCH p. 28

- A **GROUP WORK** **Introduce the task** Read the instructions aloud. Tell Ss they will discuss the questions in groups.

Do the task Ss discuss the questions.

Review answers Groups share their ideas with the class. Allow time for Ss to ask the groups questions.

- B **PAIR WORK** **Introduce the task** Read the instructions aloud. Lead a class discussion about the three apps that some Kenyans use.

Do the task Ss share their lists with their partners and discuss possible differences and why the apps exist.

Review answers Volunteers share their lists with the class.

- C **GROUP WORK** **Introduce the task** Read the instructions aloud.

Do the task Ss work in small groups of three or four and come up with an app name and what they would use the app for, based on the job in the picture.

Review answers Ss present their ideas to the class. Encourage others to ask questions about the apps.

Story summary

Work is an extremely important part of people's lives; however, many choose to start their own business. Ss learn from three people who have made different choices. Edouardo has chosen a lifestyle that requires him to be busy and work hard in his own restaurant, Nikki has chosen to become a professional photographer after ending her 12-year career as a social worker, and Lizzy and her husband have chosen to sell everything and move to another state to start a new toy store. Even though they have all made different choices, their businesses have allowed them to lead the lives they've always dreamed of.

Language summary

Grammar	Vocabulary	Functional language
Present unreal conditionals <i>I wish</i>	Describing jobs Talking about work/life balance	Talk though options Encourage actions

BEFORE YOU WATCH p. 29

A **Introduce the task** Read the instructions aloud. Check that Ss understand all the vocabulary.

Do the task Ss do the task individually.

Review answers Ss read their answers aloud.

Answers

- 1 crisis 2 burned out 3 Running
4 fixed 5 business plan 6 permanent

B **PAIR WORK** **Introduce the task** Read the instructions and questions aloud.

Do the task Ss look at the picture and then talk about the questions and give reasons in pairs.

Review answers Ss share their answers with the class.

C **PREDICT** **Introduce the task** Read the instructions aloud.

Do the task Ss look at the picture and do the task individually.

Review answers Have Ss share their answers or wait until after viewing the video.

WHILE YOU WATCH pp. 30–31

A **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss check their predictions.

Review answers Ss share their predictions with the class.

B **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss circle the correct answers, working individually.

Review answers Ss compare their answers in pairs and then check answers as a class.

Answers

- 1 a 2 b 3 b 4 a 5 b 6 b

C **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss do the task individually.

Review answers Ss read their answers aloud.

Answers

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

D **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss do the task individually.

Review answers Ss take turns reading each sentence aloud with their answer.

Answers

1 N 2 E 3 L 4 N 5 E 6 L 7 N

E **Introduce the task** Read the instructions aloud. Remind Ss that only five words/phrases will be used.

Do the task Play the video. Ss do the task individually.

Review answers Ss read their answers aloud.

Answers

1 choices 2 common 3 own
4 lead 5 dreamed of

F **PAIR WORK** **Introduce the task** Read the instructions and questions aloud and then play the video. Remind Ss to get the idea of what each person said in the video.

Do the task Play the video. Ss work in pairs to complete the chart.

Review answers Ss share their answers aloud.

Answers

Ss should have at least one reason per person.
Career choice: Nikki. Reasons – She was burned out. /
The amount of stress made her worse at her job. /
She would get upset. / She just decided she was done.
Lifestyle choice: Edouardo. Reasons – He was always
thinking about opening his own restaurant. / He knew
the kind of life he wanted to lead.
Lifestyle choice: Lizzy. Reasons – They lost their
business. / They knew that Las Vegas needed a
toy store.

G **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss do the task individually.

Review answers Ss share their answers with the class.

Answer

Starting your own business is not just a career choice.
It's a lifestyle choice.

AFTER YOU WATCH p. 32

A **PAIR WORK** **Introduce the task** Read the instructions aloud. Remind Ss to give reasons for their choices.

Do the task Ss ask the questions and share answers in pairs.

Review answers Volunteers share their answers with the class.

B **Introduce the task** Read the instructions aloud.

Do the task Ss put job qualities in order of what would make them happiest, from 1 (happiest) to 5 (least happy). Have Ss share their answers and reasons in pairs.

Review answers Volunteers share their answers with the class.

C **GROUP WORK** **Introduce the task** Read the instructions aloud.

Do the task Ss work in small groups of three or four and look at the pictures. Ss decide what business they could start and then write down things they could learn from each job.

Review answers Ss present their answers to the class. Encourage others to ask questions.

OPENING DOORS FOR EVERYONE

Documentary summary

This video is about a boy with cerebral palsy who has to use a wheelchair and who got frustrated with having to wait for someone to open the door for him at school. So he decided to do something about it. He wanted to collect money so that the school could install three automatic doors, like the ones in public places around his town. They cost \$5,000 to \$6,000 each. Students in his school could pay \$20 to challenge a friend to spend a whole day in a wheelchair. Archer collected \$87,000, and the school installed five new doors. Archer received an award for his hard work.

Language summary

Grammar	Vocabulary	Functional language
Prohibition, permission, obligation (present)	Talking about places	Make generalizations
Prohibition, permission, obligation (past)	Talking about rules	

BEFORE YOU WATCH p. 33

- A **PAIR WORK** **Introduce the task** Read the instructions and the words in the box aloud. If necessary, match the first word to the definition with the whole class as an example.

Do the task Ss work in pairs to match the words to the definitions.

Review answers Volunteers share their answers with the class. If necessary, reinforce understanding by asking Ss to make example sentences with the words.

Answers

1 nominated 2 an inspiration 3 a challenge
4 equal access 5 automatic

- B **PAIR WORK** **Introduce the task** Read the instructions aloud. Elicit the first answer as an example.

Do the task Ss work in pairs to complete the questions. Then they ask and answer them in the same pairs.

Review answers Volunteers read aloud a completed question and then ask it to a chosen classmate.

Answers

1 a challenge 2 an inspiration 3 nominated
4 automatic 5 equal access

- C **PREDICT** **PAIR WORK** **Introduce the task** Ask Ss to look at the picture and say what they can see. Read the instructions and the questions aloud.

Do the task Ss discuss the questions in pairs.

Review answers Volunteers share their opinions with the class. Encourage Ss to say if they agree or disagree.

WHILE YOU WATCH pp. 34–35

- A **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss check their predictions and decide if they were correct or not.

Review answers Volunteers say if their predictions were correct and why or why not.

Answers

Answers for the prediction will vary.
The boy couldn't get into his school building.
He decided to raise money to change the door so he could open it. He was successful.

- B **Introduce the task** Read the instructions aloud. Give Ss some time to read the questions and options, and check their understanding.

Do the task Play the video. Ss read the sentences and choose the correct options. Then they compare their answers in pairs.

Review answers Volunteers give the correct answers.

Answers

1 b 2 b 3 b 4 b 5 a 6 a

- C **Introduce the task** Read the instructions aloud. Make sure Ss understand that they should complete each sentence with a number from the box.

Do the task Play the video. Ss complete the sentences with the correct numbers. Then they compare their answers in pairs.

Review answers Volunteers read the completed sentences aloud.

Answers

1 three 2 twenty 3 one 4 eighty-seven 6 five

D **Introduce the task** Read the instructions aloud and check Ss' understanding.

Do the task Play the video. Ss work individually to number the sentences and then compare answers in pairs.

Review answers Volunteers share their answers. One S says a sentence and then nominates another S, who says the next sentence in the sequence, and so on.

Answers

- 1 Archer needed to go to school for a test.
- 2 Archer couldn't get into the school because he couldn't open the door.
- 3 Archer thought about places in town that had automatic doors.
- 4 Archer decided to get the money for some automatic doors.
- 5 People in Archer's school did a challenge.
- 6 Archer raised lots of money.
- 7 The school got new automatic doors.
- 8 Archer got an award.

E **Introduce the task** Read the instructions. If necessary, check Ss' understanding of the words.

Do the task Play the video. Ss check all of the correct options individually and then compare their answers in pairs.

Review answers Volunteers say the correct words aloud. Extend the activity by asking Ss to say to which information in the video each word is related, e.g., *frustrated* – how Archer felt when he couldn't get in the door

Answers

Checked: 3, 4, 5, 7, 8

F **Introduce the task** Read the instructions and the correct options from exercise E aloud.

Do the task Play the video. Ss work individually to complete the paragraph with the words from exercise E.

Review answers A volunteer reads the correct paragraph aloud.

Answers

- 1 independence 2 frustrated 3 success
4 surprised 5 inspiration

AFTER YOU WATCH p. 36

A **PAIR WORK** **Introduce the task** Read the instructions and invite volunteers to read the questions aloud.

Do the task In pairs, Ss discuss the questions.

Review answers Volunteers share their opinions. Encourage other Ss to say if they agree or disagree.

B **GROUP WORK** **Introduce the task** Read the instructions and the options in the box aloud. Check Ss' understanding of the words and encourage Ss to give examples from their own town or city. If necessary, model the activity by choosing a place and giving an example of a challenge that it presents for a person in a wheelchair.

Do the task In small groups, Ss choose two places and take notes of the challenges they present for people in wheelchairs.

C **GROUP WORK** **Introduce the task** Read the instructions and check Ss' understanding.

Do the task In the same groups as exercise B, Ss make an action plan and a short presentation about how to change the places so that they can provide equal access.

Review answers Groups present their action plans to the rest of the class. Encourage other Ss to ask questions and make comments.

Documentary summary

This video opens with the narrator presenting an ordinary-looking parking lot in Leicester, a small city in England. The narrator then explains that the bones of an English king, King Richard III, are believed to have been buried there, as the parking lot was built on land where a church once stood many years ago. After not knowing the exact location of the church for a long time, it was finally concluded that it was in the space occupied by this parking lot. Historians and scientists began digging in the area and unearthed some bones. The video details how DNA from the last known living relative of King Richard III, who had previously been uninterested in his apparent connection to this historical royal family, helped scientists confirm the origins of these bones.

Language summary

Grammar	Vocabulary	Functional language
Past unreal conditionals	Talking about discoveries	Keep your listener engaged
Modals of past probability	Talking about mistakes	

BEFORE YOU WATCH p. 37

- A **PAIR WORK** **Introduce the task** Ask Ss to look at the pictures. Read the instructions and the words in the box aloud. Match the first word to the picture with the whole class as an example.

Do the task Ss work in pairs to match the words to the pictures.

Review answers Volunteers share their answers with the class.

Answers

1 digger 2 skeleton 3 bone
4 DNA 5 research

- B **GROUP WORK** **Introduce the task** Read the questions aloud. Draw Ss' attention to the third-conditional questions and review that these are hypothetical questions, if necessary. Point out to Ss that they should try to think about current/popular news, historical stories, or even storylines from movies, books, or TV shows to answer the questions. Encourage them to engage in information sharing and to give varied answers to the questions. If necessary, help Ss prepare for the discussion by brainstorming ideas about one or more of the questions as a whole class.

Do the task Ss work in small groups to discuss the definitions. Monitor Ss' discussions and help them with any vocabulary as necessary.

Review answers Volunteers share feedback from their discussions with the whole class.

- C **PREDICT** **PAIR WORK** **Introduce the task** Read the instructions aloud. Make sure Ss understand that they should use exercises A, B, and C when forming their ideas.

Do the task Ss work in pairs to check all of the options that they think are correct.

Review answers Volunteers share their opinions with the class.

WHILE YOU WATCH pp. 38–39

- A **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss check their predictions and decide if they were correct or not.

Review answers Volunteers say if their predictions were correct and why or why not.

Answers

Checked: 1, 3, 4, 6, 7

- B **Introduce the task** Read the instructions and the statements aloud. Point out that all the options could be correct, but only one gives the best overall summary.

Do the task Play the video. Ss check the best statement.

