

EVOLVE

VIDEO RESOURCE BOOK

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Documentary summary

The video explains that at one time craftspeople produced most of our everyday goods. Mass-production changed everything, though, and brought many benefits to the consumer. Ford Motors assembly lines were an innovation in car manufacturing that made cars affordable. The identical models they produced highlighted the consumer's desire for choice. Design for visual attractiveness became an important aspect of developing mass-produced goods as a result.

Language summary

Grammar	Vocabulary	Functional language
Present habits	Facing challenges	Discuss issues and agree strongly
Past habits	Describing annoying things	

BEFORE YOU WATCH p. 1

- A **PAIR WORK** **Introduce the task** Ask Ss to look at the pictures and name the objects they see.

Do the task Ss work with a partner to discuss the questions about each pair of objects.

Review the task Ask volunteers to share which objects they prefer and which they are more likely to buy.

- B **PAIR WORK** **Introduce the task** Explain that Ss will hear the words in bold in the video.

Do the task Ss work in the same pairs to decide which objects match each idea. Allow them to use a dictionary to look up unfamiliar words. Tell them to write the picture numbers in the spaces and any other details, e.g., *the clock in 3A*.

Review the task Ss share their answers with the class. Encourage them to explain their answers.

Suggested answers

1 1A, 2A 2 1A, 2A, 3A 3 1B, 2B, 3B 4 3B 5 3A
6 1B, 2B 7 2A, 3A (or one of the objects in 1A)

- C **PREDICT** **Introduce the task** Read the instructions aloud. Ask Ss to look back at the word *mass-produce* in exercise B. Encourage Ss to think of more goods which are mass-produced.

Do the task Ss think about the question and write down their prediction.

Review the task Allow Ss to share their predictions with the class, but do not confirm their answers yet.

WHILE YOU WATCH pp. 2–3

- A **Introduce the task** Read the instructions aloud. Ss watch the video and see whether their prediction was correct.

Do the task / Review the task Ss answer the question as a class.

Answer

cars and mass-production

- B **Introduce the task** Read the instructions aloud. Ask volunteers to take turns reading the facts from top to bottom. Go over any unfamiliar vocabulary as a class.

Do the task Point out that the facts are not the exact sentences used in the video but paraphrases of the main ideas. Play the video while Ss order the sentences 1–7.

Review the task Call on volunteers to read the facts in the order they're mentioned in the video.

Answers

2, 6, 1, 4, 7, 3, 5

- C **Introduce the task** Ask volunteers to take turns reading the questions aloud. Tell Ss to write down any answers that they can remember. Encourage them to use their own words to paraphrase the ideas.

Do the task Play the video again. Ss work individually to answer the questions. Replay the video if necessary.

Review answers Ask volunteers to share their answers. Check answers as a class.

Suggested answers

- 1 People didn't mind that products took a long time to make and were not identical.
- 2 People were happy when mass-production replaced craftsmanship because it made products cheaper.
- 3 The assembly lines were bad news for craftspeople because their skills weren't needed.
- 4 People didn't like it; they wanted more choice.
- 5 It has become more and more innovative.

- D **Introduce the task** Point out that the sentences are all from the video. Ask volunteers to take turns reading the sentences. Explain that there is one word for each space.

Do the task Ss watch the video again and complete the sentences with words from the video.

Review the task Check answers as a class.

Answers

- 1 accepted, time-consuming
- 2 adapted, welcomed
- 3 step forward
- 4 capable of
- 5 underestimated
- 6 functional attributes

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

Do the task Ss choose the answer that gives the best meaning for each boldface expression.

Review the task Check answers as a class.

Answers

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

F **Introduce the task** Read the instructions aloud. Replay the sections of the video where the two experts talk: Bob Casey, 0:44–1:12; J Mays, 2:52–3:14.

Do the task Ss work use their own words to summarize what the experts mean by the expressions in bold.

Review the task Ss compare their ideas with a partner. Write the model summaries from the answer key on the board and tell Ss to compare them to their own summaries.

Possible answers

- 1 Deskillling is when the skill of creating a product is moved from a large number of craftspeople to only a few people at the top of the company.
- 2 Design was born when manufacturers could work to make their products more attractive to customers with color, materials, and shapes.

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

Do the task Challenge Ss to complete the sentence from memory without watching the video. If they need help, allow them to work with a partner.

Review the task Play the video from 3:15 to the end to check answers.

Answers

consumers, design, craftsmanship

H **PAIR WORK** **Introduce the task** Read the instructions and the questions aloud. Check understanding of *evidence* (facts that support opinions). Ask whether the sentence in exercise G is a fact or an opinion (opinion).

Do the task Play the video again. Ss note evidence they hear for each opinion. Alternatively, have them answer the questions from memory.

Review the task Check answers as a class. Discuss differences in Ss' responses.

Suggested answers

- 1 Yes. Mass-production made goods cheaper. Design made goods more attractive.
- 2 Yes. When Ford mass-produced its cars, consumers wanted more choice and went to their competitors who offered a greater variety of designs.
- 3 No. Although the value of craftsmanship is mentioned, there is no evidence of its importance.

AFTER YOU WATCH p. 4

A **PAIR WORK** **Introduce the task** Copy the chart on the board and model completing it with your own ideas.

Do the task Ss work individually to complete the chart, then discuss their answers with a partner. Encourage them to describe products they own or want to buy.

Review the task Check answers as a class.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Model describing a specific change using the operating system of a smartphone as an example. Use grammar from the unit to describe the changes and vocabulary from the unit to describe your feelings.

Do the task Ss work individually to complete the chart, then with a partner to talk about one change in how each product used to be and how it is now. Encourage them to use grammar from the unit to describe the changes and vocabulary to describe their feelings.

Review the task Ask for volunteers to share their ideas about each product type with the class.

C **GROUP WORK** **Introduce the task** Read the instructions and the statement aloud. Put Ss in groups of three or four. For question 2, explain that Ss may have different opinions about the statement.

Do the task Encourage discussion using the useful phrases below the questions. Ask one S in each group to take notes of their group's ideas.

Review the task Ask the note-taker for each group to share the group's answers. Take a class vote by a show of hands whether they agree with the statement or not.

D **GROUP WORK** **Introduce the task** Read the instructions aloud. Put Ss in new groups to discuss the questions. If short on time, assign each group a question to discuss to make sure all five questions are covered.

Do the task Ss discuss the questions in their groups. Circulate, monitor, and offer help as needed.

Review the task Ask Ss to share the ideas they discussed in their groups. Encourage other groups to ask questions and counter with other ideas. Consider assigning question 5 as homework in which Ss write an essay response.

Documentary summary

The International Space Station (ISS) is a research center in orbit around Earth. The research at the ISS aims to understand what happens to the human body in zero-gravity conditions in order to allow humans to go on longer journeys into deeper space. The documentary follows the journey of one astronaut, Scott Kelly, as he spends a year at the ISS.

Language summary

Grammar	Vocabulary	Functional language
Comparative structures	Space and ocean exploration	Exchange information
Superlative structures	The natural world	
Ungradable adjectives	Insider English: <i>a tough cookie</i>	

BEFORE YOU WATCH p. 5

- A **Introduce the task** Elicit movies or TV shows Ss have seen that involve humans living in space.

Do the task Use the picture to explain the meaning of the words *orbit*, *astronaut*, and *gravity*.

Review the task Check answers as a class.

Answers

- 1 orbit (orbiting) 2 gravity 3 Mars 4 humankind
5 astronaut 6 settle

- B **PAIR WORK** **Introduce the task** Read the instructions aloud. Put Ss in pairs to complete the quiz.

Do the task Ss use their general knowledge to do the quiz together. Tell them it's OK to guess.

Review the task Check answers as a class. Be prepared to explain the answers with true information about space travel.

Answers

- True
- False. We do not possess the technology to create gravity in space yet.
- False. Space hotels are one of the potential uses of space stations, but none have been developed yet.
- False. Mars has water and some gravity, but its atmosphere could not support human life.
- False. Probes and remote-controlled robots have been sent to Mars but no people yet.

- C **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask Ss what they see in the picture.

Do the task Ss answer the questions with a partner. For question 3, encourage Ss to practice making deductions using "might" or "probably" and give reasons.

Review the task Ss share their answers with the class. Answers will vary. Accept any logical responses.

- D **PREDICT** **Introduce the task** Ask volunteers to take turns reading the prediction options aloud.

Do the task / Review the task Ss guess the main idea of the video. Remind them that they are making a prediction and shouldn't worry about getting the answer right.

WHILE YOU WATCH pp. 6–7

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

Do the task Ss watch the video and see whether their prediction was correct.

Review the task Check answers as a class. Point out the information that was not mentioned.

Answer

b

- B **Introduce the task** Ss read the sentences individually.

Do the task Play the video. Ss check the information that is mentioned in the video.

Review the task Play the video again to check the answers as a class.

Answers

1, 2, 4

- C **Introduce the task** Challenge Ss to write their summaries without watching the video again.

Do the task Ss write their summaries. Play the video again and allow Ss to revise them.

Review the task Write the model summary from the answer key on the board. Direct Ss to compare it to their summary and evaluate if they included the main points.

Possible answer

The main purpose of the research at the ISS is to understand what happens to the human body in zero-gravity conditions.

- D **Introduce the task** Direct Ss to read the sentences and write as much information as they can remember.

Do the task Play the video again for Ss to complete the missing information.

Review the task Check answers as a class.

Answers

- 1 the year 2000
- 2 scientific experiments
- 3 farther into space
- 4 Mars
- 5 Russian cosmonauts
- 6 stressful
- 7 hero's welcome
- 8 deep space

- E **PAIR WORK** **Introduce the task** Ask volunteers to take turns reading the questions aloud. Put Ss in pairs.

Do the task Ss discuss the questions. Point out that the words in *italics* are used in exercise D.

Review the task Ss share their answers as a class.

Suggested answers

- 1 Rovers are some kind of machine used to explore the surface of Mars.
- 2 Cosmonauts are trained by the Russian Space Agency to work in space. Astronauts are people trained by NASA and other agencies to work in space.
- 3 Traveling from Earth to space is the most dangerous part of the mission. The journey is also physically stressful.
- 4 A hero's welcome is an acknowledgment of someone's bravery and successful completion of a mission.

- F **Introduce the task** Ss should first attempt to complete the activity without watching the video.

Do the task Ss order the words to complete the sentences.

Review the task You may want to cue the video to play only the sentences at the following times stamps: 1. 0:08; 2. 0:30; 3. 1:01; 4. 1:04; 5. 1:57; 6. 2:26.

Answers

- 1 one of humankind's greatest achievements
- 2 enough information about life in zero gravity to allow
- 3 one of the hardest things
- 4 My greatest concern
- 5 the most important experiment is
- 6 an incredible year; some incredible people

- G **Introduce the task** Read the instructions and ask a volunteer to read the phrases aloud.

Do the task Match picture 1 to the correct phrase together as a class. Ss then work individually on the rest.

Review the task Check answers as a class.

Answers

- 1 zero gravity
- 2 flight control center
- 3 lift off
- 4 on their way
- 5 perform scientific experiments
- 6 successfully lands

- H **PAIR WORK** **Introduce the task** Elicit a description of the scene in the first picture, using the phrase in exercise G.

Do the task Ss work in pairs and take turns describing the scenes from the video.

Review the task Elicit descriptions of the pictures from volunteers. Ask other Ss to add details when possible.

AFTER YOU WATCH p. 8

- A **PAIR WORK** **Introduce the task** Put Ss in pairs to discuss the questions. They should make guesses based on what they learned about the ISS.

Do the task Ss discuss the questions in pairs. Encourage them to think about what they saw in the video and what they have seen in other films about space travel.

Review the task Ask volunteers to share their answers.

- B **PAIR WORK** **Introduce the task** Ask Ss to tell you about the food they saw in the video. Discuss how it might be different from food eaten on Earth.

Do the task Go through the examples in the chart. Encourage Ss to use comparative structures as they express their own ideas. Check understanding of *hygiene* (how you keep yourself and other things clean). Ss then work in pairs to complete the chart with notes.

Review the task Explain that Ss will use these notes in an interview in exercise C.

- C **PAIR WORK** **Introduce the task** Put Ss in pairs and assign Student A and Student B roles.

Do the task Ss work together to write interview questions. They role play the interview, then switch roles.

Review the task Choose one or two strong pairs to role play their interviews for the class.

- D **GROUP WORK** **Introduce the task** Put Ss in groups of three or four to discuss the questions. If short on time, assign each group a question to discuss to make sure all four questions are covered.

Do the task Ss discuss the questions in their groups. If necessary, review the meaning of the phrase "a tough cookie" (see page 14 of the Student's Book).

Review the task Ask Ss to share the ideas they discussed in their groups. Encourage other groups to ask questions and counter with other ideas.

HOW DIFFERENT ARE WE REALLY?

Documentary summary

Nathan Mikaere-Wallis, a neuroscientist, explores the controversial idea of gender differences between males and females. He wants to understand whether there are gender differences because of biology or because of our experiences. The researcher visits with scientists who are studying this idea and discovers some contradictory evidence. He concludes that both biology and experience play a role in shaping who we are.

Language summary

Grammar	Vocabulary	Functional language
Relative clauses	Describing personality	Make and respond to requests
Reduced relative clauses	Strong feelings	
Present participles		

BEFORE YOU WATCH p. 9

- A **PAIR WORK** **Introduce the task** Direct Ss' attention to the pictures. Ask whether they think the activities in the pictures are typical for boys and girls.