Review answers A volunteer gives the correct answer.

Answer

3

- C **Introduce the task** Read the instructions, sentences, and options aloud and check Ss' understanding. Explain any of the words in the sentences as necessary.

Do the task Play the video. Ss circle their answers and then compare in pairs.

Review answers Volunteers read aloud the correct sentences and justify their answers using information from the video.

Answers

1 c 2 a 3 c 4 a 5 a 6 a 7 c 8 c

- D **Introduce the task** Read the instructions and the sentences aloud. Ask Ss to give the answer to the first sentence as an example. Remind Ss that they should write the correct answers to the false sentences.

Do the task Play the video. Ss work individually to decide if the sentences are true or false and then compare answers in pairs. They can help each other correct the false sentences.

Review answers Volunteers share their answers.

Answers

1 ✓ 2 F, find Richard III's grave remember where the building was 3 F, a church a parking lot 4 F, expected did not expect 5 ✓ 6 F, wasn't considered to be very important was one of England's biggest historical mysteries

- E **Introduce the task** Read the instructions and the options aloud. Check Ss' understanding of the options.

Do the task Play the video. Ss complete the sentences with words from the box.

Review answers Ss read the sentences aloud.

Answers

1 solving 2 researching 3 connection 4 carried out 5 breakthrough

- F **Introduce the task** Read the instructions and look at the pictures with Ss. Explain that they should use the facial expressions and body language shown during these parts of the video to infer possible answers. Encourage them to "put themselves in the people's shoes" and try to imagine how they might be feeling at that moment. Also encourage them to use all of the information they have learned throughout the video to provide complete, detailed answers. Make sure Ss understand that they should write what moment the picture represents, as well as how the person might be feeling. If necessary, help Ss prepare by doing the first picture as a class.

Do the task Play the video. Ss take notes about the pictures and compare their answers in pairs.

Review answers Volunteers share their answers.

Possible answers

- 1 The researcher is examining the bones found in the parking lot. She might be feeling nervous about holding bones that are so old. She is probably excited about making a historical discovery after so long but also a bit worried that the DNA won't match because everyone is hoping that it will.
- 2 Michael is explaining that there was a DNA match between his bones and those found in the parking lot. He says that he is amazed. He's probably very surprised, and maybe proud, to have such a special connection with the past. He might also be wondering about what other connections he has.
- 3 The project manager is confirming the DNA match to the media. He is probably very excited, happy, and maybe even relieved that they have confirmed the match. He might be proud of his and his team's work.

AFTER YOU WATCH p. 40

- A **PAIR WORK** **Introduce the task** Read the statement aloud and check Ss' understanding of it – that the story of the lost king being found under a parking lot seems almost like it couldn't be true, like a made-up (fictional) story. Then read the instructions aloud.

Do the task In pairs, Ss discuss the statement and think of other true stories that seem like they almost couldn't be true.

Review answers Volunteers share their opinions.

- B **PAIR WORK** **Introduce the task** Read the instructions and questions aloud. Give your own answers to the questions as an example.

Do the task Ss work in pairs to discuss the questions. If you have time, you can ask them to switch partners and discuss the questions with a different classmate.

Review answers Ss share their answers to the questions.

- C **PAIR WORK** **Introduce the task** Read the instructions. If necessary, remind Ss of details about the video so that they can do the role play.

Do the task In pairs, Ss role play the situation. If there is time, Ss can switch roles.

Review answers Volunteers perform their role play for the rest of the class.

THE FUTURE OF DRIVING

Documentary summary

This video opens with the narrator introducing some background information about driverless cars, and then it presents some of the main benefits to driverless cars, including making cities less stressful and reducing traffic and pollution. Mate Rimac, from Rimac Automobili, explains how they are working on changing people's perceptions of driverless cars. He is positive about the future of driverless cars and wants the public to see them as fun and exciting. However, following a recent accident and the first death caused by a driverless car, half of Americans would prefer not to use them. The viewer is introduced to Barbara Tallon, an 80-year-old visually impaired woman for whom driverless cars might have a positive impact, allowing her to travel more and making car journeys less stressful. The video concludes by stating that driverless cars are the future.

Language summary

Grammar	Vocabulary	Functional language
Gerunds and infinitives after <i>forget</i> , <i>remember</i> , <i>stop</i>	Talking about college education Talking about science	Discuss alternatives and give recommendations.
Causative verbs <i>help</i> , <i>make</i> , <i>let</i>		

BEFORE YOU WATCH p. 41

A Introduce the task Read the instructions and the words in the box aloud. If necessary, model the pronunciation of the words and allow Ss time to practice saying them.

Do the task Ss work in pairs to complete the definitions. Allow them to use print/online dictionaries as necessary.

Review answers A volunteer reads the words and definitions aloud. You may want to extend the activity by asking Ss to make example sentences with the words.

Answers

- 1 blind / visually impaired 2 dull 3 science fiction
4 impact 5 ongoing

B PAIR WORK Introduce the task Read the instructions and the questions and check that Ss understand the task. Brainstorm some ideas of automated technology with the whole class. If necessary, give some examples to help Ss, such as garage-opening apps, home lighting systems, automatic doors, etc. Invite two volunteers to read aloud the example conversation. Draw Ss' attention to the use of *make / let* + infinitive in the example conversation and encourage them to use *help / make / let* + infinitive in their answers as a review of the grammar from the Student's Book.

Do the task Ss work in pairs to discuss the questions. Monitor and help them with any new vocabulary as necessary.

Review answers Volunteers share their answers with the class. You may want to make a mind map on the board.

C PREDICT PAIR WORK Introduce the task Draw Ss' attention to the picture and ask them to describe it. Read the instructions aloud and check Ss' understanding.

Do the task Ss discuss their predictions in pairs and take notes. Monitor and help Ss with vocabulary as necessary. You may want to write the new words on the board for Ss to check if these come up in the video.

Review answers Volunteers share their ideas with the class. Encourage other Ss to say if they agree or disagree and give reasons why.

WHILE YOU WATCH pp. 42–43

A Introduce the task Read the instructions aloud.

Do the task Play the video. Ss check their predictions and decide if they were correct or not.

Review answers Volunteers say if their predictions were correct and why or why not.

B Introduce the task Read the instructions aloud.

Do the task Play the video. Ss make notes of the main advantages that are mentioned. They can do this individually and compare in pairs.

Review answers Volunteers share the advantages.

Suggested answers

less pollution, safer roads, less traffic, make life easier for people with disabilities, travel around cities in a stress-free way, helping avoid traffic and improve the environment, fun and exciting, change people's lives

- C **Introduce the task** Read the instructions aloud. Give Ss some time to read the sentences and then check their understanding. Point out that only one word is needed to complete each blank, that Ss should use the same words as in the video, and that the sentences may not be presented in the exact same way as in the video (the sentences are not extracts). If necessary, write a word bank of the answers on the board.

Do the task Play the video. Ss complete the sentences individually and then compare their answers in pairs.

Review answers Volunteers read aloud the completed sentences.

Answers

1 scientists 2 almost/nearly
3 pollution 4 stressful 5 electric
6 Fifty 7 accident 8 blind 9 travel

- D **Introduce the task** Read the instructions and give Ss some time to read the statements. Elicit what Ss remember about Barbara Tallon before doing the activity. Make sure Ss understand that they should check all of the relevant statements.

Point out to Ss that Barbara's medical condition is referred to in three different ways: blind, visually impaired, sight problems. Encourage them to notice the degree of severity in these three descriptions. You could ask Ss to think of other synonyms that they use for similar medical conditions.

Do the task Play the video. Ss work individually to choose the correct statements and then compare answers in pairs.

Review answers Volunteers share their answers.

Answers

Checked: 1, 2, 4, 6

- E **Introduce the task** Read the instructions and give Ss some time to read the summary. Ask them to predict what words go in the blanks, but don't correct their answers just yet. If you think Ss will struggle, you can write a word bank on the board with the correct answers.

Do the task Play the video. Ss complete the summary with the correct words.

Review answers A volunteer reads the completed summary aloud.

Answers

1 change 2 travel 3 look 4 environment
5 problems 6 disabilities 7 stressful 8 dull

- F **PAIR WORK** **Introduce the task** Read the instructions and the statements aloud. Explain to Ss that this activity requires them to think about everything they saw in the video and that there may not necessarily be one correct answer.

Do the task Play the video. Ss work in pairs to discuss and choose the statement they most agree with.

Review answers Volunteers share their answers and justify them using information from the video.

Answers

Answers will vary.

AFTER YOU WATCH p. 44

- A **PAIR WORK** **Introduce the task** Read the instructions and the questions. If necessary, discuss the first question as a whole class.

Do the task Ss work in pairs to discuss the questions. Monitor and help them with new vocabulary as necessary.

Review answers Volunteers report on their discussions with their groups. Encourage other Ss to say if they agree or disagree. If appropriate, you could turn this into a mini class debate, with Ss giving arguments and counterarguments.

- B **PAIR WORK** **Introduce the task** Read the instructions and check Ss' understanding of the roles and the role play situation.

Do the task In pairs, Ss carry out the role play.

Review answers A volunteer pair performs their role play for the class.

- C **GROUP WORK** **Introduce the task** Read the instructions and check Ss' understanding. Give Ss a few minutes of thinking time before starting the activity.

Do the task In groups, Ss make predictions about the future of driverless cars.

Review answers Each group shares their predictions. You may want to note these on the board to check the class's general opinion about the future of driverless cars.

THE GOOD OLD DAYS?

Documentary summary

This video opens with the narrator explaining that not many people have their childhood memories recorded. It then explains that two children (Katlego and Olwethu) from South Africa took part in a documentary in which their lives were recorded every seven years, starting from the age of seven. Although the children were from the same area, they had different childhoods and subsequently have different lives as adults. Katlego is from a wealthy family and went to an exclusive school, which meant that he lost many friends in his neighborhood. As a child he didn't consider himself to be African, but now he does. He now has a successful career and good social life. Olwethu is from a large family and craved independence; as a young girl she wanted to be rich and wasn't interested in getting married. Now she is married and has a family of her own, but she is still independent and is opening her own business, an internet café. The video then shows footage from when the children were younger and interviews with them now to show how their childhood experiences have made them who they are today.

Language summary

Grammar	Vocabulary	Functional language
Adding emphasis	Talking about the senses	Memories
Substitution and referencing	Describing memories	

BEFORE YOU WATCH p. 45

- A **PAIR WORK** **Introduce the task** Read the instructions and the words in the box aloud. If necessary, check the meaning and pronunciation of the words with Ss.

Do the task Ss work in pairs to complete the questions with the correct words and then discuss the questions.

Review answers Volunteers share the complete questions and their answers with the class.

Answers

1 contact 2 look back 3 vague 4 remind

- B **Introduce the task** Read the instructions and explain the task. Give examples of your own to model the task to Ss.

Do the task Ss work individually to make notes about their childhoods. Monitor Ss and help them as necessary.

- C **PAIR WORK** **Introduce the task** Read the instructions aloud and check Ss' understanding.

Do the task In pairs, Ss share their notes and discuss how this shows a change in views.

Review answers Volunteers share their notes with the class.

WHILE YOU WATCH pp. 46–47

- A **Introduce the task** Read the instructions aloud. Give Ss some time to read the statements and check their understanding, if necessary.

Do the task Play the video. Ss check all of the correct options.

Review answers Ss say the correct options.

Answers

Checked: 1, 2, 6, 7

- B **Introduce the task** Read the instructions aloud. Give Ss some time to read the statements and check their understanding, if necessary.

Do the task Play the video. Ss work individually to write the correct name and then compare their answers in pairs.

Review answers Volunteers give the correct answers.

Answers

1 Katlego 2 Olwethu 3 Katlego 4 Katlego
5 Katlego 6 Olwethu 7 Katlego 8 Olwethu

C **Introduce the task** Read the instructions aloud. Tell Ss to take notes as they watch the video.

Do the task Play the video. Ss answer the questions individually and then compare their answers in pairs.

Review answers Volunteers say the correct answers.

Answers

- 1 He feels like / considers himself to be an African.
- 2 She is married / values having a husband and family.

D **Introduce the task** Read the instructions and the sentences aloud. Check Ss' understanding of the sentences. Explain that they should complete the sentences with words they hear in the video, but the sentences are not exact extracts from the video, and Ss may need to change the tense of some verbs. Point out that the number of blanks shows how many words they should write. If necessary, you can write a word bank of the answers in random order on the board to support Ss.

Do the task Play the video. Ss work individually to complete the sentences and then compare answers in pairs.

Review answers Volunteers read the completed sentences.

Answers

- 1 expensive school 2 talked 3 good education
- 4 career; social life 5 sounded 6 independence
- 7 money; rich 8 married 9 internet café
- 10 progress

E **Introduce the task** Read the instructions and the sentences aloud. Check Ss' understanding of the sentences.

Do the task Play the video. Ss work individually to check the correct sentence and then compare answers in pairs.

Review answers A volunteer shares their answer.

Answer

3

AFTER YOU WATCH p. 48

A **PAIR WORK** **Introduce the task** Read the instructions and check Ss' understanding of the extract.

Do the task In pairs, Ss discuss the questions.

Review answers Volunteers share their ideas. You could extend this activity by asking Ss to make a diagram on the board showing their childhood in the past, e.g., when the documentary began filming, and their life now.

B **GROUP WORK** **Introduce the task** Read the instructions aloud.

Do the task Ss work in groups to think about the advantages and disadvantages of recording childhood memories. Encourage them to extend this into using smartphones, cameras, social media, etc., to record every life event.

Review answers Volunteers share their ideas. You could ask Ss to write their ideas on the board.

C **PAIR WORK** **Introduce the task** Read the instructions and ask a volunteer to read aloud the speech bubble as an example. Give an example of your own, if necessary.

Do the task In pairs, Ss discuss their childhood memories. If there is time, Ss can switch pairs.

Review answers Volunteers tell the class about their childhood memories.

THE FUTURE OF FOOD

Story summary

Jeff is recording the introduction for his cooking show when Robert shows up. Jeff serves Robert some Magic Winter Soup and asks him if he can guess the secret ingredient. Before Robert can guess, Sara and Carolina arrive, and Jeff serves them soup, too. Carolina tells her friends about an exciting job interview that she had at a start-up company. Then Carolina, Sara, and Robert all try to guess the soup's secret ingredient. Eventually they figure out the secret is lard – animal fat!

Language summary

Grammar	Vocabulary	Functional language
Tense review (simple and continuous)	Describing accomplishments	Meet someone you don't know
Dynamic and stative verbs	Describing key qualities	Introduce someone to others
Real conditionals	Describing trends	Make, accept, and refuse offers in social situations
Clauses with <i>after, until, when</i>	Talking about preparing food	

BEFORE YOU WATCH p. 49

- A **Introduce the task** Read the instructions aloud. Ss write the correct words next to their definitions. This exercise pre-teaches vocabulary from the video.

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

1 croutons 2 head 3 major corporation 4 kale
5 leeks 6 recipe 7 start-up company 8 interview

- B **GROUP WORK** **Introduce the task** Read the instructions aloud. Ss discuss dishes with "secret ingredients." Do they or anyone in their families make a dish with a secret ingredient? Who knows the secret?

Do the task Ss complete the exercise in groups or as a class.

Review answers Ss read their answers aloud.

- C **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss write a recipe using at least four ingredients from the list.

Do the task Ss complete the exercise in pairs.

Review answers Ss share their recipes. Whose recipes are similar? Have the class vote to decide who has the most interesting and the most delicious recipes.

WHILE YOU WATCH pp. 50–51

- A **Introduce the task** Read the instructions aloud. Ss identify which characters do specific things in the video. Point out that the pictures match the characters' names.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

1 Jeff 2 Robert 3 Jeff 4 Sara 5 Carolina
6 Sara 7 Carolina 8 Carolina

- B **Introduce the task** Read the instructions aloud. Ss complete the sentences with information from the video.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

1 *Cooking with Jeff*; Magic Winter Soup
2 secret; grandmother
3 good; start-up company
4 lard; fat

- C **Introduce the task** Read the instructions aloud. Ss circle the correct answers.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

1 b 2 a 3 b 4 a 5 b 6 a

D **Introduce the task** Read the instructions aloud. Ss watch the video. They listen for phrases to match the definitions.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 old-fashioned 2 get my hopes up
- 3 nope 4 yep 5 (to go) out of style
- 6 all the rage 7 help yourself

E **Introduce the task** Read the instructions aloud. Ss identify who says certain things. Ss write the name of each character next to what he or she said.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 Jeff 2 Robert 3 Sara 4 Carolina 5 Robert
- 6 Jeff 7 Jeff

F **Introduce the task** Read the instructions aloud. Ss answer questions using the information in the video.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 He asked them to put suggestions in the comments.
- 2 There were at least six other people waiting.
- 3 She says kale is popular these days.
- 4 She doesn't like it because it's unhealthy.
- 5 He says the croutons also have the secret ingredient.

AFTER YOU WATCH p. 52

A **GROUP WORK** **Introduce the task** Read the instructions aloud. Ss talk in small groups about Carolina's job interview. What questions was she asked? What skills and personal qualities are important for a web designer?

Do the task Ss complete the exercise in small groups.

Review answers Ss read their answers aloud.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss role play Carolina's interview.

Do the task Ss complete the exercise in pairs.

Review answers Ss say if they think their partners did well enough to get called back for a second interview and explain why or why not.

C **Introduce the task** Read the instructions aloud. Ss decide what makes a good candidate for certain jobs.

Do the task Ss complete the exercise individually and then discuss in pairs.

Review answers Ss read their answers aloud. Do they agree?

Story summary

Sara is working on projects when Jeff shows up. She shows him something she made to hold all of her devices. Jeff likes it and thinks it might be something people would want to buy. He suggests she start a company, Sara's Solutions. Sara thinks it's a good idea and suggests Jeff can be her marketing manager. Then Robert calls. Jeff explains how Robert has been stressed out since his ex-girlfriend moved to New York. Robert shows up, and then Carolina comes out of her bedroom. She has overheard her friends discussing if she is tidy or messy, and she jokes that she is very comfortable with messes.

Language summary

Grammar	Vocabulary	Functional language
<i>Too and enough</i>	Talking about time and money	Make an apology and explain what happened
Modifying comparisons	Talking about prices and value	Exchange and discuss opinions about possible actions
Modals of speculation	Talking about advertising	
Subject and object relative clauses	Talking about people in the media	

BEFORE YOU WATCH p. 53

A **Introduce the task** Read the instructions aloud. Ss complete the sentences with the words from the box.

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

1 prototype 2 devices 3 solution 4 marketing
5 manager 6 inspired

B **Introduce the task** Read the instructions aloud. Ss look at pictures of products and write what problems they solve.

Do the task Ss complete the exercise individually and then compare answers in pairs.

Review answers Ss share their answers with the class.

Possible answers

- 1 A shoe horn helps people put on their shoes without damaging them.
- 2 A cord organizer keeps cords and cables from getting tangled.
- 3 A cell phone grip holder lets people easily hold onto their phones.
- 4 An umbrella hat keeps the rain off a person's head while keeping their hands free.

C **PAIR WORK** **Introduce the task** Read the instructions aloud.

Do the task Ss complete the exercise in pairs.

Review answers Ss share their inventions with their classmates to see if they would buy it. Whose invention is the most interesting?

D **PREDICT** **Introduce the task** Read the instructions aloud.

Do the task Ss guess what the picture shows and what it is for.

Review answers Ss share their predictions or keep them until the next exercise.

WHILE YOU WATCH pp. 54–55

A **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss discuss their predictions and the correct answers.

Review answers Ss share their answers with the class.

Answer

It's for holding things like phones, cords, and jewelry, so you don't lose them.

B **Introduce the task** Read the instructions aloud. Ss identify who does certain things.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

1 Jeff 2 Sara 3 Sara 4 Sara 5 Jeff 6 Robert
7 Robert 8 Carolina 9 Carolina

C **Introduce the task** Read the instructions aloud. Ss watch the video and complete the missing information based on the video.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 ID 2 prototype 3 marketing manager
- 4 stressed out / worried / nervous 5 comfortable

D **Introduce the task** Read the instructions aloud. Ss discuss why Jeff asks Sara if she wants his ID.

Do the task Play the video. Ss discuss the answers in pairs or together as a class.

Review answers Ss read their answers aloud.

Answers

Jeff is joking because Sara has so many locks on the door.

E **Introduce the task** Read the instructions aloud. Ss watch the video and listen for words and phrases to match the definitions given.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 play 2 (an) ex 3 neat freak
- 4 How does she put it? (to put it a certain way)

F **Introduce the task** Read the instructions aloud. Ss match the parts to make sentences.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 d 2 a 3 e 4 c 5 b

G **Introduce the task** Read the instructions aloud. Ss number the sentences in the order they happen in the video.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 Sara designed something to hold devices.
- 2 Sara invited Jeff over to see what she'd made.
- 3 Jeff notices Sara's new projects.
- 4 She said she was inspired because of her work with the school play.
- 5 Sara asked Jeff's opinion about her device holder.
- 6 Jeff suggested that Sara start a company.
- 7 Sara suggested Jeff could work for her company.

H **Introduce the task** Read the instructions aloud. Ss answer questions about the video.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 He notices Sara has a lot more projects she's working on.
- 2 He suggests she call it Sara's Solutions.
- 3 No, there aren't any bad feelings between them.
- 4 Carolina's room is very messy, but Sara doesn't mind.
- 5 Carolina is tidy in the rest of the apartment.

AFTER YOU WATCH p. 56

A **GROUP WORK** **Introduce the task** Read the instructions aloud.

Do the task / Review answers Ss complete the exercise and then read their answers aloud.

Answers

Sara has the door double-locked to be careful. Jeff doesn't think it's necessary. *Better safe than sorry* means it is better to take care and be cautious than to suffer the consequences of a bad decision and feel sorry about it.

B **Introduce the task** Read the instructions aloud. Ss decide who would say certain things.

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 Sara 2 Megan 3 Robert 4 Sara 5 Carolina

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss make up their own sentences for Sara, Robert, Jeff, and Carolina. Students should guess which sentences might be said by each person.

Do the task Ss make sentences individually and then see if their partners can guess who is "saying" the sentences.

Review answers Ss read their answers aloud.

D **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss discuss roommates. Have they ever had one? What are the benefits and downsides? What makes a good roommate?

Do the task Ss complete the exercise in pairs. Monitor their discussions.

Review answers Ss read their answers aloud.

COMMUNITY ACTION

Story summary

Carolina talks to Robert at his desk at work. He seems distracted, and she asks him what's wrong. Robert talks about his ex-girlfriend, Megan, and how he got interested in community work after they broke up. He says Megan is moving to New York and has been calling him a lot. He can't figure out why she's calling him and says he's nervous about seeing her again. Then, changing subjects, Robert asks if Carolina can design a new website for the community center. They talk about making videos, and Robert asks Carolina to be the host. She's not sure about hosting, but she says she will design the site.

Language summary

Grammar	Vocabulary	Functional language
Past perfect	Describing stories	React to problems and try to find a solution
<i>Was/were going to</i>	Making and breaking plans	Make, accept, and refuse offers of help
<i>Was/were supposed to</i>	Describing good works	
Present and past passive	Describing good deeds	
Passives with modals		

BEFORE YOU WATCH p. 57

A **Introduce the task** Read the instructions aloud. Ss complete the sentences with words from the box.