Do the task Ss discuss the question in pairs. If partners have different backgrounds, tell them both to write their own answers and then compare them.

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

- B **GROUP WORK** **Introduce the task** Read the questions aloud. Check understanding of *controversial* (causing disagreements or arguments). Explain that you will discuss the questions as a class and reinforce to Ss that disagreements about controversial topics should be respectful.

Do the task / Review the task Discuss each question as a class. Moderate the discussion to make sure all Ss are respectful and participate.

- C **Introduce the task** Concept check the idea of nature and nurture. Ask *Is my eye color because of nature or nurture?* (nature) *Is the language I speak because of nature or nurture?* (nurture).

Do the task Ss complete the chart. Allow them to use their dictionaries to check the meaning of phrases.

Review the task Check answers as a class.

Answers

Nature: your make-up; your biology; differences at birth; biologically driven; your genes; biologically determined
Nurture: the way you are raised; your upbringing; treated differently; socially driven; socially determined; shaped by the experiences we have; limited by other people's expectations; interacting; socializing

- D **PREDICT** **PAIR WORK** **Introduce the task** Explain to Ss that they are to state their own opinion and then make a prediction about what the video will say. Put Ss in pairs. Refer them to the chart in exercise C for ideas.

Do the task Ss discuss their own opinions about the "nature vs. nurture" debate in pairs. They choose a prediction individually.

Review the task Ask for volunteers to share their predictions and give reasons. Do not confirm or dismiss any of Ss' ideas at this stage.

WHILE YOU WATCH pp. 10–11

- A **Introduce the task** Play the video.

Do the task Ss watch the video and see whether their prediction was correct.

Review the task Check the answer as a class. (You may wish to play the video to confirm the answer; it is given around 3:07 after the chimpanzee experiment. "It seems there are both biological and social reasons for why boys and girls are different.")

Answer

c both nature and nurture

- B **Introduce the task** Direct Ss' attention to the pictures. Elicit explanations from them about what is happening in each image.

Do the task Ss try to remember the video and complete the paragraphs with words in the boxes. Then play the video again for Ss to check and correct their answers. The section of the video for the first paragraph is 1:40–2:01 and for the second paragraph is 2:24–3:07.

Review the task Check answers as a class.

Answers

1 estimate 2 slope 3 accurate 4 underestimated
5 pushed 6 steeper 7 associated 8 repeated
9 trucks 10 went for 11 stir

- C **Introduce the task** Challenge Ss to try to remember from the video which sentences are true.

Do the task Play the video again. Ss correct the false sentences by crossing out the incorrect words and writing either the correct words or the entire sentence.

Review the task Allow Ss to check answers with a partner.

Answers

- 1 F – All the members of the public that Nathan Wallis speaks to believe that there are differences between male and female brains.
- 2 T
- 3 F – Parents usually treat baby boys and baby girls differently.
- 4 T
- 5 F – Another study showed a difference in the kinds of toys that male and female chimpanzees preferred.
- 6 F – Nathan Wallis's research makes him believe that we are shaped more by our experiences than by biology.

- D **Introduce the task** Encourage Ss to refer back to exercise B to help them match definitions.

Do the task Ss work individually to match the words and phrases to the definitions.

Review the task Check answers as a class.

Answers

- 1 go for something 2 estimate 3 cause a stir
- 4 fluffy 5 push somebody to do something
- 6 underestimate

- E **PAIR WORK** **Introduce the task** Read the questions aloud. Check understanding of *suggest* in this context (show an idea without proving it; imply). Explain that Ss should talk about what they think the scientists understood from the results of their experiments.

Do the task Put Ss in pairs to discuss the questions.

Review the task When Ss finish, direct them to write one-sentence summaries to answer each question and give their reasons.

- F **Introduce the task** Point out that the experts are listed in the order they appear in the video.

Do the task Complete the exercise as a class. Ask a volunteer to read the quote. Then allow Ss to think of which expert said it in the video.

Review the task Check answers as a class. Alternatively, cue up the video to each quote as follows: 1. 2:45; 2. 0:20; 3. 0:56; 4. 1:08; 5. 3:18.

Answers

Nathan Mikaere-Wallis, neuroscientist: 2, 5
Dr. Annette Henderson, University of Auckland: 3, 4
Bart Ellenbroek, professor of neurology: 1

- G **PAIR WORK** **Introduce the task** Concept check the difference between opinion and fact stating simple examples of each. Put Ss into pairs to discuss the statements.

Do the task Do the first quote together as an example. Ask *Could there be other reasons for the chimpanzees' behavior?* Ss continue the activity in their pairs.

Review the task Check answers as a class and continue discussions of facts and opinions.

AFTER YOU WATCH p. 12

- A **PAIR WORK** **Introduce the task** Ask volunteers to take turns reading the questions aloud. Put Ss into pairs to discuss the questions. Remind them there are no right answers.

Do the task Ss discuss the questions in pairs.

Review the task Ask one or two volunteers to share their thoughts about each question.

- B **GROUP WORK** **Introduce the task** Put Ss in groups of three or four. Review the concepts of nature and nurture. As a class, elicit some ideas about how they influence physical strength.

Do the task Direct groups to continue their discussion of nature and nurture for each topic.

Review the task Ask a representative from each group to share their ideas about one or two topics.

- C **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss form new pairs and choose a topic. Alternatively, assign each pair a topic to ensure that all of them are covered.

Do the task Ss discuss experiments to test how their topic is influenced by nature and how it is influenced by nurture.

Review the task Pairs share their experiments with the class. Encourage Ss to ask questions and comment on each other's ideas.

- D **PAIR WORK** **Introduce the task** This is an opportunity to review the language for polite requests and refusals from Student's Book page 27. Allow Ss to be creative in coming up with controversial questions, but remind them to try not to be offensive.

Do the task Ss write questions individually, then ask and answer them in pairs. Monitor conversations.

Review the task Ask volunteers to role play their conversations for the class. Provide feedback on intonation of polite requests and refusals.

THE FOREST GUARDS

Documentary summary

A group of young teens from California are inspired by a tournament to create a solution to a local climate issue. The team works together with a coach to design a device to monitor wildfires in their area. Their teamwork and innovation take them to the finals in Copenhagen, where they not only win the tournament but gain backing for their idea from a major electronics company.

Language summary

Grammar	Vocabulary	Functional language
Adding emphasis: <i>so ... that, such ... that, even, only</i> Reflexive pronouns Pronouns with <i>other/another</i>	Professional relationships Assessing ideas	Discuss advantages and disadvantages

BEFORE YOU WATCH p. 13

- A **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask Ss whether they think the activities in the pictures are typical for schools in their countries.

Do the task Ss discuss the questions with a partner. Encourage them to make a list.

Review the task Ask some Ss to share the team activities they thought of.

- B **PAIR WORK** **Introduce the task** Read the instructions and the words in the box aloud. Review definitions as necessary. Tell Ss there are no wrong answers, but they should be prepared to explain their choices.

Do the task Pair Ss with the same partner as exercise A to decide with whom words are more associated.

Review the task Review Ss' responses as a class by a show of hands for each word. If any classmates disagree, ask Ss to explain their thinking.

- C **PAIR WORK** **Introduce the task** Ask volunteers to take turns reading the sentences aloud. Check unfamiliar vocabulary as a class, noting which expressions are covered on page 34 of the Student's Book.

Do the task Ss work individually to score how much they agree with the statements. Then direct them to work with new partners to discuss their ideas.

Review the task Review Ss' responses. Which statements does the class agree with and disagree with most?

- D **PREDICT** **PAIR WORK** **Introduce the task** Look at the pictures together as a class. Elicit some descriptions of the places and people and establish that the same children are shown in first and third pictures. Put Ss into pairs.

Do the task Pairs predict what the team did. Encourage Ss to predict what the team did first, next, and so on.

Review the task You may want to have Ss share their predictions or keep them until the next exercise. Do not confirm or reject any ideas yet.

WHILE YOU WATCH pp. 14–15

- A **Introduce the task** Play the video to check Ss' predictions.

Do the task/Review the task Ss assess if their predictions were correct. Ask volunteers to share.

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

Do the task Ss watch the video and choose the correct words to complete the sentences.

Review the task Check answers as a class.

Answers

1 entered 2 forest fires 3 worked with
4 Forest Guard 5 final 6 An electronics company

- C **Introduce the task** Play the video again.

Do the task Ss match the questions and answers.

Review the task Check answers as a class.

Possible answers

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

- D **Introduce the task** Tell Ss they will need to listen for particular words used in the video. Play the video again.

Do the task Ss work individually to complete the sentences. Put Ss in pairs to check their answers.

Review the task Call on individual Ss to read each complete sentence aloud and check answers as a class.

Answers

- 1 passionate 2 broadcast 3 enables
- 4 overseeing 5 weaknesses 6 confidence
- 7 teamwork 8 reality 9 implemented

- E **PAIR WORK** **Introduce the task** Put Ss into pairs to discuss the quote from the video.

Do the task Ss attempt to answer the questions first without watching the video. Then, if necessary, play the video again for them to check their answers.

Review the task Cue the video at the following times for each quote so Ss can check their answers: 1. 0:55; 2. 1:09; 3. 1:39; 4. 2:03; 5. 2:21; 6. 3:10; 7. 3:26.

Suggested answers

- 1 a fire up in Forest Hill
- 2 the Forest Guard system (their design)
- 3 Heidi Buck (their coach)
- 4 Alejandro Vega
- 5 what the children learned about teamwork
- 6 the LEGO® League competition
- 7 that their idea was implemented

- F **Introduce the task** Read the instructions aloud. Explain that Ss will first match the captions to the pictures, then number the pictures in order.

Do the task Ss work in pairs to write the correct captions with the pictures. Challenge them to work individually to order the photos, then compare with their partner.

Review the task Call out numbers 1 through 6 and ask volunteers to read the caption for each picture aloud.

Answers

- 2 – The LEGO® Guard team does research in the field.
- 4 – Team LEGO® Guard arrives in Copenhagen to compete in the LEGO® League competition.
- 1 – Kids from 56 countries participate in the First LEGO® League tournament.
- 3 – Alejandro demonstrates confidence in his public speaking skills.
- 6 – The team sees their Forest Guard model at the Global Climate Change conference.
- 5 – The team sees the first Forest Guard model.

- G **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask Ss how they think the children felt when they were developing Forest Guard. Ask whether they can remember what the children said in the video about learning to work together. Put Ss in pairs.

Do the task Ss discuss the questions about the team members' feelings and what they learned at each stage. Encourage them to use their imagination for any information that was not explicit in the video.

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

AFTER YOU WATCH p. 16

- A **PAIR WORK** **Introduce the task** Read the questions aloud. Put Ss in pairs to discuss the questions. Alternatively, if time is limited, assign each pair one question to discuss.

Do the task Encourage Ss to think about what they saw and heard in the video. For question 3, Ss can share their own experiences working on teams.

Review the task Call on pairs to share their thoughts about each question.

- B **Introduce the task** Read the instructions aloud. Ss will prepare an explanation of the design in their own words. It may help to play the section of the video where the design is explained (1:09–1:33).

Do the task Allow Ss time to write notes about their understanding of the design. Remind them to use their own words. Direct them to the vocabulary presented in this unit on pages 14–15.

Review the task Call on Ss to explain the design of Forest Guard in their own words.

- C **GROUP WORK** **Introduce the task** Read the instructions and the phrases aloud. Explain that Ss will say what they like about the children's design and what might be a problem with it. Put Ss in groups of three or four.

Do the task In their groups, Ss take turns expressing either a pro or a con of the design using the phrases.

Review the task Ask *Does Forest Guard have more pros or cons?*

- D **GROUP WORK** **Introduce the task** Read the questions aloud.

Do the task Ss work in groups of three or four to discuss the questions. Alternatively, discuss the questions as a class after Ss have agreed on the most urgent issue.

Review the task Small groups present their answers to the class.

TECHNOLOGY: OBSTACLES AND OPPORTUNITIES

Documentary summary

The video focuses on three technological innovations that are currently being developed to help people. The first is a microchip wrist implant that allows people to access a coworking space in Sweden. The second is a robot truck that delivers food in Washington, D.C.. Finally, we hear about the issues around the production of prosthetic limbs for children and learn how 3D printing could help overcome some of these problems.

Language summary

Grammar	Vocabulary	Functional language
Real conditionals	Dealing with emotions	Consider and contrast ideas
Conditionals	Willingness and unwillingness	
Alternatives to <i>if</i>		

BEFORE YOU WATCH p. 17

- A **PAIR WORK** **Introduce the task** Read the instructions and the functions aloud. Ss work in pairs to think about technology that people use for the three functions.

Do the task Ss work in pairs to complete the mind maps with as many ideas as they can think of in two minutes.

Review answers Invite volunteers to share one or two of their ideas with the class. Accept all logical answers.

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

Do the task Ss work in pairs to answer the questions.

Review answers Volunteers share their answers aloud.

- C **Introduce the task** Practice the pronunciation of the expressions in the left column with Ss. Introduce the verb *implant* and compare the stress patterns of the noun and verb: *implant* (n) / *implant* (v).

Do the task Ss work individually to match the words and phrases with the definitions.

Review answers Read the words and phrases one at a time and ask volunteers to read the correct definitions.

Answers

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

- D **PREDICT** **Introduce the task** Read the instructions aloud. Check understanding of *innovations* (new ideas or methods), which Ss will encounter in the video. Tell Ss that the words in exercise C provide clues about functions of the technology in the pictures.