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

1 engaged 2 road trip 3 Paperwork 4 break up
5 appreciate 6 service 7 temporary 8 clients

B **Introduce the task** Read the instructions aloud. Ss answer individually and then discuss hard decisions they have made. Why was the decision so hard? Did they make the right decision? If they had to do it over again, would they do it differently?

Do the task Ss complete the exercise individually.

Review answers Ss discuss as a class.

C **Introduce the task** Read the instructions aloud. Ss imagine they have a friend moving to their hometown. What types of questions would their friends have? What kind of help would Ss want to give their friends?

Do the task Ss complete the exercise individually.

Review answers Ss discuss answers as a class.

WHILE YOU WATCH pp. 58–59

A **Introduce the task** Read the instructions aloud. Ss read sentences and identify the speaker.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

1 Robert 2 Carolina 3 Robert 4 Megan
5 Robert 6 Megan 7 Carolina 8 Carolina
9 Robert 10 Carolina

B **Introduce the task** Read the instructions aloud. Ss watch the video and correct the sentences.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

Robert ...

1 has a professional personal problem.
2 went on a big trip before after his breakup.
3 hardly ever thinks about Megan all the time.
4 has been speaking hasn't spoken to Megan in years
lately/recently.
5 is going to start on the website videos.

C Introduce the task Read the instructions aloud. Ss match the parts to make correct sentences.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

1 d 2 a 3 e 4 b 5 c

D Introduce the task Read the instructions aloud. Ss watch the video and fill in the missing words.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

1 perfect 2 show off 3 money 4 host 5 totally
6 design 7 Fantastic 8 ten 9 worry 10 fine

E Introduce the task Read the instructions aloud. Ss watch the video and put the events in order.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 Carolina goes to Robert's desk.
- 2 Robert seems tired, and Carolina asks him what's wrong.
- 3 Robert talks about his ex-girlfriend, Megan, and about how he got interested in community work after they broke up.
- 4 Robert says his ex-girlfriend is moving to New York and has been calling him a lot.
- 5 Robert can't figure out why Megan's calling him and says he's nervous about seeing her again.
- 6 Changing subjects, Robert asks if Carolina can design a new website for the community center.
- 7 Robert and Carolina talk about making videos, and Robert asks Carolina to be the host.
- 8 Carolina's not sure about hosting, but she says she will design the site.

F Introduce the task Read the instructions aloud. Ss answer questions based on the information in the video.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 Carolina needs help with some paperwork.
- 2 He says it was the right decision because they weren't right for each other – not in that way. (means that they were not compatible in a way that would make marriage a good idea)
- 3 He's thinking about her because she's moving to New York and has been calling to ask for help.
- 4 The website is really old and boring.

AFTER YOU WATCH p. 60

A PAIR WORK Introduce the task Read the instructions aloud. Ss discuss the questions.

Do the task Ss complete the exercise in pairs.

Review answers Ss read their answers aloud.

B PAIR WORK Introduce the task Read the instructions aloud. Ss imagine they are Robert's friend and take turns giving and receiving advice.

Do the task Ss complete the exercise in pairs.

Review answers Ss share advice with the class.

C PAIR WORK Introduce the task Read the instructions aloud. Ss discuss who they go to when they need advice and what kind of advice they look for. What makes good advice and bad advice?

Do the task Ss complete the exercise in pairs or small groups.

Review answers Ss read their answers aloud.

Story summary

Jeff visits Sara at her apartment and brings cupcakes that he's made. Sara tell him about her bad day. The school play is being performed a month early, and she will have to finish everything she's making by the following week. She hasn't finished her device holder prototype, and now she won't have enough time. Jeff says it doesn't need to be perfect and suggests that she send it out as it is. Then he gives her a sign that he had made and encourages her to find the time she needs to work on her own projects.

Language summary

Grammar	Vocabulary	Functional language
Reported statements	Describing communication	Recount conversations and stories to another person
Reported questions	Communicating online	Talk through options
Present unreal conditionals	Describing jobs	Encouraging actions
<i>I wish</i>	Talking about work/life balance	

BEFORE YOU WATCH p. 61

A Introduce the task Read the instructions aloud. Ss complete the sentences with the words related to work/life balance.

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

1 perform 2 busy 3 motivated 4 Cheer up
5 agreed 6 redo 7 make time

B Introduce the task Read the instructions aloud. Ss discuss what they do to cheer themselves up when they are feeling upset. Do they have any special tips or tricks to make themselves feel better?

Do the task Ss complete the exercise individually.

Review answers Ss talk about their answers with the class.

C Introduce the task Read the instructions aloud. Ss look at example scenarios and imagine they are giving advice to a friend.

Do the task Ss complete the exercise individually or in pairs.

Review answers Ss share their answers with the class.

D PREDICT Introduce the task Read the instructions aloud.

Do the task Ss predict what problem Sara has.

Review answers Ss share their ideas about why they think Sara is upset.

WHILE YOU WATCH pp. 62–63

A Introduce the task Read the instructions aloud. Ss check who does certain things.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

1 Jeff 2 Sara's students 3 Sara 4 Sara's boss
5 Sara 6 Sara 7 Sara's boss 8 Jeff

B Introduce the task Read the instructions aloud. Ss watch the video and see if they predicted correctly.

Do the task Play the video. Ss discuss their predictions and the correct answers.

Review answers Ss share their answers with the class.

Answers

Sara had a bad day. She found out the school play will be a month early, and she doesn't think she has enough time to get everything ready.

C Introduce the task Read the instructions aloud. Ss complete sentences in a paragraph based on information in the video.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

1 bad 2 performed 3 hours 4 prototype
5 perfect 6 sign 7 stuff/projects

D Introduce the task Read the instructions aloud. Ss complete the missing words and then match the parts to make sentences.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 c, Jeff thinks there's no problem that cupcakes can't fix.
- 2 b, Jeff was redoing the sign for his show, so he ordered one for Sara at the same time.
- 3 a, Jeff wants to know why Sara said yes if she was so busy.

E Introduce the task Read the instructions aloud. Ss watch the video and complete the missing words.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 going on here
- 2 send this off
- 3 full-time job
- 4 brother's wedding
- 5 out into the world
- 6 motivated

F Introduce the task Read the instructions aloud. Ss listen for the phrases.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 Door's open
- 2 There aren't enough hours in the day.
- 3 Oh my gosh.
- 4 Ta-da!

G Introduce the task Read the instructions aloud. Ss answer the questions based on the information in the video.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 Sara's arms are full. (She had a really bad day.)
- 2 She couldn't say no because of the kids.
- 3 She has to learn to say no.
- 4 He gave Sara a sign with her company's name on it.

AFTER YOU WATCH p. 64

A PAIR WORK Introduce the task Read the instructions aloud. Ss discuss what it means to have a good work/life balance. What are the ingredients of a good work/life balance? What does a person need to feel happy and satisfied both at work and at home?

Do the task Ss complete the exercise in pairs or small groups.

Review answers Ss read their answers aloud.

B Introduce the task Read the instructions aloud. Ss rate personal and professional activities in importance on a scale of 1 to 9, with 1 being most important and 9 being least important for them.

Do the task Ss complete the exercise individually

Review answers Ss compare answers in pairs.

C Introduce the task Read the instructions aloud. Ss imagine giving advice to a friend about achieving a better work/life balance. They read the weekly routine of the imagined friend. They make suggestions for changes and offer warnings about what to avoid. Ss use the example language provided.

Do the task Ss complete the exercise individually and then compare advice in pairs.

Review answers Ss read their advice aloud. Have other Ss made similar suggestions?

Story summary

Robert and Carolina are watching a video they made for the community center. Robert tells Carolina that he thinks she did a great job hosting the video. Jeff and Sara show up with Sara's invention, and Sara shows her prototypes to two clients: Maiza and Leon. Robert says he would like to buy some and asks Sara to put the name of the community center on them. The video ends with Robert about to share the video with his friends – much to Carolina's embarrassment!

Language summary

Grammar	Vocabulary	Functional language
Prohibition, permission, obligation (present)	Talking about places	Make generalizations
Prohibition, permission, obligation (past)	Talking about rules	Keep your listener engaged
Past unreal conditionals	Talking about discoveries	
Modals of past probability	Talking about mistakes	

BEFORE YOU WATCH p. 65

A **Introduce the task** Read the instructions aloud. Ss match words with definitions

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

1 inventor 2 arrange 3 accessible 4 workstation
5 promote 6 approve 7 portable 8 blame

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss give their opinions about the items pictured.

Do the task Ss complete the exercise in pairs, comparing opinions.

Review answers Ss share answers. Do Ss share the same opinions about these products?

C **Introduce the task** Read the instructions aloud. Ss make up feedback to give Sara about her prototype. What suggestions do they have to make it better?

Do the task Ss complete the exercise individually.

Review answers Ss share answers as a class.

D **PREDICT** **Introduce the task** Read the instructions aloud.

Do the task Ss predict the name of Sara's invention.

Review answers Ss share answers as a class.

WHILE YOU WATCH pp. 66–67

A **Introduce the task** Read the instructions aloud. Ss watch the video and find out the name of Sara's invention. Why did Sara choose that name?

Do the task Play the video. Ss discuss their predictions and the correct answers.

Review answers Ss share their answers with the class.

Answers

Sara named her product "Table Pocket." Possible answer for why she chose the name: because you can keep all your things organized / in one place.

B **Introduce the task** Read the instructions aloud. Ss identify who did certain things. More than one person may have done some of the items.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

1 Robert; Carolina 2 Carolina 3 Sara; Jeff 4 Sara
5 Robert 6 Robert

C **Introduce the task** Read the instructions aloud. Ss watch the video and put the events in order from 1 to 7.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 Robert and Carolina watch a video about the community center.
- 2 Robert thinks Carolina did a great job.
- 3 Jeff and Sara show up.
- 4 Sara shows her prototypes to Maiza and Leon.
- 5 Robert says he would like to buy some and asks Sara if she can put the name of the community center on them.
- 6 Then Robert shares the video with Jeff and Sara.
- 7 Carolina is very embarrassed!

D **Introduce the task** Read the instructions aloud. Ss add the missing words to make sentences.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 mission (goal)
- 2 prepare (write, make)
- 3 styles
- 4 test

E **Introduce the task** Read the instructions aloud. Ss watch the video again and complete the sentences using words from the box.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 inventor
- 2 personal
- 3 organized
- 4 nice
- 5 safe
- 6 arranged
- 7 accessible
- 8 messy

F **Introduce the task** Read the instructions aloud. Ss match what each person says about Sara's invention with a picture of the person. One answer can be used for two people.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 Carolina
- 2 Robert
- 3 Robert
- 4 Robert, Maiza
- 5 Robert
- 6 Carolina
- 7 Robert

G **Introduce the task** Read the instructions aloud. Ss check sentences if they are true and correct them if they are false.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 ✓
- 2 F, all one
- 3 F, ~~wants~~ doesn't want / is embarrassed
- 4 F, ~~Not many people visit the center now.~~
People are coming and going all the time.
- 5 ✓

H **Introduce the task** Read the instructions aloud. Ss answer the questions based on the information in the video.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 Carolina's sister, Eva
- 2 Sara was so excited to share her invention.
- 3 He says people are always losing their stuff at the center, and he can put one at every station.
- 4 He wants to put the name of the community center on them. He has to because he's using the center's money to buy them.

AFTER YOU WATCH p. 68

A **Introduce the task** Read the instructions aloud. Ss discuss if they think Sara's invention will be a success and why they think so.

Do the task Ss complete the exercise in pairs or small groups.

Review answers Ss read their answers aloud.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Make sure Ss understand the vocabulary items. Ss may add additional technologies to the list. Ss discuss the most important inventions of the past twenty-five years and what technologies are going to have the biggest impact on the future.

Do the task Ss complete the exercise in pairs.

Review answers Ss read their answers aloud.

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss make up a sales pitch for a popular product. You may want to first make one together as a class as an example. Use Sara's sales pitch as a model (*While you watch*, exercise E).

Do the task Ss complete the exercise in pairs or small groups.

Review answers Ss may volunteer to share pitches with class.

Story summary

Sara and Jeff are sitting in a café together talking about the prototype when Robert and Carolina join them. We learn everyone's story has a happy ending: Carolina was offered a full-time job at a big company; Robert is finally ready to let go of his feelings about his ex-girlfriend, Megan; and Jeff might get his own cooking show. Jeff has just finished telling his story when Carolina gets a phone call from the web start-up where she interviewed. She got the job!

Language summary

Grammar	Vocabulary	Functional language
Gerund and infinitive after <i>forget, remember, stop</i>	Talking about college education	Discuss alternatives and give recommendations
Causative verbs <i>help, let, make</i>	Talking about science	Memories
Adding emphasis	Talking about the senses	
Substitution and referencing	Describing memories	

BEFORE YOU WATCH p. 69

A **Introduce the task** Read the instructions aloud.

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 part-time; permanent; start-up
- 2 ex-; settled; moving on
- 3 channel; audience
- 4 prototype; product

B **Introduce the task** Read the instructions aloud.

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud. Make sure Ss understand (job) *offer, big break, get over, and submit*.

Answers

- 1 Carolina 2 Jeff 3 Robert 4 Sara

C **Introduce the task** Read the instructions aloud. Ss will talk about ways Carolina, Robert, Jeff, and Sara have helped each other.

Do the task Ss complete the exercise individually and then discuss as a class.

Review answers Ss read their answers aloud.

Answers

Jeff / Sara = Jeff gave Sara a sign. Sara asked Jeff to be her marketing manager.
 Carolina / Robert = Carolina is helping Robert by designing the website for the community center.
 Robert / Sara = Robert bought Sara's invention for the community center.

D **PREDICT** **Introduce the task** Read the instructions aloud. Ss guess what's going to happen to Sara, Carolina, Jeff, and Robert.

Do the task Ss complete the exercise individually.

Review answers Ss compare answers as a class.

WHILE YOU WATCH pp. 70–71

A **Introduce the task** Read the instructions aloud.

Do the task Play the video. Ss discuss their predictions and the correct answers.

Review answers Ss share their answers with the class.

Answers

Robert is finally moving on. Jeff got a ten-minute TV spot because of his Magic Winter Soup. Carolina got two job offers. Nothing happens to Sara in the video.

B **Introduce the task** Read the instructions aloud. Ss identify which characters did certain things.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 Carolina 2 Carolina 3 Robert
 4 Jeff 5 Carolina

C **Introduce the task** Read the instructions aloud. Ss check the true statements and correct the false ones.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 F, ~~over a month~~ three weeks
- 2 ✓
- 3 F, ~~got didn't get / They've started dating again.~~
She started dating a new boyfriend. / She has a new boyfriend.
- 4 F, ~~a year~~ the past six months
- 5 ✓

D **Introduce the task** Read the instructions aloud. Ss say what Jeff's *big break* is and why this is his big break.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 A TV cooking show selected his recipe, and he will have a ten-minute spot on TV.
- 2 If it goes well, they will invite him back. Then maybe he can get his own show.

E **Introduce the task** Read the instructions aloud. Ss watch the video again and find words or phrases that match the definitions given.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 smiley
- 2 let's just say
- 3 closed the door on the past
- 4 get back together with
- 5 ten-minute spot

F **Introduce the task** Read the instructions aloud. Ss identify who said certain things.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 C 2 R 3 J 4 C

G **Introduce the task** Read the instructions aloud. Ss complete the missing words and put the sentences in the order they happen in the video to create a summary.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 c prototype 2 a start-up, permanent
- 3 d Megan 4 b dating, door 5 g spot, break
- 6 e call, interviewed 7 f job

H **Introduce the task** Read the instructions aloud. Ss answer the questions with information from the videos.

Do the task Play the video. Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 Magic Winter Soup
- 2 business websites
- 3 He and Megan had a long talk. She has a new job, she's made some new friends, and she's even dating someone.
- 4 She has to decide what job offer to accept.

AFTER YOU WATCH p. 72

A **Introduce the task** Read the instructions aloud. Ss list the pros and cons of each job.

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

Answers will vary. The chart should be completed with risks and rewards.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss decide which job Carolina should choose and give the reasons why.

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud. How many Ss think she should choose the big company? The start-up?

C **PAIR WORK** **Introduce the task** Read the instructions aloud. In pairs, Ss role play giving Carolina advice about what to do.

Do the task Ss complete the exercise in pairs.

Review answers Pairs perform their role for the class.

D **Introduce the task** Read the instructions aloud. Ss imagine it is one year later and make up a story from the point of view of Jeff, Sara, Carolina, or Robert about what has happened to them over the past year. Encourage Ss to try to predict something about Sara using information from the previous videos, since nothing happened to her in the final video.

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Unit 1: Fit for the job

Narrator It's graduation day at Georgetown University in Washington, D.C. These students have worked hard for their college degrees. Now they have to write their résumés, practice their interviewing skills, and start to look for jobs. They're hoping that their degrees will help them get good jobs. But with so many graduates to choose from, how can employers make sure they find the right person for the job?

Desy Osunsade We spend a lot of time and money as recruiters trying to make sure that we have the perfect fit.

Narrator Desy Osunsade is a recruiter. She finds the very best graduates to work in jobs in business. She says a degree on its own doesn't give her enough information about a candidate.

Desy Osunsade It tells me the person's line of study. It doesn't tell me if they are good at things like critical thinking and problem solving. Do they work well in teams? A résumé in itself with a degree from anywhere does not tell me that.

Narrator Professor Bass at Georgetown has also noticed this.

Professor Bass We're hearing from employers – how do you differentiate between two graduates?

Narrator Two graduates may have the same degree, but do they have the same skills? And how can they prove to employers that they have the right skills?

Erika Cohen Derr It's easy with a degree to show what you've learned in biology or in business. But it's not as easy to show what you've learned in terms of leadership.

Catalyst course presenter Communication is a very human activity.

Narrator So Georgetown University has started a special course. In this course students learn and practice a range of skills that employers are looking for, like good communication. These are sometimes called soft skills. Students also develop their problem-solving and leadership abilities. Students who take the course earn a qualification called the Catalyst

Badge. It's a digital document that proves a student's progress. It shows employers that graduates have important workplace skills, like teamwork or communication.

Professor Bass What we see in the badge is a way of trying to help students tell a story about some dimension of their learning that might otherwise be merely a line on the résumé.

Narrator Alexis Oni-Eseleh has just graduated with a degree from Georgetown University. Alexis also earned the Catalyst Badge there. She's now job hunting.

Alexis Oni-Eseleh And if you click there it'll take you to this website, which tells you everything I needed to do to become a Catalyst.

Narrator She thinks the badge has helped her during a job interview.

Alexis Oni-Eseleh The interviewer asked me to talk about a time where I showed initiative, and I was able to talk about the digital badge and all the steps I had to take in order to get it and to qualify for it.

Narrator The journey from education to work has a lot of challenges. Graduates have to keep up with a changing job market. And a digital qualification like the Catalyst Badge shows that a candidate has more to offer than just a degree on its own.

Unit 2: Green cities

Narrator The U.S.A. Eighty percent of people live in cities, and they all need to be fed. Traditional farming and the mass production of food gives many people a reliable food supply. But the system is not perfect. Many people who live far from supermarkets or grocery stores find it hard to access fresh and healthy food. A growing number of creative food producers think urban farming could be the solution we need. This is Jim Montgomery. He lives in California and has turned his garden into a farm.

Jim Montgomery We call this place Green Faerie Farm. It's basically a lot that's 40 feet by 200 feet and, as you've seen, we have a lot of vegetables growing and some livestock as well.

Narrator It works because everything is used or eaten by Jim or his animals. Any waste is used to help the plants grow. This means Jim can get almost anything he needs by himself.

Jim Montgomery I think urban gardening really allows people to be able to actually produce food and sustain yourself.

Narrator Does this mean that anyone can learn to grow their own food? In Seattle, one program thinks so. This is P-Patch Community Gardens, a shared space where local people grow their own food.

Julie Bryan This is sort of a food desert here ... there's like one grocery store, and so we're trying to help provide fresh vegetables for the local residents.

Narrator A food desert is an area where people cannot easily access healthy food. P-Patch helps people to solve this problem themselves, by giving them land and teaching farming skills. It also brings this group of neighbors together.

Bun Lee Yun Share the food, the language, the skill, and they get together ... a kind of unity, in this community.

Narrator In Milwaukee, an organization called Growing Power takes the idea of working together to a whole new level.

Will Allen We farm over 100 acres just inside the city of Milwaukee alone.

Narrator They want everyone to grow their own food, and they teach 25,000 people a year how to do so. They're interested in finding ways to grow more food, in less time, and less space. One method is called vertical farming.

Will Allen We're not just growing on one plane as you can see; we're growing on multiple levels, using every bit of available space.

Narrator Vertical farming has added 2,000 square feet of space to Will's farm, increasing it by 40%. This means the farm now feeds 10,000 people and is exciting many more.

Will Allen The best thing that we do is inspire people. It's important to have a concrete example of this type of food system, which I think is a food system of now and a food system of the future.

Narrator Growing Power's use of vertical farming is clearly working here. Food systems like this could work in other cities around the world and give many more people access to healthy food. Successful, local projects like these prove that we don't have to trust big companies or new technology to solve the problem. With some creative thinking, these farmers show that the future of food could actually begin in your own backyard.

Unit 3: Save now, pay later

Narrator The U.S. has a problem worth several trillion dollars – its broken-down public infrastructure. Daily traffic jams on highways, old pipes, crowded stations ... you name it! Each of these problems slows people down, and they hold business and the general economy back.

Casey Dingles It's easy to take for granted your water supply, your bridges, your tunnels until they're suddenly not there.

Narrator The government made large investments in infrastructure at the beginning of the twentieth century, leading to a period of economic growth. However, those same highways, tunnels, bridges, and water systems are still in use today, and their age is starting to show.

In Flint, Michigan, the water pipes carrying drinking water to people's homes were over 100 years old. Old pipes are made of lead, a dangerous, toxic metal. In 2014, the city started using water from a different river. But the water wasn't clean. The particles in the dirty water corroded the metal pipes, so the toxic lead went into the water. The water made a lot of people sick, so they had to stop using it. But they still had to pay.

Melissa Mays It seems unreal that they're still billing us for water that we cannot use and they've told us not to use.

- Narrator** Now, the city is replacing all the pipes. This costs a lot of money and waiting so long to deal with this problem has made it even more expensive.
- Every day, thousands of passengers travel on the PATH, a train connecting New Jersey and New York. The train goes under the Hudson River through a tunnel that is over 100 years old. To make it worse, the tunnel was hit by a hurricane in 2012.
- Anthony Foxx** Now, you all know that this tunnel is older than the *Titanic*. That the damage done by Hurricane Sandy made it worse. Those are facts.
- Narrator** The tunnel urgently needs to be repaired. But closing it, even for a short period, creates a huge number of problems.
- Jennifer Chalifoux** I haven't seen this much congestion on the PATH in a long time and trying to make it in to work is not easy.
- Narrator** The solution? Building a new tunnel and repairing the old one. A project worth over 13 billion dollars. The price is high, but if even one of the two tubes of the existing tunnel closes, it will stop 75% of the service. No matter how expensive these and other projects are the price of not doing it, or not doing it right, is always higher.
- Jacob Hacker** If you look at how our economy has suffered over the last 15 or 20 years, it's in significant part because we haven't done the investments in research and development and infrastructure and other public goods that are necessary for our growth.
- Narrator** Investing money before the need is urgent can prevent bigger and more expensive problems. It's certainly true of public infrastructure, but in what other areas could this approach save time and money?