Do the task Ask Ss to write the functions from exercise A to predict what the video will say about each technology.

Review answers Ask volunteers to share their ideas, but do not reveal whether they are correct.

WHILE YOU WATCH pp. 18–19

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

Do the task Play the video. Ss compare their predictions with the information in the video.

Review answers Ask the class what three technological developments they saw and what they are used for.

Answers

- 1 assisting people with disabilities – The picture shows a prosthetic limb made using a 3D printer.
- 2 improving security – The picture shows a microchip wrist implant used to enter buildings and rooms.
- 3 making shopping more convenient – The picture shows a robot delivery vehicle.

- B **PAIR WORK** **Introduce the task** Read the instructions and options aloud. If necessary, play the video again.

Do the task Ss check the correct option.

Review answers Ask volunteers to give the correct main message and explain why they chose it.

Answer

These innovations will be useful, providing that certain issues can be resolved.

- C **Introduce the task** Ask Ss to read the statements carefully and write on a separate piece of paper whether they are true or false based on what they can remember.

Do the task Play the video again. Ss work individually to check the true statements and correct the false ones.

Review answers Ask volunteers to share their answers. Cue the video to the time stamps shown in the answer key to check answers as a class.

Answers

- 1 F "... all thanks to a small microchip that gets implanted into workers wrists on a voluntary basis." (0:26–0:32)
- 2 T (0:56–1:03)
- 3 F "This means local authorities are reluctant to allow them on the streets and may not permit them to be used at all." (1:27–1:33)
- 4 T (1:57–2:01)
- 5 F "... picking up stuff, 'cause I have trouble picking up stuff with my left hand, everyday stuff." (2:16–2:21)
- 6 F "Parts made with 3D printers are ... long-lasting." (2:39–2:45)

D **Introduce the task** Read the questions aloud. Tell Ss to write down as many answers as they can remember.

Do the task Play the video again. Ss work individually to answer the questions. Replay the video if necessary.

Review answers Ask volunteers to share their answers.

Answers

- 1 Because she loses a lot of things, like her keys.
- 2 The vehicle helps save money on deliveries.
- 3 They're unwilling to share the sidewalks with them.
- 4 He wants to know what the data will be used for.
- 5 As children grow, their prosthetic limbs need to be replaced frequently.

E **Introduce the task** Elicit the answers for item 1 from the class as a model. Ask whether each verb form in the first sentence is active or passive. (Both are active.)

Do the task Ss work individually to complete the sentences with the correct verb forms.

Review answers Ask volunteers to share their answers.

Answers

- 1 uses, navigate
- 2 benefit, using
- 3 lets, drive down
- 4 permit, to be used
- 5 meant to help
- 6 continue to improve

F **PAIR WORK** **Introduce the task** Ask a volunteer to recall one pro or con they remember from the video and elicit which row of the chart to write it in. Tell Ss that one box of the chart will remain blank (the cons of 3D-printed limbs are not discussed in the video).

Do the task Ss work in pairs to complete the chart. Suggest that one partner writes the pros and the other the cons. Play the video again as partners fill in the chart.

Review answers Write a blank version of the chart on the board. Invite Ss to come forward to complete the chart.

Suggested answers

Wrist implants: *Pros:* don't need a key; useful if you're a person who loses things; *Cons:* We don't know what data they could collect or how it will be used.

Robot delivery trucks: *Pros:* convenient; reduce the cost of delivery; *Cons:* possibly dangerous; unpopular with pedestrians

3D-printed limbs: *Pros:* cheap, long-lasting, customizable for children; *Cons:* N/A

G **PAIR WORK** **Introduce the task** Read the instructions aloud. Remind Ss to think about both users of the technology and other people who might be affected by it.

Do the task Ss discuss their ideas in pairs and add them to the chart.

Review answers Ask volunteers to share their ideas.

AFTER YOU WATCH p. 20

A **PAIR WORK** **Introduce the task** Read the instructions and sentences aloud.

Do the task Ss work individually to complete the sentences. Encourage them to write down the reasons supporting their opinions. Then they discuss them in pairs.

Review answers Find out what your class believes about each innovation by saying *Raise your hand if you think [wrist implants] will [be widely used ten years from now]*. What did most of the class agree on?

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

Do the task Ss discuss the questions in pairs.

Review answers Ask volunteers to share their ideas aloud.

C **GROUP WORK** **Introduce the task** Put Ss into groups of three or four and divide each group as evenly as possible into As and Bs.

Do the task As a group, Ss choose a type of technology to debate and prepare their arguments. Ss take turns to present their arguments and respond to the arguments of the opposing group.

Review answers Ask volunteers to give a brief summary of their debate to the rest of the class and say which side of the debate they thought was more convincing.

D **GROUP WORK** **Introduce the task** Read the instructions and the model phrases aloud. Explain that Ss need to think of possible ways of resolving the opposing views from the debates in exercise C.

Do the task Ss discuss their ideas in their groups.

Review answers Ask volunteers to share their ideas. Invite each group to say why they think their technology should be used and how it could be controlled.

A MIRACLE ON THE HUDSON

Documentary summary

The video tells the story of the “Miracle on the Hudson,” the 2009 crash landing of US Airways Flight 1549 on the Hudson River in New York, in which all 155 people on board survived. It recounts how the pilot, Captain Chesley “Sully” Sullenberger, successfully glided the plane onto the river after the aircraft lost both its engines and how the passengers were rescued. It also focuses on the media attention that Sully received following the incident and the Hollywood movie, *Sully*, later made about him.

Language summary

Grammar	Vocabulary	Functional language
Narrative tenses	Talking about fame	Make, contradict, and clarify assumptions
Reported speech with modal verbs	Reporting verbs	

BEFORE YOU WATCH p. 21

A Introduce the task Read the instructions aloud. Elicit one or two examples from the class.

Do the task / Review answers Ss spend one or two minutes thinking and writing their lists.

B PAIR WORK Introduce the task Read the instructions aloud. As a class, brainstorm adjectives that are usually associated with heroes. Write these on the board.

Do the task Ss work in pairs to compare their lists and write a definition.

Review answers Volunteers share their definitions with the class. Discuss similarities and differences. Refer Ss to the dictionary definition below but explain that different definitions may be equally valid.

Possible answer

hero *noun* /'hɪroʊ/ a person who is admired for having done something very brave or having achieved something great

C Introduce the task Read the instructions and the expressions in the box aloud. Encourage Ss to practice pronunciation by repeating them after you.

Do the task Ss check and circle. Allow them time to look up the meanings of their circled words and write them down in their notebooks.

Review answers Check that Ss now understand all the words. Elicit the part of speech of each expression.

D PREDICT Introduce the task Read the instructions and the questions aloud.

Do the task Ss write their predictions individually.

Review answers Ask volunteers to share their predictions but do not reveal whether they are correct.

WHILE YOU WATCH pp. 22–23

A Introduce the task Read the instructions aloud.

Do the task Play the video. Ss compare their predictions with the video, and answer the questions.

Review answers Ask volunteers for a brief summary of the story and of the role played by Captain Sullenberger.

Answers

- 1 “The Miracle on the Hudson”; The words and picture relate to the story of US Airways Flight 1549, which crash landed on the Hudson River in 2009.
- 2 “Sully”; Captain Sullenberger was the pilot of the airplane. He is considered a hero because he saved the lives of everyone on board.

B PAIR WORK Introduce the task Read the question aloud.

Do the task In pairs, Ss briefly discuss their answer.

Review answers Ask volunteers to share their ideas.

Possible answer

It became known as a miracle because everyone on the airplane survived, even though the airplane appeared as if it would crash. The Hudson is the name of the river.

C Introduce the task Read the instructions aloud.

Do the task Ss decide on the correct order, based on logic and on what they remember from the video.

Review answers Ask volunteers to take turns reading the sentences in the correct order.

Answer

5, 6, 10, 3, 1, 9, 2, 7, 8, 4

D **Introduce the task** Ask Ss to try to complete the sentences from memory or by guessing the answers.

Do the task Play the video again. Ss work individually to complete the sentences.

Review answers Ask volunteers to give the correct answers.

Answers

1 155 2 knee 3 water 4 four 5 Sully

E **Introduce the task** Check that Ss understand what *collocation* means and what part of speech the missing words are (nouns).

Do the task Ss work individually to complete the sentences and match the sentences to the definitions.

Review answers Ask volunteers to give the correct answers.

Answers

1 story; c 2 danger; b 3 effort; e
4 demand; d 5 role; a

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

Do the task Ss work individually to read the quote and complete it with the words in the box. Then replay the clip (2:20–2:33). Elicit the meaning of the bold phrases.

Review answers Ask volunteers to share answers and suggest ways of paraphrasing the bold phrases.

Answers

1 harm; *in harm's way* = in danger
2 criterion; *by that criterion* = on that basis, according to that principle/idea
3 living; *(do something) for a living* = (work) professionally as a job

G **Introduce the task** Explain that Ss will match the statements to the people and then report what they said. Direct Ss to the list of reporting verbs in Student's Book page 56 and the grammar box on page 57.

Do the task Ss work individually to write the people's names and rewrite the sentences in reported speech.

Review answers Ask volunteers to share their sentences.

Suggested answers

1 **Tom Hanks** argued that anyone who voluntarily puts themselves in harm's way is a hero.
2 **Hollywood producers** announced that they were going to make a movie about Captain Sullenberger.
3 **Linda Han** told the reporter that the plane had been going down fast.
4 **Captain Sullenberger** insisted that he couldn't take all the credit for saving the passengers.
5 **The narrator** said that the passengers would forever be linked to each other.

AFTER YOU WATCH p. 20

A **PAIR WORK** **Introduce the task** Read the instructions and the model sentence starters aloud. Remind Ss to use language for making assumptions from Unit 6 in their answers. (See Student's Book page 59.)

Do the task Ss share their ideas in pairs. Suggest that one partner talk about Captain Sullenberger and the other talk about the passengers. Then switch.

Review answers Ask volunteers to share their ideas.

B **PAIR WORK** **Introduce the task** Check Ss' understanding of the quote in exercise G. Ask *Does Tom Hanks think Captain Sullenberger is a hero? Why?*

Do the task Ss discuss their opinions in pairs.

Review answers Ask volunteers to share their opinions with the class. You could have a brief class discussion about whether all airplane pilots are heroes and whether someone should be considered a hero for doing the job they have been trained and paid to do.

C **PAIR WORK** **Introduce the task** Put Ss into pairs and ask them to decide whether they will take the role of Captain Sullenberger or Linda Han.

Do the task Ss work individually to prepare their questions and responses and role play their interviews in pairs. Then they switch roles.

Review answers Invite pairs to role play for the class.

D **PAIR WORK** **Introduce the task** Ask lead-in questions, e.g., *Would you like to see the movie that was made about the "Miracle on the Hudson"? Why or why not? How do you feel about movies that are based on true events?* Ask volunteers to explain their opinions. Then read the questions aloud.

Do the task Ss discuss their ideas in pairs.

Review answers Ask volunteers to share their ideas with the class. Ask Ss why they think people like watching movies based on true events.

E **PAIR WORK** **Introduce the task** Ask Ss for some other examples of movies and TV series based on real people or events. Remind Ss to use the narrative tenses from Unit 6 to give their summary.

Do the task Ss share their ideas in pairs.

Review answers Ask volunteers to share their ideas with the class. Ask follow-up questions, e.g., *Do you think everything in movies based on true events is true? Would you like to have a movie made about something that happened to you? Explain your answers.*

HARD WORK PAYS OFF

Documentary summary

The video focuses on a high school teacher named Joel Laguna, who teaches at a high school in the U.S. Joel's 43 students dream of going to college, despite being from underprivileged backgrounds and scoring low on measures of academic achievement. The video follows Joel and his students as he prepares them to take the final exam that could decide their future.

Language summary

Grammar	Vocabulary	Functional language
Gerunds and infinitives after adjectives, nouns, and pronouns	Positive experiences	Bargain for a purchase
Infinitives after verbs with and without objects	Making purchases	

BEFORE YOU WATCH p. 25

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

Do the task Ss spend time thinking and writing down ideas, then share their experiences in pairs.

Review answers Have a brief class discussion about the skills and qualities that make a good teacher, and how people's ideas about this might be different.

- B **PAIR WORK** **Introduce the task** Read the instructions aloud. If Ss have different nationalities, take a class poll on whose countries have standard national exams at age 18.

Do the task Ss read the text individually. Then they tell their partner how the U.S. system is different from their country or other countries they know about.

Review answers Volunteers share their answers. Ask *Does the U.S. have a good system for leaving high school?*

- C **Introduce the task** Direct Ss' attention to the bold words and phrases in the text in exercise B.

Do the task Ss work individually to match the words and phrases to the definitions.

Review answers Read the definitions aloud and ask volunteers to give the correct answers.

Answers

1 college 2 honors classes, Advanced Placement (AP) course 3 high school 4 educational goals 5 score highly 6 nationwide

- D **Introduce the task** Read the introduction to the video aloud and draw Ss' attention to the still photo.

Do the task Elicit a definition or synonyms for *underprivileged* (disadvantaged, low-income, underserved).

Point out the prefix *under-*, elicit its meaning (not enough), and prompt Ss to think of more adjectives with the same prefix (*undercooked, underpaid, underage*, etc.).

Review answers Ask volunteers to share their ideas.

- E **PREDICT** **Introduce the task** Ask Ss to suggest one possible reward and one possible challenge as an example.

Do the task Ss fill in the chart with their predictions.

Review answers Ask volunteers to share their predictions. Encourage Ss to use vocabulary for talking about positive experiences from Student's Book Unit 7, page 66.

WHILE YOU WATCH pp. 26–27

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

Do the task Play the video. Ss check any predictions they got correct in exercise E on p. 25. Then they add new information they learned in the video to the chart.

Review answers Ask volunteers to say which rewards and challenges they predicted correctly and what new information they added after watching the video.

Possible answers

Rewards: working with motivated, hardworking students; forming close relationships with his students
Challenges: getting students' writing skills to a high enough standard; knowing that not all students will pass the exam or get into college

- B **Introduce the task** Read the question and options aloud.

Do the task Ss check the options that best summarizes how Joel feels about his students, based on the video.

Review answers Ask a volunteer to share their answer.

Answer

They're motivated but need to develop their writing skills.

- C **Introduce the task** Ask Ss to read each question and options and try to remember the correct answers.

Do the task Play the video again. Ss work individually to circle the correct options.

Review answers Ask volunteers to give the correct answers and explain why they are correct.

- D **Introduce the task** Read the instructions aloud. Elicit from a volunteer the answer to item 1 as an example but do not confirm whether it is correct.

Do the task Ss read the sentences carefully and try to complete them based on context. Then play the video again. Ss work individually to complete the sentences.

Review answers Ask volunteers to share their answers. Explain the literal meaning of the expression *cream of the crop*, checking that Ss understand the word *crop*.

Answers

1 comes 2 cream 3 paper 4 own 5 paid

- E **Introduce the task** Ask Ss to give some examples of adjective and adverb prefixes and suffixes. Direct Ss' attention to item 1 as an example. Ask *What part of speech is the missing word?* (an adjective) Ask Ss what part of speech the other missing words will be.

Do the task Ss work individually to complete the sentences.

Review answers Ask volunteers to share their answers.

Answers

1 challenging 2 engaging 3 unfortunately
4 definitely 5 truly

- F **PAIR WORK** **Introduce the task** Direct Ss' attention to the words *huddle* and *warriors* in the quote. Tell Ss to try to work out their meanings first using the photo, their knowledge of other words, and what they remember from the video.

Do the task Play the video again. Cue it to 2:02–2:23. Ss work with a partner to discuss their ideas about *huddle* and *warriors* and to complete the sentences.

Review answers Ask volunteers to give definitions or synonyms and say what clues they used to work out the meaning. If necessary, prompt Ss by pointing out the visual clue in the photo for *huddle* and their knowledge of the word *war* for *warrior*. Then review the answers as a class.

Answers

huddle: come close together in a group
warrior: a soldier; someone who fights in a war
1 Pass 2 give 3 proud 4 love

- G **GROUP WORK** **Introduce the task** Read the question aloud. Put Ss in groups of three or four.

Do the task Ss discuss the techniques that Joel uses to motivate his students in the video.

Review answers Ask volunteers to share their ideas.

AFTER YOU WATCH p. 28

- A **PAIR WORK** **Introduce the task** Read the instructions. As an example, compare two of the factors and tell Ss which, in your opinion, is more important than the other.

Do the task Ss discuss their ideas in pairs.

Review answers Ask volunteers to share a couple of their own factors with the class.

- B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss write the factors that they ranked 1, 2, and 3 in exercise A.

Do the task Ss compare their list to a partner's list.

Review answers Invite pairs to say whether their ideas were similar or different. Take a class poll on the most important factor.

- C **Introduce the task** Read the instructions and the sentence frame aloud. Ask volunteers to share one idea about what makes a good teacher.

Do the task Ss complete the sentence individually.

Review answers Ask volunteers to share their sentences. Have a class discussion about why people's definitions of a good teacher might vary and whether the role of a teacher has changed since the 20th century.

- D **Introduce the task** Read the instructions and the statements aloud. Check that Ss understand what they mean. Point out the usage of grammar from Unit 7: in item 3, an example of a verb + object + *to*-infinitive structure (*encourage students from all backgrounds to apply*), and in item 4, a noun + *to*-infinitive structure used to show purpose (*the best way to measure*).

Do the task Ss work individually to reflect on the statements and check the column that corresponds to their opinion about it.

Review answers Ss will go over their answers in the next exercise.

- E **GROUP WORK** **Introduce the task** Put Ss into groups of three or four. Read the instructions aloud.

Do the task Ss discuss the statements and compare the degrees of their agreement in their groups.

Review answers Find out the extremes of opinion in the class. Read each statement and ask those who strongly agree with it to raise their hands. Do the same with those who strongly disagree.

AN ICONIC SIDE PROJECT

Documentary summary

The video tells the story of Peter and Toni Ann Wing, an American couple who, in 1970, started a long-term side project to build their own castle. The documentary describes how the couple managed to turn their dream into a reality, overcoming obstacles and defying other people's expectations. It ends by showing the finished castle, which is now run as a bed and breakfast.

Language summary

Grammar	Vocabulary	Functional language
Modal-like expressions with <i>be</i>	Describing neatness and messiness	Suggest and show interest in ideas
Future forms	Talking about progress	

BEFORE YOU WATCH p. 29

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

Do the task Ss read the text individually. Then they answer the questions in pairs. Encourage Ss to use the functional language from Student's Book Unit 8 (page 81) to show interest in their partner's project ideas.

Review answers Volunteers share their project ideas and opinions about the tips with the class.

- B **Introduce the task** Read the instructions and the words in the box aloud. Ask Ss to repeat the words after you to practice pronunciation.

Do the task Ss work individually to match the words and phrases to the definitions.

Review answers Ask volunteers to say the answers. Explore these expressions with Ss more deeply. Draw their attention to the literal meaning of *scratch your head* and ask them whether they use the same gesture in their language to show that they are puzzled or thinking hard about something. Contrast the word stress of the noun *permit* with that of the verb form *permit*. Ask Ss to suggest people and things that they consider to be *icons*.

Answers

1 building permit 2 construction 3 redevelopment
4 expansive 5 icon 6 discard 7 scratch your head 8 demolish

- C **PREDICT** **PAIR WORK** **Introduce the task** Read the instructions aloud. Tell Ss not to look ahead to page 30.

Do the task Ss discuss their ideas in pairs.

Review answers Ask volunteers to share their predictions but do not reveal whether they are correct.

WHILE YOU WATCH pp. 30–31

- A **Introduce the task** Read the instructions. Play the video.

Do the task / Review answers Take a class poll to see what people predicted the side project would be. Then ask for a show of hands of those who thought the project was silly and those who thought it was inspiring.

- B **PAIR WORK** **Introduce the task** Read the instructions aloud. Refer Ss back to the article on page 29 and ask Ss which of the tips they think the Wings followed.

Do the task Ss discuss the answers in pairs. If they are not sure, play the video again.

Review answers Ask volunteers to say which tips they checked and explain why based on what they understood from the video.

Suggested answers

A, C, E, G

- C **Introduce the task** Read the instructions and the sentences aloud. Draw Ss' attention to the fact that some of the statements are true, some are false, and some are not mentioned in the video.

Do the task Play the video again. Ss work individually to check the correct column for each sentence. Give them the option of correcting the false statements by rewriting them with the correct information or crossing out the incorrect words and replacing them.

Review answers Ask volunteers to give the correct answers. For the false statements, cue the video to the time stamps shown in the answer key to check what is true.

Answers

- 1 F "We thought – truthfully – we thought it would take us two or three years." (0:14–0:17)
- 2 NM
- 3 F "In the early 1970s, ... old buildings were being demolished, and Pete and Toni were often allowed to take whatever used materials they wanted." (1:02–1:13)
- 4 F "Pete and Toni now had everything they needed to start building at their own pace – everything except any knowledge of construction." (1:26–1:34)
- 5 T
- 6 NM

- D **Introduce the task** Read the instructions aloud. Encourage Ss to use logic and memory to guess who expressed each idea in the video without watching it again.

Do the task Play the video again for Ss to check their guesses. Ss work individually to match the statements to the people. Remind them that the ideas in the exercise are not exact quotes.

Review answers Ask volunteers to give the correct answers.

Answers

- 1 P 2 T 3 P 4 V 5 M 6 V

- E **Introduce the task** Elicit the components of a phrasal verb (main verb + one or more particles) and some examples of common particles (*up, down, on, off, over, together, etc.*).

Do the task Play the whole video again. Ss work individually to complete the sentences.

Review answers Ask volunteers to give the correct answers. Do not clarify the meanings of the phrasal verbs yet as Ss will focus on these in the next exercise. Note the three-word phrase in item 4, *look back on*, is a phrasal-prepositional verb.

Answers

- 1 together 2 out 3 over 4 back on

- F **PAIR WORK** **Introduce the task** Point out that Ss will be referring to exercise E and that some answers will be the bold phrasal verbs and some will be other words in those sentences.

Do the task Ss work in pairs to find the expressions in the sentences in exercise F.

Review answers Ask volunteers to share their answers. Ask Ss to use the expressions in their own sentences.

Answers

- 1 look back on 2 come together 3 weird
4 work out 5 little by little 6 win (someone) over

AFTER YOU WATCH p. 32

- A **PAIR WORK** **Introduce the task** Read the instructions and the quote aloud. Share your own opinion with the class as an example. Reinforce to Ss that they should have their own opinions of the Wings' story.

Do the task Ss discuss their opinions in pairs.

Review answers Ask volunteers to share their opinions and reasons with the class and say whether they and their partner agreed or disagreed.

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

Do the task Ss discuss their thoughts about these people and their projects in pairs.

Review answers Ask volunteers to share their ideas with the class and own experiences. Ask Ss whether they can think of other obstacles that prevent people from starting a new project.

- C **PAIR WORK** **Introduce the task** Read the instructions aloud. Put Ss in pairs and ask them to decide who will be Student A and Student B, or assign their roles. Encourage them to use functional language for making suggestions from Unit 8 (see Student's Book page 81) and refer them to the tips in exercise B on page 29.

Do the task In pairs, Ss role play the situation. Then they switch roles.

Review answers Ss role play the scenarios for the class. Be sure that each person quoted in exercise B is represented in the role plays. Allow the class to give feedback.

- D **GROUP WORK** **Introduce the task** Read the instructions and the bullet points aloud. Check for understanding of *layout, located, and encounter*. Put Ss in groups of three or four. Tell them to be creative with their ideas.

Do the task / Review answers Ss work in groups to plan their building projects.

- E **GROUP WORK** **Introduce the task** Tell Ss to prepare a short presentation about their project for the rest of the class and to think of some questions to ask about other groups' projects.

Do the task Ss present their building projects and take questions from the rest of the class.

Review answers Take a class vote on the most interesting project. Ask *Which building would you like to visit and explore?*

SERVING UP ADVICE

Documentary summary

Pratik Master is a restaurant owner with problems. His Indian restaurant is in financial trouble due to his lack of experience as a restaurateur. Fortunately, two experts advise him on how to turn a profit and make the most of his team. With a properly-priced menu, the restaurant seems back on track, and the future is looking brighter for Pratik and his family.

Language summary

Grammar	Vocabulary	Functional language
Unreal conditionals	Luck and choice	Offer reassurance
Wishes and regrets	Commenting on mistakes	

BEFORE YOU WATCH p. 33

- A **PAIR WORK** **Introduce the task** Direct Ss' attention to the picture. Put Ss into pairs to discuss the questions.
- Do the task** Ss discuss the picture. Circulate and monitor.
- Review the task** Ask volunteers to share their answers.
- B **Introduce the task** Direct Ss to the title "Back on the Road to Success" and ask them to guess what the text will be about.
- Do the task** Ss work individually to read the text and match the phrases in bold with the definitions.
- Review the task** Check answers as a class.

Answers

- life-changing experience
- learned the hard way
- get your margin
- get me on the right path
- financially awkward situation
- deliberate decision

- C **Introduce the task** Ask a volunteer to read the expressions. Tell Ss their meanings can be found online by putting them in quotation marks in a search engine.
- Do the task** Ss work individually and complete the sentences. Ss then discuss their answers in pairs.
- Review the task** Ss read the completed sentences aloud.

Answers

- puts it into practice
- turned her life around
- passed away
- call in
- set him on the path
- change direction
- Thanks to his dedication

- D **PREDICT** **Introduce the task** Direct Ss to elicit the type of business pictured. Read the quote aloud.
- Do the task** Ss work individually to make predictions.
- Review the task** Ss compare their ideas in pairs. Discourage Ss from changing their prediction based on their classmates' answers.

WHILE YOU WATCH pp. 34–35

- A **Introduce the task** Play the video.

Do the task / Review the task Ss watch the video and see whether their predictions in exercise D on page 33 were correct.

Answers

- Pratik is the restaurant owner.
- He called in experts in the hotel and restaurant industries.
- Pratik wants the experts to give him advice on how to make his business a success.

- B **Introduce the task** Ask Ss to read the sentences. Challenge Ss to check any sentences they remember.

Do the task Ss work individually to check the sentences that are true. Play the video. Ss correct the false sentences.

Review the task Check answers as a class.

Answers

- F – Pratik opened a restaurant after years of working in a shop with his father.
- T
- F – Alex and Oliver are giving Pratik advice on how to improve the restaurant.
- F – The price of Pratik's lamb dish was too cheap.
- F – Pratik has written a new menu, which the chef hasn't seen.
- T

- C **Introduce the task** Ask Ss to answer as many questions as they can remember.

Do the task Play the video again. Ss listen to revise and finalize their answers.

Review the task Ss review their answers with a partner and add details. Then check answers as a class.