Unit 4: Saving the world, one hour at a time

- Narrator** In 2004, the environmental group World Wildlife Fund discovered something frightening. Their research into how the Earth's climate had changed over time showed that if we didn't find better ways to live – from how we travel, to what we eat – then we would damage the planet forever.
- Naomi Hicks** What we are seeing from the climate science is we urgently need to act on climate change. We're seeing in the U.K., this is the hottest year on record globally for the third year in a row. We're seeing that one in six species could be affected by climate change, so we know that we've got to act, and we've got to do that right now.
- Narrator** To make a real difference, everybody needs to help. But how do you convince somebody that they have the ability to change the world? The World Wildlife Fund hired an exciting advertising agency to find a way. They thought that climate change might be too big a problem for most people to understand. But they realized that if people could see small changes for themselves, then they might be able to imagine the bigger results. And so they created Earth Hour, an annual event at the end of March that asks people to spend 60 minutes doing something to help the environment. It happens all over the world.
- Jim Leape** It is all of us coming together as a community.
- Narrator** Earth Hour is what's called an open source campaign. That means that anyone can use the World Wildlife Fund's name and logo to endorse their own event, anywhere in the world. Excited by what they see and do, people become more likely to make choices that are good for the environment. And because it's so easy to take part, Earth Hour has grown every year since it started in 2007. Countries that join usually do something big, like turning off the lights on famous monuments.
- Pascal Canfin** We switched off the Eiffel Tower, part of a movement where 400 monuments that are known globally, are switched off today.

Narrator Crowds travel to watch, millions of photos and videos go viral online, and the whole night feels like a party. Smaller events are planned, too. Often, these deal with local environmental issues. But there is another reason that Earth Hour has continued to grow. In the years since it began, the effects of climate change have become clearer than ever. More and more people around the world have started to see them in their own communities, from fires in the U.S.A., to flooding in Indonesia. And now that more people know about the problem, more people are interested in making sure that serious changes are made.

David Nussbaum This is a chance for all of us to say clearly to government, "Come on, we need action; real actions."

Narrator One hour a year might not be much, but if Earth Hour continues to encourage action like this, it may become one advertising campaign that really could change the world.

Unit 5: Walking and talking

Narrator Today, journalists can update and change news stories every minute. But Paul Salopek is a journalist who is interested in slow journalism. Rather than giving readers short news articles, quickly and often, slow journalism aims to include more detail and meaning through one longer news piece. These are often human interest stories. For his latest piece of slow journalism, Paul is walking all day, every day, across the planet meeting people everywhere he goes. He's walking the same route that humans traveled 60,000 years ago when they left Ethiopia for the very first time. They walked across deserts and mountains, countries and whole continents to explore new parts of the world.

The journey from Africa to South America on foot will take Paul seven long years. So what is Paul trying to find out through this project? He wants to hear about the lives of people all around the world in their own voices. So he's recording, collecting, and writing about stories from the people and places he finds along the way. News reporter Hari is joining Paul in Georgia. Hari wants to find out what Paul has learned from the people he's met so far.

Hari What are we saying? What is humanity telling you?

Paul The same stories over and over again. It's the same classic stories.

Narrator Walking across the world has helped Paul see that most people's lives are connected, whether they live near each other or thousands of miles apart. Paul walks with a translator in each country so he can communicate with local people. Hari's asking Paul's translator what the locals think about Paul's project.

Hari What about when they figure out that he's trying to go to the end of the world?

Translator And then it's even worse! And then they really ask, like, "What is he searching for?"

Narrator Although the people that Paul meets are surprised to hear about what he's doing, they're very kind and welcoming towards him. When Paul enters a new village, he makes friends quickly. He has to, so that he can find a place to sleep! This time, he found a place to stay only five minutes after entering the village.

Hari You just invited him into your home; he's a total stranger.

Host I asked him who he was, and he said he was from the U.S., so I immediately invited them in.

Narrator Paul is grateful to his host. Staying in people's homes means that Paul can hang out with families and hear their stories. All useful for his giant project. Paul also takes a photo, video, and interviews the closest person after every 100 miles before he continues with his journey. But does he get tired of so much walking?

Hari Do you get tired by the end of an average day, or has your body gotten used to this?

Paul I do. You have good weeks and bad weeks. But I get tired, and, you know, my job is to write, not just really to walk, so at the end of the day it takes a special effort to sit down and write a story.

Narrator Many people are following Paul's human interest project online – especially students in schools. Online you can find a map showing Paul's route and the photographs and stories he has uploaded along the way. His stories are about many different things. They're about the various landscapes he crosses and the different weather he encounters. They're about historic sites, nature, and animals. And, of course, they're about the people he has met – and their stories of daily life, happiness, challenges, and more.

At the end of this project, he'll have hundreds of different stories to share. But he still has to get through the Middle East, Asia, and all the way down to the bottom of South America on foot before he ends his seven-year trek. Although it's tiring, Paul won't give up until he's completed every step, and written down every story of the people he meets.

Unit 6: Can do!

Narrator Have your groceries ever looked like a face? Or even a palm tree? These creative artworks were made by teams of volunteers for an annual event called Canstruction. Canstruction is a combination of the words "can" and "construction", which means building work. "Can" also has two meanings: to be able to and a round metal container. Hundreds of teams compete across the United States to design and build amazing sculptures with canned food. It's not just for fun, though. The event was started by a charity to help local communities. Joanne Batson manages a food bank in Virginia. It gives out over four hundred fifty thousand kilos of food every month. The food is donated to the charity to help people who do not have enough to eat.

Joanne Batson Most recently we've seen forty percent of the people that are coming to us now at this one location over the past month, are new ... new people. They've never been in a food bank before.

Narrator Many other communities experience similar problems, so Leah Suzann Kaplan and her colleagues invented Canstruction to donate food to people in need.

Leah Suzann Kaplan The teams have three months to prepare from the time they say, "Yes, we're entering," until they build.

Narrator The rules for Canstruction are simple. Teams are made up of a maximum of five members, their work must be finished in one day, the sculpture must stand up on its own, and all labels must be kept on the cans. Teams should also use healthy food, like these cans of beans, vegetables, and fish. When the sculptures are finished, they are displayed to the public before the cans are donated to local food banks. Each team uses thousands of cans, so a lot more food is collected here than at a normal food drive. One group of students is using 13,000 cans to build a bridge with the round shape of an arch. At the end, they need to remove a big piece of wood that supports the center, called a template. They are nervous, but the bridge remains standing. One team member describes the moment the template was removed from under the bridge.

Canstruction participant The moment that the template comes down and you can actually see the light from the other side of the arch ... that's the moment of, yes, it works.

Narrator These beautiful artworks attract a lot of public attention. One visitor has decided he wants to join in next year.

Visitor It's quite clever, what they do and, you know, it seems for, you know, to be for a great cause, so, we were actually thinking of maybe figuring out if we can join this some year.

Narrator Everybody involved enjoys the show, and they manage to collect food and give it to people who really need it. Canstruction shows that it is possible to make a difference and have fun at the same time.

Unit 7: Mobile communication in Africa

- Narrator** These days, mobile phones are an essential part of our lives. Kenya is the world's best example of this. Nearly ninety percent of Kenyans have a mobile phone.
- Bob Collymore** Here in Kenya, and probably in many other African countries, the cell phone is a productive tool. It's not a luxury item.
- Narrator** As well as catching up with friends and family, Kenyans get useful services from even simple cell phones. Half the money spent in Kenya travels through M-Pesa, a money transfer system based on mobiles. Using the airtime, or credit balance, in their phone account, people can make payments to each other, as well as phone calls. For many, their airtime is better than cash.
- Bob Collymore** You know if you only have 30 shillings, if you have that 30 shillings as airtime, you can then call someone and ask for the money to be sent.
- Narrator** Life here can seem very traditional. But Kenya is a world leader at using phones in clever, practical ways.
- Denis Gikunda** It's transforming how people do many other things beyond just communicate. It started off as just communication tools, but they have been used from everything to sending money back to people up country, to payments.
- Narrator** At this banana farm in the countryside, Catherine Mimona explains that using a phone app called M-Farm gives her live information about the prices she can get for her crop.
- Catherine Mimona** I go to the M-Farm application, and I simply query on the price for bananas.
- Reporter** So it's really just as simple as punching in a number and asking a question.
- Catherine Mimona Yeah.** It's a matter of efficiency, so that you don't have to spend all your time and money going to Nairobi to find out what the markets are like. You can get the scenario right where you are. So yes, it does help me make more money.

- Narrator** The benefits of a mobile app are sometimes worth more than money. This is one of Kenya's poorer areas. There are no doctors or hospitals here. But this pregnant woman living here does see Grace Anyango, a health worker. Grace writes the woman's health information into her phone. These messages are then checked 24/7 by a new hospital doctor service called M-Birth. Dr. Peter Maguna looks at the information sent in by health workers.

Dr. Peter Maguna We never knew that text messages could actually save lives until we started this. We have saved so many mothers.

- Narrator** Mobile technology has brought a huge range of valuable services to Kenyans and changed many lives for the better. No wonder they never put down their phones.

Unit 8: Start-up life

- Narrator** Work is an extremely important part of our lives. We spend most of our time and our energy at work. And while many of us are happy working nine to five for someone else, some people choose to start their own business. If you could start your own business, would you do it? It's not just a career choice; it's a lifestyle choice.
- Edouardo Jordan has a restaurant in Seattle called Salare. He's the owner and the chef. Managing a restaurant is hard work. Especially on the weekends! Early on Saturdays, his work day begins at the market, where he buys the food he needs. He buys fresh local produce – fruits and vegetables – and designs his menus based on what he can find there. His restaurant, Salare, is quite new, but Edouardo chose this lifestyle a long time ago. From the moment he started his career as a professional cook, he knew he wanted to open his own restaurant.

Edouardo Jordan I was always thinking about opening my own restaurant; that was my goal. In the ten-year span of me cooking for others, I started writing a business plan.

Narrator It took him ten years of planning while working for others and learning from them, but his restaurant is now a success.

Edouardo Jordan When I want to do something, I go do it.

Narrator Edouardo had known the job he wanted to do and the kind of life he wanted to lead since he first started school. This wasn't Nikki's experience. For a long time, she had a permanent job as a social worker, with a fixed schedule and the same work every day. But it became too stressful.

Nikki Closser I'm Nikki Closser and I started years ago as a social worker. I did that for 12 years, went to school for it, and then just decided I was done. I was burned out and wanted to do something different.

Narrator As a social worker, she often worked more than her usual office hours and the amount of stress made her worse at her job.

Nikki Closser I used to take the work home with me and I would get upset, and I got to the point where I started feeling indifferent ... and I knew that wasn't fair to them, and it wasn't fair to me, either.

Narrator Now, she's a professional photographer. She has a successful business, makes a good living, and enjoys her job every day. For Nikki, the decision to own her own business made her life easier and happier.

For Lizzy and her husband, on the other hand, running their own business has brought a lot of changes to their lives that were not part of the plan. They used to live in Texas, where they owned a toy store. But when the financial crisis came in 2008, they lost their business. However, very soon after this happened, they got the opportunity to open a similar store in Las Vegas. It meant making a big change. They had to pack up everything, sell their house, move to a different state, and start all over again.

Lizzy Newsome We moved. We picked up everything we had; we sold the house. We went all in, yeah.

Narrator Business is now going well for them, and they're thinking of opening a second store.

Lizzy Newsome We knew that Las Vegas needed a toy store. You could tell it needed a toy store.

Narrator Moving their business to a new place was the right decision for Lizzy and Trevor. It has been challenging, but means they can continue doing what they love. Lizzy, Nikki, and Edouardo have made very different choices but have one thing in common: starting their own business has allowed them to lead the lives they've always dreamed of.

Unit 9: Opening doors for everyone

Narrator Meet Archer Hadley, a teenager who lives in Austin, Texas. Archer has cerebral palsy and he uses a wheelchair to get around. He's very sociable and does a lot with his friends, but basic activities are not always easy.

Archer Hadley Because I'm disabled, independence is a little harder for me.

Narrator On a wet Monday morning, Archer was trying to get to a test, but he couldn't open the door to the school, and he started to get annoyed.

Archer Hadley I tried this for about five to seven minutes, and I got really frustrated.

Narrator Archer thought of all the public places downtown with automatic doors, and decided he was going to try and install some in his school. So he created a challenge to collect money to pay for three automatic doors.

Curt Shaw The cost for each of those doors was somewhere between \$5,000 and \$6,500 per door.

Nicole Griffith Archer's idea was to have this wheelchair challenge. And the wheelchair challenge involved students being able to challenge others to spend a day in a wheelchair. And if you challenged someone, then you needed to pay \$20.

Narrator Lots of students challenged their friends to spend the day in a wheelchair.

- Student** Today, I was nominated for the wheelchair challenge, and so all day I will be in the wheelchair.
- Narrator** Students weren't allowed to get out of their wheelchair all day. They had to use the elevators, go to classes, and open doors on two wheels. The response from everyone at Archer's school was enormous.
- Curt Shaw** Archer Hadley raised, uh, \$87,000.
- Narrator** Archer's challenge was a great success. Amazingly, he finally got enough money to build not three, but five automatic doors for his school. But that wasn't the end of it. Archer was completely surprised when he received an award for this work.
- Greg Abbott** Archer is an inspiration, an inspiration for me, an inspiration for so many others.
- Narrator** Back at Austin High School, easy, equal access to buildings now makes everyone feel welcome. And, very importantly, no one will ever be left outside in the rain again.

Unit 10: Game of bones

- Narrator** This is Leicester, a city in England. And this is a parking lot in Leicester, the final resting place of a famous English King. It's not quite the ending we expect for the powerful leader of a country. So, what happened, and how was this discovery made?
- Richard III was King of England from 1483 to 1485, and the last king from a family called the Plantagenets. In 1485, he died at the Battle of Bosworth and was quickly buried in Greyfriars Church, here in Leicester. But 40 years later, the building was destroyed, and, centuries later, nobody could remember exactly where it had been. In 2012, however, scientists from the University of Leicester thought they had discovered its location: underneath this parking lot. Could they be right?
- Reporter** The diggers arrive today and the actual digging starts tomorrow, and it could be the beginning of solving a medieval mystery.

- Narrator** The mystery seemed to be solved very quickly, as the team did find a body. But that's not where this story ends, even though all the information suggested that the bones belonged to the missing King Richard.
- Dr. Jo Appleby** The chances of them being both of them on the same skeleton and in the same place, you know, it would be a fairly unlikely series of coincidences.
- Narrator** There was only one way to know for sure: Michael Ibsen. Michael had been contacted in 2004 by an expert who was researching Richard III's family. Though Richard himself had no children, his elder sister Anne did. Michael is her great-grandson, from 17 generations ago, which makes Richard III his uncle. Michael wasn't too interested in this connection to a king at the time. But when he found out that *his* DNA was the key to checking if the body in the parking lot was, in fact, the king, it suddenly became very exciting.
- Michael Ibsen** The only line that they were able to follow through to, to current times was the line that led to my mother, or so I'm told. Obviously it would be a great disappointment if there was no DNA match.
- Narrator** Research was carried out on small pieces taken from Michael's bones and those in the parking lot. There was a difficult wait while the two sets of DNA were studied to see if they were a match – and they were. Michael was amazed.
- Michael Ibsen** Perfect match.
- Narrator** The project's manager, Richard Buckley, shared the breakthrough that had been made with the media, and finally solved one of England's biggest historical mysteries.
- Richard Buckley** Beyond reasonable doubt, the individual exhumed at Greyfriars, in September 2012, is indeed Richard III, the last Plantagenet king of England.
- Narrator** If the researcher hadn't contacted Michael, we might never have known the true identity of the king in the parking lot. It's an amazing story, which shows that sometimes life *can* be stranger than fiction.

Unit 11: The future of driving

Narrator Driverless cars, once the stuff of science fiction, will be normal within a few years. Scientists and engineers from the U.S.A to South Korea have been working hard on ways to get driverless cars onto our roads.

John Krafcik We have been working on this at Google and now at Waymo for over nine years, nearly a decade. We do like to consider it the world's longest ongoing driving test.

Narrator When driverless cars arrive on our roads, we'll almost certainly experience a big change in the way we move, where we live, and what our cities look like: Less pollution, safer roads, and less traffic. What's more, it will make life easier for people with disabilities. Mate Rimac designs driverless cars to let us travel around cities in a stress-free way, helping us avoid traffic and improve the environment.

Mate Rimac We want to build the best, what's possible today, with today's technology, and to prove that electric cars are not just, you know, environmentally friendly and efficient. The future is not dull or boring, but actually fun and exciting.

Narrator But do people really want to let the cars drive themselves? Half of the people in the United States say they would prefer to drive themselves than let a car be in control, especially after a recent accident with a driverless vehicle.

Man on street Just in the news – a couple weeks, month ago, I think the first death in an automated vehicle accident occurred, and that's definitely something that needs to be sorted out.

Narrator But driverless technologies may also help solve day-to-day problems for many people.

Woman in car Center for the Blind ...

Narrator For the blind, or people with sight problems, getting around by car is not easy. Julian Brinkley at the University of Florida is looking for ways that driverless cars can solve problems for blind people. For example, how to know where you are, and when you arrive at a destination, if you cannot see.

Julian Brinkley If I'm a visually impaired person and I don't have an ability to verify visually that I'm at the appropriate location, how do I know that it's not just dropping me off in a field somewhere?

Narrator Barbara Tallon is an 80 year-old visually impaired woman from Florida. For Barbara, driverless cars could make her life less stressful, and help her travel more.

Barbara Tallon I drove all my life until about 12 years ago. So, to be able to just get in a car and say take me here, take me there, all on my own – it would be great.

Narrator Although there are problems to solve, the proven impact they will have on the environment, and the ways they will change people's lives, make driverless cars the future of driving.

Unit 12: The good old days?

Narrator Many of us have memories of our childhood, but few of us have them recorded. Katlego and Olwethu, however, do. They're both 28 year-old South Africans, but that's where the similarities end. Katlego is the son of a famous soccer player, has a full-time job, and has kept the same close friends since childhood, while Olwethu is a married mother of two who has lost contact with her childhood friends.

When they were each seven years old, they took part in a documentary. It followed a group of children from across South Africa as they grew up, filming them every seven years. Katlego was sent to an expensive school where most of the students were white. This distanced him from his friends in the all-black neighborhood where he lived.

Katlego They all started pointing out that I was starting to talk differently because I'm going to this fancy school, and all of a sudden I think I'm better than them. So we go to different schools, we're still friends, right? I guess not.

Narrator At 14, he knew that going to an expensive school had changed his life. And now, at 28, he's enjoying the results of a good education and the doors it has opened in his career and social life. Katlego looks back on himself as a boy and sees how his early views have changed.

Interviewer Do you think of yourself as an African?

Katlego No.

Interviewer Why not?

Katlego Do I sound African?

Interviewer Do you think of yourself as African?

Katlego Yeah, very much so. Of course.

Narrator Olwethu was born in a large town and had a brother and a sister. And the thing she wanted most her independence.

Olwethu I just want to be alone in my house and I want to work, that's all. I want to make money and get rich; that's all I want. I don't want to get married because I hate husbands.

Narrator Her ideas about husbands have changed since she was 14. But she still wants to be independent. That's why she's opening her own business, an internet cafe. She looks back on her childhood and values what she has now.

Olwethu I am happy about where I am now 'cause I see where I'm going, and I know last year I wasn't where I am now, so I know that there's progress.

Narrator The documentary creates powerful memories for Katlego and Olwethu. What it has done the most is help them see how their past has made them the people they are today.

Episode 1: The future of food

Jeff All right, welcome to *Cooking With Jeff!* Now, I have something really special for you guys. I asked you to put some suggestions in the comments. And guess what? I listened. So, today is going to be ... Magic Winter Soup. All right, now it has a special ingredient. I can't tell you ... Door's open.

Robert Hey! How's it going?

Jeff Good! Take a seat. Sara and Carolina will be up in a minute.

Robert Is this the new dish for your cooking show?

Jeff Yes, there's a new episode tomorrow: "Magic Winter Soup." My grandma used to make this, but she never wrote down the recipe. Now, it took me all week, but I think I figured it out. There's a secret ingredient which makes it "magic."

Robert Wait. It's not something weird, is it?

Jeff Just taste it!

Robert I'm trusting you, man! Mmm!

Carolina and Sara Hey guys!

Sara Sorry, we're late!

Carolina This smells so good!

Sara I was stuck at the school at a teachers' meeting.

Jeff Well, you're here now, so get ready for some good food!

Robert Magic Winter Soup ... with a secret ingredient.

Sara Ooh, a secret ingredient? I can't wait!

Carolina So, I've got some good news.

Robert Hmm, let me guess: You're the new head of web design for a major corporation, so you're quitting your job at the community center and leaving me with no help.

Carolina Ha, right ... head of web design. I wish. No, nothing that big.

Jeff So, what is it? Here. Wait! Don't forget the croutons!

Carolina Thanks!

Robert Hey! Thanks.

Sara Mmm, these croutons!

Carolina So, I had an interview this morning at a really cool start-up company, and it went really, really well. I don't want to get my hopes up. There were, like, six other people in the reception area just during the time I was there, so, obviously, they're

interviewing a lot of people. But I just have a good feeling about this job. The pay is OK, but not great, and the company is still pretty small – it's ... three years old? But the work they do is so cool. I would love to work for them.

Sara Wow, Carolina, that is so great! I really hope you get it. Mmm! Jeff, this is really good.

Robert Yeah, but what's the secret ingredient?

Sara Rice, carrots, leeks ...

Sara Yes, but none of those is the secret ingredient.

Jeff Nope.

Sara Is it kale? That stuff is all the rage these days.

Jeff Nope. It's not kale. It's in there, but it's no secret.

Sara It isn't sugar, is it?

Jeff Nope. No sugar.

Carolina Oh, I know what it is!

Jeff Ta-da! You guessed it! The magic in my Magic Winter Soup!

Sara Wait, Jeff ... is that lard? Lard like ... animal fat? Lard is the secret ingredient.

Jeff Yep. That's it. Good old-fashioned lard. My grandmother used to use it all the time back home in Florida.

Carolina Mine, too, back home in Brazil! It's really gone out of style. No one uses it anymore. Mmm. Now I know why this tastes so good!

Sara Jeff, this is really delicious, but ...

Jeff But what?

Sara It's just that lard is kind of unhealthy.

Carolina Yeah, too bad.

Jeff OK, Sara. I guess I should have kept the secret ingredient a secret. Care for another bowl, Robert?

Robert No, no way. I couldn't eat another bite!

Jeff Carolina?

Carolina Oh, no. I can't.

Sara Jeff, I'm really sorry about the soup, but I love these croutons!

Jeff Help yourself. But uh ... those have the secret ingredient in them, too, you know.

Sara Huh ...