Answers

- 1 when his mother died
- 2 after two or three months
- 3 so that Pratik and his family can feel more positive about the future
- 4 the cost of his menu items and communication with his staff
- 5 nervous
- 6 "Well done, mate. That food came out really beautifully." "Really speedily. ... Food was great."

D **Introduce the task** Tell Ss they are going to watch an excerpt from the video and write the missing words.

Do the task Play the video from 0:43–0:51. Ss complete the missing words individually, then check the correct meaning for each phrase.

Review the task Explain that "high and dry" is usually expressed with the verb *left* to mean "abandoned and helpless." However, Pratik seems to mean "free from problems." In the expression "It just died," *just* means "suddenly." If a place is "dead," no people are there.

Answers

- 1 high and dry – The business was financially secure.
- 2 it just died – Customers suddenly stopped coming.

E **Introduce the task** Read the instructions aloud. Draw Ss' attention to the names in the chart. Play the video again to remind Ss which expert is which and who the head chef is.

Do the task Play the video. Ss check the boxes.

Review the task Check answers as a class.

Answers

Pratik Master: 1, 2, 5; Oliver Peyton: 3;
The head chef: 4; Alex Polizzi: 6

F **Introduce the task** Draw Ss' attention to the sentences, which are the same as in exercise E.

Do the task Play the video. Ss match the reasons.

Review the task Check answers as a class.

Answers

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

G **Introduce the task** Read the instructions aloud. Explain that the sentences are all from the video.

Do the task Play the video again. Ss complete the sentences with the missing words.

Review the task Check answers as a class.

Answers

1 direction 2 passed 3 inspector 4 turn
5 margin 6 practice 7 dedication

H **PAIR WORK** **Introduce the task** Tell Ss they should number the ideas in the order they happened in Pratik's life, not the order they are heard in the video.

Do the task Play the video. Ss note the order of Pratik's life events, then number the sentences.

Review the task Check answers as a class. Then ask Ss to use each phrase in a sentence about Pratik to tell his story.

Answers

- 1 life-changing experience
- 2 deliberate decision
- 3 finding himself in a financially awkward situation
- 4 learn things the hard way
- 5 back on the right path

AFTER YOU WATCH p. 36

A **PAIR WORK** **Introduce the task** Point out that all the sentences use unreal conditionals.

Do the task Ss work individually to complete the verb forms. In pairs they discuss whether they agree with the sentences. Monitor for usage of unreal conditionals.

Review the task Check answers as a class. Ask volunteers to share their ideas about the sentences.

Answers

- 1 passed; have started 2 learned; have needed
- 3 priced; have made 4 volunteered; have had to
- 5 told; done, been

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

Do the task Ss discuss the questions in pairs.

Review the task Ask volunteers to share their answers.

C **GROUP WORK** **Introduce the task** Ask Ss to read the questions. Put Ss into groups of three or four.

Do the task Ss discuss the problems.

Review the task Ask for volunteers to share their answers.

D **PAIR WORK** **Introduce the task** Tell Ss they will do a role-play based on one of the failing businesses in exercise C. Student A is the business owner and Student B is a business consultant. Ss read the role play cards. Point out the useful language.

Do the task Ss work in pairs and develop ideas for both the problems and the advice. Then ask Ss to role play the conversation when the majority of pairs are ready. Remind them to use the useful language.

Review the task Choose two or three strong pairs to role play their conversations or part of their conversation for the class. Provide feedback on usage of language.

Documentary summary

Everyone has a social media account these days, and they have become tools which can give individuals an advantage in life. The documentary explores the ways we can use selfies for self-promotion online. Experts explain how your public profile can impact your future opportunities both in education and in work.

Language summary

Grammar	Vocabulary	Functional language
Gerunds after prepositions Complements of verbs describing cause and effect	Describing characteristics Describing research	Give your impressions

BEFORE YOU WATCH p. 37

- A **PAIR WORK** **Introduce the task** Ask Ss what the pictures have in common and what differences there are.

Do the task Ss discuss the questions about the pictures in pairs.

Review the task Ask volunteers to share their answers. Facilitate a class discussion about taking selfies.

- B **PAIR WORK** **Introduce the task** Ask Ss to call out the names of some social media influencers they follow and write them on the board. Ask what the people have in common and how they make their money. Tell Ss they are going to read a text about influencers and that the words in bold will be heard in the video.

Do the task Ss work individually to read the text and match the words in bold with the definitions. Ask learners to work in pairs and compare their answers.

Review the task Check answers as a class.

Answers

- leverage
- self-promotion
- presence
- image
- engage
- use social media to your advantage
- vibe
- overnight

- C **PAIR WORK** **Introduce the task** Read the instructions aloud. Point out that the phrases are used in the text.

Do the task / Review the task Ss read the text again individually and guess the meaning of the phrases. Check answers and then put Ss into pairs. Give them a limited time to discuss their own behavior.

Answers

- create a concept of yourself as a good person in other people's minds
- do things differently from other people in order to get noticed
- use social media to enhance your own success
- do things to make yourself and the things you do more recognizable

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

Do the task Ss work in pairs to guess the meaning of *leave a trail* and *digital trail*.

Review the task Invite Ss to share their guesses but do not check answers at this stage.

WHILE YOU WATCH pp. 38–39

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

Do the task Play the video.

Review the task Check answers as a class.

Answers

Leaving a trail means showing that you have been somewhere by the things you leave behind. According to the video your *digital trail* consists of everything you've ever posted on your social media accounts, from your photos, to your likes and comments.

- B **Introduce the task** Read the instructions aloud. Ss read the ideas.

Do the task Ss work individually to put the ideas in order. Play the video. Give Ss time to finalize their answers.

Review the task Call on volunteers to read the correct order.

Answers

3, 1, 2, 6, 4, 5

- C **Introduce the task** Read the instructions aloud. Direct Ss' attention to the spaces and that the sentences are all from the video.

Do the task Play the video again. Ss complete the missing words or phrases in the sentences.

Review the task Check answers as a class.

Answers

1 recognizable 2 glamorous 3 self-promotion
4 admissions officers 5 advantage 6 digital trails
7 personal brands

- D **Introduce the task** Read the instructions aloud. Ss read the questions individually. Explain that they will answer with words they hear in the video.

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

Review the task Put Ss into pairs to compare their answers. Then check answers as a class.

Suggested answers

1 Anyone in the world can access information you post publicly.
2 self-promotion; Photos can help someone become more recognizable
3 to build an online reputation
4 visiting the social media pages of applicants
5 the characteristics it demonstrates
6 connect directly with potential employers
7 think about your digital trail

- E **Introduce the task** Read the instructions aloud. Ss look at the pictures and read the opinions.

Do the task Play the video again. Ss match the opinions to the people.

Review the task Check answers as a class.

Answers

1 d 2 c 3 a 4 b

- F **Introduce the task** Read the instructions aloud. Direct Ss' attention to the sentences and point out that all are mentioned by the speakers in the previous task.

Do the task Play the video again. Ss complete the sentences with the expressions in the box.

Review the task Check answers as a class. Ask Ss to give a synonym of *wield power* (e.g., have influence). Check the meaning of the phrase *fill in the blanks* (find out missing parts to get more complete information).

Answers

1 wield 2 set up 3 fill in 4 Interact

- G **Introduce the task** Read the instructions aloud. Ss read the summaries.

Do the task Play the video again. Ss listen closely and choose the correct summary.

Review the task Check answers as a class. Ask Ss to give reasons why the other summaries are incorrect.

Answers

2

Summary 1 is incorrect because the video never mentions serious harm to your future.
Summary 3 is incorrect as the video says that selfies can help you build a reputation.

AFTER YOU WATCH p. 40

- A **PAIR WORK** **Introduce the task** Ask Ss to read the quotes. Model a response detailing your own feelings about any one of the quotes.

Do the task Ss work in pairs and share their opinions about each use of online profiles mentioned in the quotes.

Review the task Ask volunteers to share their ideas.

- B **PAIR WORK** **Introduce the task** Check that Ss are familiar with the four platforms. Start by discussing the LinkedIn platform. Why would somebody have two LinkedIn profiles? (Because they have most likely have two separate careers.)

Do the task Ss work in pairs and discuss the other platforms.

Review the task Ask volunteers to share ideas.

- C **Introduce the task** Direct Ss to identify the main verb in each sentence starter and have them suggest different ways to complete the sentences using the correct complements. Ask Ss to use their ideas from exercise B to complete the sentences.

Do the task Ss work in pairs to think of reasons and complete the sentences. Ss then work with another pair to compare their sentences.

Review the task Ask volunteers to share ideas. Encourage self-correction of any errors in the target grammar.

- D **GROUP WORK** **Introduce the task** Read the instructions aloud. Ask Ss to read the questions.

Do the task Ss continue in the group of four they are in and discuss the questions. Groups choose one S to take notes on their ideas or differences of opinion.

Review the task Share ideas on items 1 and 3 as a class.

DISHONEST AND DANGEROUS

Documentary summary

People make millions manufacturing and selling fake-branded goods. Counterfeit products can be extremely dangerous, but the public still continues to buy them, either because they can't tell the difference or because they want to save money. The video explores some different types of counterfeit products and looks at how to curb counterfeiting.

Language summary

Grammar	Vocabulary	Functional language
Passive forms Passive forms with modals and modal-like expressions Passive infinitives	Describing consumer goods Degrees of truth	Express belief and disbelief

BEFORE YOU WATCH p. 41

- A **PAIR WORK** **Introduce the task** Read the questions aloud and model answering them with your own ideas.
- Do the task** Ss work in pairs and discuss the questions in relation to the product types in the pictures.
- Review the task** Ask volunteers to share reasons why they trust different brands and sellers.
- B **Introduce the task** Point out the expressions in bold. Explain that Ss will circle either *a* or *b* to define them.
- Do the task** Ss work in pairs to match the expressions in bold to the definitions.
- Review the task** Check answers as a class.

Answers

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

- C **Introduce the task** Read the instructions aloud. Direct Ss' attention to the spaces in the sentences and the words in the box.
- Do the task** Ss complete the sentences with the missing words. Monitor and encourage Ss to use a dictionary to check the meaning of any unfamiliar words.
- Review the task** Check answers as a class.

Answers

1 hazard 2 lead 3 overheat 4 electrocuted
5 choking

WHILE YOU WATCH pp. 42–43

- A **Introduce the task** Read the instructions aloud. Draw Ss' attention to the first idea. Ask *When is security mentioned?* Ss read the main ideas in pairs and decide what order they are mentioned in the video.
- Do the task** Play the video again. Ss finalize their ideas.
- Review the task** Check answers as a class.

Answers

a 4 b 2 c 1 d 5 e 3

- B **Introduce the task** Read the instructions aloud. Point out that the sentences are all from the video. Direct Ss to read the sentences silently, noting keywords to listen for in the video.
- Do the task** Play the video. Ss choose the correct options.
- Review the task** Ss compare their answers in pairs. Then check answers as a class.

Answers

1 illegal 2 deadly 3 hard 4 genuine
5 sophisticated 6 fake

- C **Introduce the task** Direct Ss to read the questions. Point out that some questions have more than one answer and that Ss need to circle all of the correct ones.
- Do the task** Play the video from 0:00–2:06. Ss circle the answers.
- Review the task** Check answers as a class.

Answers

1 b, c 2 a, b, c 3 c 4 a, b

D Introduce the task Draw Ss' attention to the pictures from the video. Ask what is happening in each picture (A man is making counterfeit car parts; a woman is explaining the security on Super Bowl tickets.). Tell Ss they are going to listen closely to two parts of the video.

Do the task Play each section of the video (0:34–0:54 for the car parts; 2:06–2:36 for the Super Bowl tickets). Ss work individually and use the words in the box to complete the descriptions for each picture.

Review the task Ss compare their answers in pairs. Then check answers as a class.

Answers

1 crucial 2 legal 3 fitted 4 inferior
5 imperfectly 6 risks 7 date 8 graphic
9 ink 10 heat 11 disappear 12 reappear

E Introduce the task Read the questions aloud. Tell Ss you will play the whole video again for them to think about their answers.

Do the task Play the video. Ss take notes, then work individually to write their answers in full sentences.

Review the task Ss compare answers with a partner. Read the suggested answers aloud for Ss to check their ideas.

Suggested answers

- 1 If you buy a fake ticket, you lose money. If you buy fake cosmetics, toys, or car parts, you could lose your life.
- 2 Consumers who can't resist a bargain are more likely to buy counterfeit goods they know are fake.
- 3 If you know the security measures used for real tickets, then you can spot a fake ticket.

C PAIR WORK Introduce the task Read the question aloud. Explain that Ss are to think about making purchases in a store and online. Ask *How could counterfeiters fool you online?* Tell Ss to look at the list in exercise B again and come up with ideas. Do the first one as a class, if necessary.

Do the task Ss work in pairs to discuss ways to tell whether items are fake in each context. Circulate, monitor, and help with vocabulary.

Review the task Ask volunteers to tell you about any clever ways they thought of to spot fakes online.

D GROUP WORK Introduce the task Tell Ss they will do a role play. Ss read the role play cards. Point out the useful language and drill intonation using some ideas around fake goods, e.g., *I'm absolutely positive that it's a fake/genuine. Believe it or not, I bought these online from (brand name)*. Ss form groups of three and assign roles.

Do the task Ss work in groups and develop ideas for their role plays. Monitor and then ask Ss to role play the conversation when groups are ready. Remind them to use the useful language in the bulleted list.

Review the task Choose two strong groups to role play their conversations for the class. Provide feedback on their use of language.

AFTER YOU WATCH p. 44

A PAIR WORK Introduce the task Ss read the questions.

Do the task Ss work in pairs and discuss their opinions. Circulate, and ensure Ss are explaining their answers.

Review the task Ask volunteers to share responses to each question.

B PAIR WORK Introduce the task Read the instructions aloud. Elicit things the video said could go wrong with toys, car parts, and cosmetics. Ask Ss to read the list and imagine who might buy the items and how the products might let them down. Discuss ideas for *designer earrings* as a class.

Do the task Ss work in pairs and discuss their ideas. Then they compare their worst scenarios with another pair.

Review the task Ask volunteers to share ideas.

Documentary summary

It feels good when you brighten someone's day. The video visits with four programs that are making a difference to people's lives in simple but effective ways. At the Salvation Army, nutritious meals are served to the homeless, while at a Florida hospital, young patients are treated to staff wearing tutus every Tuesday. In the UK, The Bikes Project gives asylum seekers a life worth living, and in Copenhagen, elderly residents go out for a bike ride in their community.

Language summary

Grammar	Vocabulary	Functional language
Adverbs with adjectives and adverbs	Skill and performance	Describe ambitions
Making non-count nouns countable	Describing emotional impact	Express optimism and caution

BEFORE YOU WATCH p. 45

A Introduce the task Ask Ss to look at the title of the text and discuss as a class what *community spirit* is (friendliness and understanding between people who live in the same area). Point out the words in bold and the questions.

Do the task Ss read the text and answer the questions individually. Monitor and address any questions about unfamiliar words (except those in bold). Ask Ss to compare their answers in pairs.

Review the task Ask for volunteers to share their answers one at a time. Check answers as a class. Model the pronunciation of *phenomenal* and *asylum*.

Suggested answers

- 1 News is passed from one person to another.
- 2 free food and drink for people who cannot get it elsewhere
- 3 great; huge / amazing / extraordinary
- 4 loneliness / feeling different / isolated / uncomfortable
- 5 refugees / immigrants (who are forced to flee their homes)
- 6 soon
- 7 It improves. / They get happier.
- 8 special
- 9 less worried
- 10 good / joyful

B PAIR WORK Introduce the task Ask Ss to read the questions and spend a moment or two thinking about their community now and in the past.

Do the task Ss discuss the questions in pairs. Circulate and monitor, ensuring Ss are engaged and sharing examples.

Review the task Ask volunteers to share ideas about community spirit in their area.

C PAIR WORK Introduce the task Read the instructions aloud and ask Ss to read the items. Ss work in the same pairs as in exercise B. Elicit an example of a problem homeless people face., e.g., They can't get a job.

Do the task Ss discuss the problems. Monitor and encourage Ss to imagine themselves in each group of people.

Review the task Ask volunteers to share ideas about each category.

D PREDICT Introduce the task Ask Ss to read the instructions and the list. Direct them to use a dictionary to check the meaning of any unfamiliar words.

Do the task Ss work individually to match the groups in exercise C to the different things.

Review the task Ss compare their ideas in pairs. Do not confirm or dismiss any of Ss' ideas at this stage.

WHILE YOU WATCH pp. 46–47

A Introduce the task Play the video.

Do the task / Review the task Ss watch the video and see whether their predictions in exercise D on page 45 were correct. Ss complete the details about each project.

Answers

- 1 the homeless
- 2 children in hospitals
- 3 asylum seekers
- 4 the elderly

B Introduce the task Ask Ss to read the sentences individually.

Do the task Play the video again. Ss listen and complete the sentence with words from the video.

Review the task Check answers as a class.

Answers

1 brighten up 2 head chef 3 makes; days
4 take; mind off 5 raise spirits 6 do good

- C **Introduce the task** Ask Ss to read the questions aloud. Tell them you will play the video again.

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

Review the task Check answers as a class.

Answers

1 a 2 c 3 c 4 b

- D **Introduce the task** Read the instruction aloud. Direct Ss' attention to the excerpt. Ask *Which project in the video is the excerpt about?* (Salvation Army Community Center).

Do the task Direct Ss to try to complete the excerpt first based on what they remember from the video. Then play the section of video 0:10–1:01, pausing as necessary for Ss to correct their answers.

Review the task Check answers as a class.

Answers

1 nutritional 2 value 3 grains 4 proteins
5 cut 6 back 7 soup 8 kitchen 9 sent
10 phenomenal

- E **Introduce the task** Read the instructions aloud. Direct Ss' attention to the quotes. Ask whether they can remember who said them. Point out the options, which describe what the quotes are about.

Do the task Direct Ss to match the quotes to what each person is commenting on first. Then play the video. Ss work individually to finalize their answers.

Review the task Check answers as a class.

Answers

1 b 2 e 3 c 4 a 5 d

- F **Introduce the task** Read the instructions aloud. Tell Ss to listen for the interviewees describing how people respond to three of the projects in the video.

Do the task Play the video (1:02–end). Ss take notes on each project. Pause between projects.

Review the task Ss compare notes in pairs. Ask for volunteers to share the responses they noted with the class. Check answers as a class.

Answers

- 1 It made her calm down. / Kids start laughing. / Parents make jokes. / It's amusing.
- 2 You don't need to stay at home and be lonely. / It's one of the best things.
- 3 sensing local community and people / feeling part of it / feeling that you belong

AFTER YOU WATCH p. 48

- A **PAIR WORK** **Introduce the task** Ask Ss to read the questions. Address any questions about unfamiliar words.

Do the task Ss work in pairs and discuss the questions. For item 2, encourage Ss to note the details of how they would adapt the services for different groups.

Review the task Ask for volunteers to share their ideas

- B **GROUP WORK** **Introduce the task** Ask Ss to look at the pictures and the descriptions of the projects. Address any questions about unfamiliar words (i.e., *fridge* = *refrigerator*). Tell Ss they can plan a community service based on one of these project ideas or an idea of their own. Explain that it would be best to pick an idea that is useful for a community they all know well. Put Ss into groups of three or four to choose a project. Direct them to be detailed about their plans. For example, they should ask themselves where the best place for a community fridge would be. (A shop? A community center? A place that is open late at night? Why?)

Do the task Ss work in groups and develop their ideas for a project.

Review the task Ss work individually and write down the details of what they discussed in their groups. Remind them to use the phrases in the box.

- C **PAIR WORK** **Introduce the task** Tell Ss they will do a role play based on the project they discussed in exercise B. Put Ss into pairs with a S from another group. Student A is the project organizer and Student B is a journalist. Ss read the role play cards. Point out the useful language and drill intonation using some ideas around community services, e.g., *I'm confident that we'll be able to get teachers involved in their free time. You can't say for certain if people will volunteer, can you?*

Do the task Ss work in pairs to develop ideas for their role play questions. Circulate and monitor and then ask Ss to role play the conversation when pairs are ready. Remind them to use the useful language in their conversations.

Review the task Choose two or three strong pairs to role play their conversations or part of their conversation for the class depending on time. Provide feedback on use of language.

EXPERT SPEAKER: JACQUELINE

Video summaries

In the first video, *A Step Forward*, Expert Speaker Jacqueline talks about inventions and how they have had a positive or negative effect on our lives. In the second video, *Memory Lane*, Jacqueline talks about nostalgia and how things have changed since she was a child in terms of her favorite activities and the devices she uses or used.

UNIT 1 OPENER: p. 50

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Read the instructions aloud. Then play the video. Check answers as a class.

Answers

1 b 2 a 3 c 4 a

- B Read the instructions aloud. Play the video again. Check answers as a class. To extend the activity, Ss can work in pairs to add words to the two lists.

Answers

1 beneficial 2 to help 3 sustainable
4 incorrect 5 to hurt 6 to destroy

AFTER YOU WATCH

- A Read the instructions aloud. Give Ss time to reflect, and then ask them to share their ideas as a class.
- B **PAIR WORK** Explain that the Library of Congress is the main research branch of the U.S. Congress and the largest library in the world, and that Carla Hayden was appointed librarian in 2016 for a ten-year term. Put Ss in pairs to discuss the list and the questions. Ask volunteers to share their answers with the class.
- C Read the questions aloud. Give Ss time to think of their answers, and then share them with the class.

UNIT 1: p. 51

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Before playing the video, check understanding of *nostalgic* (longing for or thinking fondly of the past), which is used in item 1. Then read the instructions aloud and play the video until 1:22 (the first three parts). Ss check the true sentences and correct the false ones.

Answers

1 T 2 T 3 F – She enjoyed watching music videos.
4 F – She watched in the afternoon and evening. 5 T

- B Read the questions aloud. Then play the rest of the video. Ss write their answers. Tell them they do not have to write complete sentences. Then check answers as a class.

Answers

1 her Walkman (a portable device for playing music popular in the 80s and 90s)
2 that you could carry your music with you
3 MP3 players, cell phones, tablets, and computers to stream music
4 that with a Walkman you could only listen to music.
5 that with the new gadgets, you can be doing anything and everything at the same time as listening to music – you're more distracted

AFTER YOU WATCH

- A Read the instructions aloud. Give Ss time to reflect, and then ask volunteers to share their thoughts. Encourage active listening by prompting the class to ask questions.
- B Read the instructions aloud. Give Ss a chance to think and write notes about their week.
- C **PAIR WORK** This exercise offers Ss a chance to talk about past and present habits using the forms in the speech bubbles. Put Ss in pairs and give them time to discuss. Ask volunteers to summarize their discussions.



Video summaries

In the first video, *Natural Limits*, Expert Speaker Odil talks about his feelings about being in nature and the ways in which human activity affects wildlife and their natural habitat. In the second video, *Deep Ocean or Deep Space?*, Odil gives his opinion about the importance of different areas of research and exploration.

UNIT 2 OPENER: p. 52

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Read the instructions aloud and play the first three parts of the video (until 1:02). Ss choose answers individually. Check answers as a class.

Answers

1 c 2 b 3 b 4 a

- B Ss read through the questions on their own. Play the rest of the video. Check answers as a class.

Answers

- 1 a doing new research b discovering new places c improving our understanding of science
- 2 People destroy nature and wildlife's natural habitat.
- 3 Without human activity, it wouldn't be possible to carry out research, discover new areas of the world, or advance science.

AFTER YOU WATCH

- A Give Ss time to reflect and take notes. Then invite volunteers to share their experiences with the class.
- B **PAIR WORK** Read the instructions aloud and put Ss in pairs. Give them time to discuss their ideas. Then, as a class, collect ideas on the board. (Note that while the topic of human-caused climate change is largely agreed upon in the scientific community, there are debates about the extent that humans have had an impact on the climate. Opposing viewpoints have contributed to strong feelings on the subject, causing some controversy.)
- C Read the instructions aloud and allow Ss time to reflect before discussing as a class. Alternatively, you could have Ss debate the issue in small groups of three or four. Remind Ss that there are no right or wrong answers.

UNIT 2: p. 53

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Ss take turns reading the sentences aloud. Play the first four parts of the video (until 1:04). Check answers as a class.

Answers

- 1 T
- 2 T
- 3 F – There are still a lot of places we haven't explored.
- 4 F – People tend to explore places that are difficult to get to.
- 5 T

- B In this exercise, Ss have to listen for three areas of research and exploration that Odil mentions. Play the final segment of the video (start at 1:35). Check answers as a class.

Answers

Antarctica, microenvironments, space

AFTER YOU WATCH

- A **PAIR WORK** This exercise gives Ss the chance to practice comparative and superlative structures in the context of extreme environments. Give Ss time to make their lists, and then have them compare experiences with a partner. Ask volunteers to summarize their experiences for the class.
- B **GROUP WORK** Give Ss time to reflect. They can use items from the list in While you watch exercise B or come up with their own ideas. Then discuss as a class.
- C **PAIR WORK** Put Ss into different pairs and read the instructions aloud. Set a time limit for brainstorming and preparing their pitch, which they should keep to 30 seconds. Then invite each pair to present their project to the class (the "committee") and have the class decide which project should get funding and why.



Video summaries

In the first video, *The Way I Am*, Expert Speaker Wendy talks about roller coasters and how they make her feel. She then talks about other extreme situations that help reveal people's true character, while giving her own personal example of competing in a marathon. In the second video, *Things and Emotions*, Wendy talks about the types of things or situations that make her feel different emotions.

UNIT 3 OPENER: p. 54

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Read the instructions aloud and play the first two segments of the video (until 0:45). For an added challenge, play it first without sound and let Ss guess Wendy's feeling from her expressions. Then play the sections again with sound to check their guesses. Check answers as a class.

Answers

drop fly risk speed

- B Have Ss read the questions on their own. Then play the rest of the video. Check answers as a class.

Answers

1 b 2 c 3 b 4 b

- C Ss might be able to do this vocabulary exercise without watching the video again. If they have trouble, play the whole video and have them listen for the words, which are in order of occurrence. Check answers as a class.

Answers

1 grit 2 endurance 3 commitment 4 patience

AFTER YOU WATCH

- A Give Ss time to reflect, and then invite volunteers to share their experiences with the class.
- B **PAIR WORK** Read the instructions aloud and put Ss in pairs. Allow them time to discuss, and then as a class collect ideas on the board.

Suggested answers

Assembling furniture can show how patient and determined people are.
Dealing with a serious illness might show how empathetic someone is and whether they can put other people's needs first.
Playing a board game reveals whether people follow rules or will cheat to win as well as show how good a loser they are, etc.

UNIT 3: p. 55

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Read the instructions aloud and ask volunteers to take turns reading the list. Play the video while Ss categorize the situations individually. Check answers as a class.