Episode 2: Going global

- Jeff** Sara ... Carolina ...
- Sara** Just a second. Good morning, come on in.
- Jeff** You sure? You don't need to check my ID? You know, our building is actually safe.
- Sara** Mhm. Well, it never hurts to be careful.
- Jeff** Yeah, better safe than sorry, right? Wow. You have a lot more projects going now than the last time I was down here.
- Sara** That's actually why I wanted you to come down. The school play I'm working on has inspired me.
- Jeff** I can see that. So tell me about what you have here.
- Sara** What, that? That's just something I made to hold all my devices while I work. You know, my watch, my keys, my phone, my phone charger. Just stuff I want to have near me and not lose in all this stuff.
- Jeff** This is really cool Sara. Simple. Nice design.
- Sara** Yeah. I guess it really is cool. Do you think this might be something people might want to buy?
- Jeff** Absolutely. I'd buy it.
- Sara** Really? That's so awesome. I could make this one my prototype and send it out to some product design companies.
- Jeff** And look at these other things you've been making. I think you really have something here, Sara. And think of all the extra money you can make. You could even have your own company: Sara's Solutions. What do you think?
- Sara** My own company? Yeah, that would be cool. And you can be my marketing manager. *(laughter)*
- (Jeff's phone rings)*
- Jeff** Hey, Robert. Hmm? Where are you? It's really noisy. Sure, but I'm actually downstairs at Sara and Carolina's. Can you come over? Yeah. Come on over. Cool. OK. OK. See you in a few. He's been a little stressed out lately. His ex-girlfriend, Megan, just moved here. He's not sure how to feel about that.
- Sara** Oh. Are there bad feelings between them?
- Jeff** I don't think so. He's just nervous about seeing her again, I think. So tell me, what's this? *(laughter)*
- Sara** So, Robert. Um ... How's work?
- Robert** Huh? Oh, good, good. Yeah, um, really busy actually. But, you know, Carolina has really helped. She's great, so it's better now.
- Sara** That's so good to hear. She's a great roommate, too. She doesn't even mind when my projects are all over the place.
- Robert** So is she, like, a real neat freak or something? *(Sara and Jeff laugh)* Why?
- Sara** You wouldn't ask that if you had ever seen her room.
- Jeff** Yeah. Carolina is ... How did she put it? Comfortable with messes.
- Sara** But she's very neat in the rest of the apartment, so I can't complain.
- Robert** Is Carolina here?
- Sara** Yeah.
(Carolina comes out of her room)
- Carolina** Mmm. I smell coffee.
- Sara** Here.
- Carolina** Thank you. And yes, Robert, I am very comfortable with messes.

Episode 3: Community action

Carolina Robert? Sorry to bother you, but I have a few questions on this paperwork I'm doing with Maiza.

Robert Oh. Yes, of course, Carolina. Sorry.

Carolina Gosh Robert, are you OK? You look really tired. Is everything all right?

Robert Well, to be honest, no. But, don't worry about it. It has nothing to do with work.

Carolina OK, well, that's good. But you still look like something is really bothering you.

Robert It's personal. It has to do with Megan.

Carolina You mean Megan, that girl you dated in college?

Robert Yeah, the one I was supposed to marry.

Carolina You were engaged? That's right. I forgot that. What happened?

Robert Well, obviously we broke up. And that whole experience really messed me up for a while. But the truth is, it was the right decision. We weren't right for each other. Not that way. We were friends, you know? We should have just stayed friends. So after the break up, Eduardo and I went on that big road trip, remember? And that really gave me time to think. I got interested in community work. And that's the whole reason I'm here now. And it's good. It's really good. I like my life. I honestly hadn't thought about Megan in a long time.

Carolina So why are you thinking about her now?

Robert Because she's moving to New York. She's been calling me a lot. She doesn't know many people here, and you always need some help when you move to a new place. But I can't figure out if she wants more than that, you know? I mean, I'm OK with helping her to get settled and stuff, but the truth is, I'm really nervous about seeing her again. I don't know what to do.

Carolina I can see why you're stressed.

Robert Yeah. So did you have questions?

Carolina Oh, that's all right.

Robert Hey, so I know you're a web designer and you're only temporary here. But the clients love you, Carolina. They're always talking to me about how much they appreciate you – how helpful you are and good at solving problems.

Carolina Really?

Robert Well, I had an idea how maybe we can combine the two. Our website is really old and really boring. I mean, you know. You've seen it. So I was thinking, maybe you could redesign it for us. And Jeff suggested that we make some videos, too, – about the center and the different services we offer – for the website and for social media.

Carolina This is a great idea! And video – that is perfect! We could really show off the place.

Robert Well, we wouldn't have much money, so we'd have to do everything ourselves. Will you be, like, the host of them?

Carolina Me? In the videos? I don't know. Let me think about that part, but I will totally do the design work. That'll be fun!

Robert Fantastic! Then we'll start there. You can get started on the website whenever you want, and I'll start working on the video stuff.

Carolina Great. I already have, like, ten ideas. Robert, don't worry about Megan. It's all gonna be fine.

Robert I hope so.

Episode 4: Lifestyles

- Jeff** Hi, Sara, it's Jeff.
- Sara** Door's open.
- Jeff** What's up? You never leave the door unlocked.
- Sara** My arms were full. I had a really bad day.
- Jeff** Well, let me cheer you up. Cupcakes for Teacher of the Year.
- Sara** Teacher of the Year? Right.
- Jeff** Don't you want one? Ginger, lemon ... mmm ... peanut. Not bad at all. OK, I'm ready. What happened?
- Sara** Well, you know how I've been working on the school play along with all my other work? Well, today they told us the play has to be performed a whole month early. So I have to finish everything by next week. The kids have worked so hard on this play. I wanted everything to be perfect for them, but there just aren't enough hours in the day.
- Jeff** If you were so busy, why did you agree to help with the play at all?
- Sara** Because they asked me to. It was the kids. I know, I know. I have to learn to say no to things.
- Jeff** What do you think?
- Sara** Oh my gosh, Jeff. This is delicious.
- Jeff** Well don't look so surprised. There is no problem in life a good cupcake can't fix, and this is a good cupcake. Hey, what's going on here? I thought you were going to send this off as your prototype.
- Sara** It isn't finished. And how am I ever going to finish it with a full-time job, the play, and my brother's wedding next month?
- Jeff** If I were you, I'd send it out just like this. It doesn't have to be perfect. Just get it out into the world. See what happens. Oh, I almost forgot! I know what will get you motivated. Ta-da!
- Sara** Jeff, where did you get this?
- Jeff** I was redoing the sign for my show, so I ordered this at the same time.
- Sara** I can't believe this. That's so nice of you. Thank you.
- Jeff** You're welcome. But you know what this means, right? It means you have to make some choices. Make time to work on your own stuff. Finish this prototype. This is the moment.
- Sara** You really think I can do this?
- Jeff** Absolutely. Come on. Big smile.

Episode 5: What if ... ?

Carolina Here at the East Village Community Center, our mission is to provide our clients with the best support and advice for their career goals. If you need help preparing your résumé or doing a job search, our Career Services office is here to help you.

Robert This is great.

Carolina Do you really think so?

Robert You're a natural.

Carolina No, I'm not. But if I'm terrible, blame my sister Eva, the actress. She was my teacher.

Robert I think you did a great job.

Jeff Hey, guys.

Robert Hey, Jeff. Hi Sara. What are you doing here? Aren't we meeting at your place later for dinner?

Sara Yes, but I couldn't wait. I just had to show everyone.

Robert Wait, is this your invention that I've heard so much about?

Sara Yes. I think the design is done, so I made a few different styles.

Carolina Cool. So colorful. Sara, these turned out so well.

Robert I really like the way these look. They're so fun and modern, and they seem like they'd be really useful. Have you tested them?

Sara Well, no, not yet, but I was hoping that we could test them here at the center. Do you have some clients that might be interested?

Robert Sure. I think they'll love this. Come on. Maiza, Leon, this is my friend Sarah.

Maiza Hi.

Leon Hello.

Sara Hi, nice to meet you.

Robert Sarah is an inventor, and she has something she'd like us to try here at the center. What do you think?

Leon OK, what is it?

Sara Well it's for your personal things, to keep them safe and organized while you work.

Maiza Oh, this is nice.

Sara The new Table Pocket from Sara's Solutions is the device for all your devices. Now you can have all your personal things safe, neatly arranged, and easily accessible as you work. No more messy workspaces with the new Table Pocket.

Robert These really are cool. They're useful, they look nice, they're light.

Sara And portable.

Robert You know these would be great to have here. People are coming and going all the time, and they're always losing stuff. This could really help. I could put one at every workstation. Could I order some of these now?

Sara What? Wow, great. Yes. Yes. My first sale.

Jeff And it won't be your last.

Robert So, I'll use the center's money to buy them, so we're required to have the name of the center on them. Would that be possible?

Sara Of course it's possible. Sure, just give me the exact words you want.

Robert Great. I'll email you the details. You know, this is actually good timing. Carolina is almost finished with the new design for the website, and we just finished our first video to promote the center. Once the website goes live and we start posting videos on social media, we're definitely going to get a lot more clients. So these Table Pockets will really help us.

Sara The first video is done? That's fantastic. I want to see it.

Robert Yeah, sure. Come over here. Thank you both.

Maiza and Leon Thank you.

Carolina No, no, no. Please you guys, you don't have to do this now. We can watch it tomorrow. Robert, we haven't approved it yet. I don't know if we can show people.

Robert OK, everybody ready?

Carolina Please, no. You guys!

Robert Action!

Episode 6: Looking back

- Carolina** Hey guys.
- Sara** Hey.
- Jeff** Hi Carolina. What are you so smiley about?
- Sara** Don't tell me. You got the job at that cool start-up company.
- Carolina** No. They never called me back in. I'm sure they hired someone else. That interview was three weeks ago. No, no. I'm not upset about that because ... I got an offer from Johansson-Durst Incorporated for a full-time, permanent job in their design department.
- Jeff** Wow, Carolina, that is a huge company. What kinds of things will you do there?
- Carolina** Honestly, I don't know. They're involved with a lot of different businesses, so it will mostly be business websites. I've looked at some of them and they're nothing exciting, but they're well done. And it's a job as a web designer. A really good one.
- Sara** Carolina I'm so proud of you. It's amazing.
- Robert** Yes, our Carolina is going to be a design executive one day.
- Jeff** What's up with you man? You look so relaxed.
- Robert** Well, what can I say? It's a beautiful day. Let's just say I closed the door on the past, and it feels really good.
- Carolina** Did you get back together with Megan?
- Sara** Carolina.
- Robert** No, Carolina, but it's all fine. We had a long talk and we're good. She has a new job, she's made some new friends, she's even dating someone. She's happy, and I'm happy for her. I guess we're both finally moving on.
- Jeff** Well, that is good news, man. And speaking of good news, I have some of that myself.
- Carolina** No way. What is it?
- Jeff** OK, so, remember that soup I made for you a few weeks ago?
- Carolina** Magic Winter Soup?
- Jeff** That's right. So, you know that cooking program on The Cooking Channel? *Saturday Morning Cook-off*? Well, I've been submitting my recipes every week for, like, six months trying to get on there. But no luck. Well, a couple of weeks ago, I submitted my recipe for Magic Winter Soup, and I got in.
- Carolina** That's amazing!
- Jeff** I'll have a ten-minute spot next Saturday morning, and if they like me, and if the audience likes me, I'll get more spots.
- Sara** Then you'll definitely get more spots.
- Robert** And your own show.
- Carolina** This is it, Jeff. Your big break.
- Jeff** Maybe. We'll see what happens. But, yeah, I think it is.
- Carolina** Hello? Yes, this is Carolina Sousa. Yes, of course I remember. How are you? Fine, fine. And, uh, a little surprised, honestly. Uh-huh. Uh-huh. Yes. OK, sure. Yes, yes. Of course. By Friday, absolutely. And thank you Leticia, really. Bye ... I got it! The job at the start-up. That amazing start-up design company. They want me! Out of more than a hundred candidates, they just offered me the job. I got it! I got it!
- Robert** What is it, Carolina?
- Carolina** What do I do now?

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