Answers

Things she loves: walking her dog, being with family, eating meals with friends

Things that irritate her: getting served the wrong food, people in the way when she is in a hurry

Things that make her feel fabulous: getting a massage

Things that make her feel tense: taking her sick child to the ER, not knowing what's going to happen

AFTER YOU WATCH

- A Give Ss time to reflect on how Wendy's answers are similar to how they would feel. Ss then complete a chart like the one in Before you watch exercise A for themselves. Elicit answers from volunteers and allow others in the class to comment.
- B **PAIR WORK** This exercise encourages Ss to make their own sentences with relative clauses in the context of their feelings. Put Ss in pairs to compare their answers. Then ask for volunteers to share their experiences with the class.
- C Read the instructions aloud and ask for three volunteers to read the quotes. Give Ss a chance to reflect on the meaning of the quotes. You might need to point out that *to sweat* in the context of the first quote means *to worry about*, and that a *molehill* is a small mound of earth that's caused by moles burrowing in the ground. Discuss as a class and collect possible quotes Ss mention on the board.

UNIT 4

EXPERT SPEAKER: LUCIA

Video summaries

In the first video, *Combined Effort*, Expert Speaker Lucia first talks about her experience with working on a team and gives her opinion about its advantages and disadvantages. In the second video, *It Takes A Team*, Lucia talks about her role on her team at work and the role she plays with her family and friends. She describes an experience she had as the decision-maker in organizing an event.

UNIT 4 OPENER: p. 56

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Have Ss read the six sentences on their own. Play the first three segments of the video (until 1:12) and give them time to correct the false ones. Check answers as a class.

Answers

- 1 F – Lucia works on a small team of **four** people.
- 2 T
- 3 T
- 4 F – Lucia's team **sometimes struggles a little bit with** deadlines.
- 5 F – One of the **advantages** of teamwork is that everyone is working on different aspects of a project and it makes things **more** efficient.
- 6 T

- B This is a vocabulary exercise. Ss should be able to complete it without watching the video again, especially if they work in pairs. Check answers as a class.

Answers

- 1 d 2 c 3 e 4 a 5 b

AFTER YOU WATCH

- A Invite volunteers to share their thoughts with the class. What is the class's consensus about teamwork? Is your class full of team players or lone wolves?
- B Ss recall how Lucia talked about her team and teamwork. Invite volunteers to share their thoughts with the class.
- C **GROUP WORK** Put Ss in groups of three or four. Ss discuss what each is good at and allocate roles within their group. Ask groups to share what they found out about roles and skills.

UNIT 4: p. 57

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Point out that some sentences have two sets of options, and they should listen for key words and context while making their choices. Then play the entire video.

Answers

- 1 logistics 2 administrative 3 Europe, eight
4 from different states in the U.S. 5 very little
6 positive, helpful 7 friends and family, never

- B Ss should be able to answer the questions from memory, but they can work in pairs to help them or you can replay the video if necessary. Check answers as a class.

Answers

- 1 While arranging the flights, Lucia was nervous about the amount of responsibility and worried about making mistakes. Afterward she felt good about herself and her ability to help.
- 2 She learned to have more self-confidence and be willing to do more decision-making.
- 3 She is a good listener and can keep a secret. The other members of her family always tell each other about the secrets they learned.

AFTER YOU WATCH

- A Give Ss time to reflect on the questions. Invite volunteers to share their answers with the class.
- B Read the instructions aloud. If some Ss are unfamiliar with the tools mentioned, look up examples online. Then invite volunteers to describe the tools they use and how they help.
- C **PAIR WORK** Read the instructions aloud and make sure Ss understand the two approaches they need to evaluate. Then, as a class, write the advantages and disadvantages on the board.



EXPERT SPEAKER: CAROLINA

Video summaries

In the first video, *The Human Factor*, Expert Speaker Carolina first talks about intelligent machines and gives her opinion about what humans and robots can each do better, both in general and with respect to her field of dentistry. In the second video, *Imitating Reality*, Carolina talks about virtual reality and explains the ways in which she thinks VR could have an impact in her field.

UNIT 5 OPENER: p. 58

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Play the first four sections of the video (until 1:42) and have Ss answer the questions. Check answers as a class.

Answers

1 b 2 a 3 b 4 c

- B Play the rest of the video (from 1:42). Alternatively, Ss could work with a partner to predict the right answers before watching. Check answers as a class.

Answers

b, c, f

- C Ss read the questions on their own. Then replay the entire video. Pause the video as needed to give Ss time to write their answers. Check answers as a class.

Answers

- 1 Driverless cars will make the time spent commuting easier and more comfortable. They will also allow passengers to do other things while in the car.
- 2 They will probably benefit everyone, but Carolina specifically mentions two age groups: young children and the elderly.
- 3 The human component is required in making diagnoses and judgments, teaching, and the arts.
- 4 You need to consider a person's feelings and their whole environment as factors.

AFTER YOU WATCH

- A Give Ss time to reflect, and then invite volunteers to give and explain their answers to the class.
- B You can have Ss exchange information with a partner or in small groups before initiating a class discussion. Invite volunteers to share their experiences with intelligent machines with the class.
- C **PAIR WORK** Have Ss work in pairs first to brainstorm ideas for a new intelligent device and then to write a

short description. Invite two or three pair to describe their device. Alternatively, each pair could create a short print ad for their device and post it on the wall.

UNIT 5: p. 59

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Have Ss read through the items. Then play the first segment of the video (to 0:24) and have Ss choose the correct answers. Check answers as a class.

Answers

1 b 2 b 3 c

- B Ss should be able to do this quick vocabulary exercise without watching the video again but give them the option to replay it. Check answers as a class.

Answers

1 bucket list 2 comfortable 3 amazing 4 risk

AFTER YOU WATCH

- A **PAIR WORK** Read the instructions aloud and draw Ss' attention to the speech bubbles. Encourage them to use the phrases when talking to their partner. Invite two or three volunteers to share their experiences with the class and how VR might change things.
- B **PAIR WORK** Read the instructions aloud and ask Ss to find a different partner to work with. Direct them to make a T-chart for organizing the advantages and disadvantages they brainstorm. Duplicate the T-chart on the board. Then ask Ss to record their lists on the board.



Video summaries

In the first video, *Expect The Unexpected*, Expert Speaker Bojan first tells two stories: one about an unexpected encounter with a celebrity and the second about unexpected reaction he received when speaking a foreign language. In the second video, *Going Viral*, Bojan talks about his possible reaction to sudden fame and the downsides of being famous, especially in the age of the internet.

UNIT 6 OPENER: p. 60

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Ss have to choose between two options to complete the sentences. Have them skim the exercise quickly, and then play the final three segments of the video (starting at 1:22). Check answers as a class.

Answers

- 1 likes to plan ahead
- 2 time slots
- 3 getting an unexpected reaction
- 4 hadn't yet learned to speak Dutch well
- 5 drugstore
- 6 smiled
- 7 mother

- B **PAIR WORK** In this exercise, Ss show that they have understood the sequence of events in the two stories Bojan tells, and they get a chance to tell the stories in their own words using narrative tenses. Ss might be able to put the events in order without watching the video again, but replaying the segments with the two stories (0:07–1:22 and 1:22–end) can help them pay attention to Bojan's storytelling techniques. Ss decide which story they will tell their partner, and then retell that story.

Answers

The airport lounge:

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

The store in the Hague:

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

AFTER YOU WATCH

- A **PAIR WORK** Read the instructions aloud. Put Ss in pairs, ideally with different partners than the previous exercise. They should prepare to tell their story and try to use a variety of narrative tenses. Ss tell each other their stories and then note similarities and differences to what happened to Bojan. Invite Ss to share their stories in front of the class.
- B Read the instructions aloud and give Ss time to reflect. Initiate a class discussion.

UNIT 6: p. 61

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Tell Ss to skim the exercise first and make sure they understand that some items have more than one correct answer. Then play the entire video.

Answers

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

- B Give Ss the chance to try answering the questions before they watch the video again. Alternatively, direct them to read the questions and then replay the final section of the video (1:25–end). Check understanding of the term *nightmare* in item 3 (something that is very difficult to manage). Then check answers as a class.

Answers

- 1 He is online "most of the time" reading the news and using social media.
- 2 Celebrities have to be careful about what they put online (because of the reactions they might get).
- 3 Being famous and having to be so careful about who one is with and what one does in public.

- C This exercise focuses on three expressions Ss might have trouble with. Let Ss write the correct word from memory. Play the video again, pausing when Ss hear the word.

Answers

1 reach out 2 misinterpreted 3 publicly

AFTER YOU WATCH

- A Give Ss time to reflect on the questions. Invite volunteers to share their thoughts with the class.
- B Read the instructions aloud. You might explain to Ss that the phrase was apparently coined in the 1960s by British journalist Malcolm Muggeridge to describe people considered famous just for appearing on TV. Give Ss time to think about how this applies to social media celebrities.
- C Read the instructions aloud. Check understanding of *consequence* in this context (a result or outcome). Invite volunteers to share their thoughts with the class.

EXPERT SPEAKER: ODIL

Video summaries

In the first video, *What It's Worth*, Expert Speaker Odil first talks about the things that he feels have the most value and explains what the word *worth* means to him. In the second video, *Worthy Helpers*, Odil talks about what it feels like to help people and to be helped by others, and he also discusses what makes a good helper.

UNIT 7 OPENER: p. 62

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A This exercise is intended to help Ss understand the gist of the video before they watch for details in exercise B. For this reason, there is no requirement to correct the false sentences, though that could be done with stronger Ss if desired (corrected sentences are supplied in the key). Read the instructions aloud, and then play the video. Check answers as a class.

Answers

- 1 F – Odil owns a painting that is very valuable to him because it was given to him by a friend.
- 2 T
- 3 F – Odil used to place a high value on things that cost a lot, but now he values more intangible human abilities like kindness, charity work, friendliness, and positivity.
- 4 T
- 5 F – More than anything else he values the people that are surrounding him like family, friends, and his mother.

- B Have Ss skim the exercise quickly before they re-watch the video. Point out that all items have more than one correct answer. Replay the video once or twice depending on Ss' needs. Check answers as a class.

Answers

- 1 b, c 2 b, c 3 a, c

AFTER YOU WATCH

- A **PAIR WORK** Have Ss work in pairs to discuss the questions. Ask for volunteers to share their thoughts with the class and encourage class discussion.
- B Read the instructions aloud and give Ss time to reflect. Initiate a class discussion.

UNIT 7: p. 63

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A This exercise checks understanding of the first section of the video. Play the video until 0:32. Check answers.

Answers

- 1 often 2 work-related 3 enjoys; assists

- B Point out that Ss will need to determine whether each sentence is true, false, or mentioned in the video. Play the next two sections of the video (0:32–1:33) if necessary. Check answers as a class.

Answers

- 1 F – Odil recently traveled by plane with his mother to his home country.
- 2 T 3 NM 4 T
- 5 F – The assistant, not Odil, helped her get on the plane.
- 6 T 7 T 8 NM

- C Read the instructions aloud. Play the final section of the video (1:34 to the end) and have Ss check the boxes of the words they hear. Alternatively, before watching the video, tell Ss that Odil will mention five qualities and see whether they can predict what he will say. Check answers as a class.

Answers

friendliness, kindness, passion, patience, positivity

AFTER YOU WATCH

- A Give Ss time to reflect on the extent to which they agree with Odil or have other opinions about helpers. Invite volunteers to share their thoughts with the class. Alternatively, ask each S to choose the top three qualities they think helpers should have. Then do a class survey to see what the class's top three qualities are.
- B **PAIR WORK** Read the instructions aloud and have Ss work in pairs to discuss the question. Invite a few volunteers to share their insights with the class.



EXPERT SPEAKER: JACQUELINE

Video summaries

In the first video, *Small Things Matter*, Expert Speaker Jacqueline first talks about what kind of small personal objects she has in her workspace and on her refrigerator and what these personalized items mean to her. In the second video, *Side Projects*, Jacqueline talks about her side project of farming and how it benefits both her as a person and her career.

UNIT 8 OPENER: p. 64

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Read the instructions aloud. Play the rest of the video. Ss should listen for the words Jacqueline mentions in the two lists. Check answers as a class.

Answers

Personal items: pictures of her family, pictures of pets, drawings, pictures of her and her partner

Why she chose them: feel happy, remember, cool, reminds, beautiful

- B Have Ss read the questions on their own, and then replay the video. Give them time to answer the questions, which they can do with a partner. Check answers as a class.

Suggested answers

- 1 The plants make her feel grounded. They bring the natural world into her workspace.
- 2 Writing down her thoughts and feelings might make her feel in control.
- 3 She keeps pictures of people (and pets) on her fridge because they remind her of her family back in Mexico and other happy times in the past.
- 4 It tells us that family and friends mean a lot to her, and she is perhaps a little homesick for Mexico.

AFTER YOU WATCH

- A Read the instructions aloud. Give Ss time to reflect on how their workspace and their refrigerator look and how they compare to Jacqueline's. Ask for volunteers to describe what their personal items say about them.
- B Read the instructions aloud and make sure Ss understand the quote from Gretchen Rubin. (There is more on the topic at <https://gretchenrubin.com>.) Then give Ss time to reflect, either alone or with a partner, before discussing as a class.
- C **PAIR WORK** Read the instructions aloud. Put Ss in pairs to discuss the questions. Then ask volunteers to describe to the class how they will set up their new ideal workspace.

UNIT 8: p. 65

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Read the instructions aloud. Then play the first three sections of the video (until 1:15) once or twice if necessary. Check answers as a class.

Answers

1 b 2 b 3 b, c 4 a, c

- B Ss should be able to do this vocabulary exercise without watching the video again. The intention is to practice some collocations from the video and to show how certain words are spelled (e.g., *to sow*, *nutritious*).

Answers

- 1 sow seeds
- 2 urban agriculture
- 3 have access; nutritious food
- 4 empower people

AFTER YOU WATCH

- A Give Ss time to reflect on the questions. Then invite volunteers to share their thoughts with the class.
- B **GROUP WORK** Read the instructions aloud. Put Ss in groups of three. They work together to come up with a side project and assign roles for beginning work. Ss then prepare a 30-second pitch that describes what the project will achieve and the steps they need to take to get there.
- C Ss choose a spokesperson to make the pitch. Make sure they keep to the 30-second time limit with their presentation. Take a class vote on the best side project.



EXPERT SPEAKER: CAROLINA

Video summaries

In the first video, *Things Happen*, Expert Speaker Carolina first tells a story about an unplanned thing that happened to her on a trip to Italy and changed her life, and then goes on to talk about planning and luck. In the second video, *Why Did I Do It?*, Carolina talks about her regrets and life lessons she has learned and tells a story about seeing the funny side of things that go wrong.

UNIT 9 OPENER: p. 66

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Explain that each item is a question about a person beginning with *Who ...*. Play the entire video. If necessary, explain that Juliet is one of the characters in William Shakespeare's tragic play *Romeo and Juliet*, which takes place in Verona. Ss complete the exercise individually.

Answers

a Carolina's cousin b Carolina c Carolina's family
d Alexander e Carolina f Alexander

- B Read the instructions aloud, and then replay the video. Check answers as a class.

Answers

1 b 2 b 3 a

- C Ss read the questions individually. Encourage them to try to complete the activity without watching the video. Then play the video again so they can refine their answers.

Answers

- 1 If you touch the statue, you will find your true love.
- 2 She met Alexander, the love of her life.
- 3 She likes to leave room for the unexpected because life always surprises you.
- 4 Being prepared, working hard, and learning many skills makes a person more open to new possibilities.

AFTER YOU WATCH

- A **PAIR WORK** Read the instructions aloud. Ss work on their own to take notes for an alternative story about Carolina. Then they use their notes to tell their partner about Carolina's new chance encounter. Invite volunteers to tell their story in front of the class.
- B **PAIR WORK** Read the instructions aloud and put Ss in pairs. Give them time to come up with other examples of chance encounters. Partners share their examples with the class and the impact the encounters made on history.
- C Have Ss reflect on their own chance encounters. Encourage them to describe their stories to the class.

UNIT 9: p. 67

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Read the instructions aloud and play the entire video. Check answers as a class.

Answers

1 soccer 2 desk 3 groceries 4 taxi cab
5 minimalism

- B You might need to play the fourth section of the video again (1:49–2:37) to help Ss put the events in order. When retelling the story, Ss should paraphrase. Remind them that paraphrasing is a way of retelling something that doesn't use the same words as the original text.

Answers

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

AFTER YOU WATCH

- A **PAIR WORK** Read the instructions aloud. Ss reflect and take notes to prepare their story. Partners tell each other their stories. Invite one or two volunteers to share their experiences with the class. Encourage classmates to listen actively and ask questions.
- B Before Ss reflect on the questions, replay the final section of the video (starting at 2:38) about the life lesson Carolina learned. How do they think it will change her life? Then give Ss time to think of a life lesson they themselves learned and take notes to answer the questions. Ss then share with a partner or the class.
- C Read the instructions aloud and give Ss time to reflect. Ask for volunteers to share their thoughts with the class.



Video summaries

In the first video, *People, Profiles*, Expert Speaker Lucia first talks about the types of profile pictures she uses on different social media and the impression she hopes to make with them. She also talks about how and why people change their appearance for job interview and dates. In the second video, *You, Customer*, Lucia explains how and why companies use customer profiles for marketing purposes and gives her personal and professional opinion about companies collecting customer data.

UNIT 10 OPENER: p. 68

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Read the instructions aloud. Play the first three sections of the video (to 1:29) once or twice as necessary. Ss do the task individually. Then check answers as a class.

Answers

1 b 2 c 3 a 4 c 5 c

- B Read the instructions aloud, and then play the rest of the video (1:30 to the end). Ss do the task individually. Check answers as a class.

Answers

1 formal and neat 2 professional 3 attractive
4 sophisticated; clean-shaven

AFTER YOU WATCH

- A **PAIR WORK** Before Ss discuss the questions, make sure they remember what Lucia's current profile picture looks like ("It's a picture of me holding my baby, and you can't really see my baby's face, but you see just his profile and my profile."). Give Ss a few minutes to discuss the questions with a partner. Then open up the topic to a class discussion. As an extension, ask Ss to describe (or show) a current profile picture and elicit the impressions it gives their classmates.
- B **PAIR WORK** Read the instructions aloud and give Ss time to reflect. Many will have social media friends with default profile pictures, and some Ss might even have one themselves. Ss discuss in pairs or small groups before inviting volunteers to share their ideas with the class.
- C **GROUP WORK** Read the instructions aloud, and then give Ss time to reflect on the questions. Put Ss in groups of three or four. Tell groups to discuss the advantages and disadvantages (both to the candidates and to the hiring managers) of including photos in job applications. Ask Ss what the practice is where they come from.

UNIT 10: p. 69

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Read the instructions aloud and play the entire video. Ss then choose the correct sentence summarizing Lucia's feelings. Check the answer as a class.

Answer

3

- B Ss might not need to watch the video again to do this exercise (especially if given the option of working with a partner). But replay the video, if necessary, and pause when a target word is mentioned so Ss can note how it is used in context.

Answers

1 target 2 transparent 3 demographics
4 secure 5 audience

AFTER YOU WATCH

- A Read the instructions aloud. Open discussion up to the whole class to see what SS think about Lucia's perspective on data collection among companies. Ensure that all Ss participate in the discussion by inviting hesitant speakers to share their observations briefly.
- B **PAIR WORK** Read the instructions aloud. Check understanding of *to track*, *Wi-Fi*, and *GPS*. Encourage Ss to use cause and effect verbs like *allow* and *enable* in their discussions with partners. Ask for volunteers to share their ideas with the class.
- C **PAIR WORK** The discussion from exercise B continues here as Ss now brainstorm other ways companies collect data. Read the instructions aloud and give Ss time to jot down their ideas. Draw attention to the speech bubbles and encourage Ss to use that language in their conversations. As a class, collect Ss' ideas on the board.

Video summaries

In the first video, *Really?*, Expert Speaker Bojan first talks about why people edit photos on social media and in fashion magazines and gives his opinion about the practice. In the second video, *Internet Tales*, Bojan talks about how he uses the internet now and what life was like before the internet.

UNIT 11 OPENER: p. 70

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Play the entire video. Before Ss watch again, tell them to read the sentences so they know what to listen for.

Answers

- 1 If something seems wrong about a picture online, you **can zoom in and focus on the detail**.
- 2 In the example about the magazine, editing was done to make the women look slimmer and have better **skin**.
- 3 People who want to present themselves in the best light might **alter their appearance after the fact in photos**.
- 4 When photos are altered in fashion magazines, it is usually **the editors or people who deal with photos who do it**.
- 5 It is important **to stay yourself and not go too far**.
- 6 Fashion magazines present standards of fashion and beauty that are **impossible** for the average person to achieve.

- B Ss read the questions. Encourage them to attempt to answer before watching the video again. Then replay the video so Ss can revise or write their answers.

Answers

- 1 You can zoom in to see more details.
- 2 One woman had an extra arm.
- 3 They are not happy with their appearance; they want to look more attractive; they want to present themselves in the best light.
- 4 They try to show perfection, but it is impossible for most people to achieve the same standards.

AFTER YOU WATCH

- A Read the questions aloud, and then give Ss time to reflect on their answers. Allow Ss the option of discussing in pairs or initiate a whole-class discussion.
- B **GROUP WORK** Check understanding of what the magazine did. Put Ss in groups of three or four to brainstorm reasons the fashion industry and readers complained. Then Ss discuss how they would have reacted.

UNIT 11: p. 71

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Read the instructions aloud. Play the first four sections of the video (until 2:12) once or twice. Check answer as a class.

Answers

- 1 a, c, d, f, h 2 b, c 3 c, d 4 b

- B It might be easier for Ss to work in pairs to answer these questions. Encourage them to answer the questions before they watch again. Then replay the entire video.

Answers

- 1 The advantages are that you can do a lot more, do it faster than before, and you don't waste as much time doing it; the disadvantages are that we now have less direct, face-to-face interactions with people.
- 2 He says that how the information is presented and who presents it influences how we react.
- 3 *Harmful purposes*: extreme political groups using the internet to spread their ideologies
Good purposes: people organizing drives to collect donations for charity

AFTER YOU WATCH

- A **PAIR WORK** Read the instructions aloud. Ss discuss the questions with a partner. Ask for volunteers to share the results of their discussion with the class. To structure the class discussion, on the board write a T-chart with two headings *Things that would be missed* / *Things that would be better* – and add Ss' ideas to the appropriate categories.
- B Read the instructions aloud and gives Ss time to reflect. Ask for volunteers to share their answers and discuss as a class.
- C **GROUP WORK** Put Ss into groups of three or four and go over the instructions. Give groups a specific amount of time to come up with a plan and prepare a short presentation. A spokesperson presents their group's plan to the class. Ask Ss how realistic they think the plans are and whether the internet will ever be regulated.



Video summaries

In the first video, *Got What It Takes?*, Expert Speaker Wendy first talks about her mother and why she is Wendy's role model. She then goes on to explain what makes somebody successful and what success looks like for her personally. In the second video, Wendy talks about the role talent and hard work play in determining someone's success and what makes people highly successful.

UNIT 12 OPENER: p. 72

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Read the instructions aloud and ask Ss to read the questions. Play the entire video once or twice, if necessary. Explain to Ss that each question is going to have more than one correct answer. Check answers as a class.

Answers

1 a, c 2 a, b, c 3 a, c

- B Give Ss the option of answering the questions on their own or in pairs. Play the video again. Check answers as a class.

Answers

- 1 Wendy admires her mother's energy and her ability to stick to her plan (perseverance) and hope for the best (optimism). She also admires her courage (grit) in the face of difficult situations.
- 2 Being patient, being intuitive, knowing oneself and being aware of one's surroundings helps people make the right decisions.
- 3 For her personally, success means being able to provide for her children and not having to worry (too much) about their health.

AFTER YOU WATCH

- A Read the instructions aloud, and then give Ss time to reflect. Allow Ss to discuss in pairs or invite volunteers to share their thoughts with the class.
- B **PAIR WORK** Make sure Ss understand that they are answering three questions. Point out that Ss can share their own successes. Put Ss in pairs and give them ample time to discuss. Elicit Ss' definitions of success and write them on the board.
- C Read the instructions aloud. Write the saying on the board and ask Ss to share their interpretations of it aloud. Then hold a class discussion about whether Ss agree with the sentiment or not.

UNIT 12: p. 73

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

WHILE YOU WATCH

- A Make sure Ss understand that at least one sentence has information not mentioned in the video. Play the first section of the video (until 1:01) once or twice and give Ss the chance to rewrite the false statements.

Answers

- 1 T
- 2 F – If someone has a lot of talent, they still need to work hard to be successful.
- 3 T 4 NM
- 5 F – Steve Jobs didn't do well at school, so he found his own way to be successful.

- B Read the instructions aloud and play the second section of the video (1:02–1:42) once or twice as necessary.

Answers

be capable of learning from a coach, be talented at their sport, work hard, work well on a team

- C Read the instructions aloud. Play the final section of the video. Ask Ss to watch before reading the sentences. Ss then complete the three sentences with words in the box.

Answers

1 world events and laws; 2 community; 3 the world economy; 4 stockholders/team members; 5 team members/stockholders; 6 express themselves visually; 7 classical and modern art

AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs and have them discuss. They also compare their ideas to Wendy's.
- B If Ss are self-conscious talking about their own skills and hard work, allow them to choose a person they know. Ask volunteers to share their answers in small groups or with the rest of the class.
- C Ss explain and discuss a quote by Sir Walter Scott (1771–1832). Ask them what the quote means and to define *attitude* in this context (a way of thinking or feeling about something). Open the topic to class discussion.

Unit 1: Out of our hands

- Narrator** Before the early 1800s, everyday items used to be made by skilled craftspeople. In those days, people accepted that making anything was a time-consuming process. And there was no expectation that similar products would always turn out identical, either. But as the 1900s approached, new machines and industrial processes were introduced. Traditional, hand-made products started to be replaced by less expensive, easier-to-make versions. Consumers adapted quickly and welcomed these changes. After all, mass production made things cheaper. But there was a downside.
- Bob Casey** What happens in a mass production system is that the craftsmanship is actually transferred from the people who are physically assembling the product back up the chain, away from the mass of workers who are actually doing the assembling. And the labor historians actually have a word for it. They call it deskilling. It says we're going to take the skill away from the majority of people, and we're going to invest it in a smaller group of people.
- Narrator** One of the first people to use mass production methods was Henry Ford, who created the first assembly line and used it to build cars. Each person put together just one part of the final product; there were no skilled workers in his factories – instead they were filled with unskilled laborers. Deskilling his factories in this way was bad news for craftspeople because their skills were no longer necessary.
- Bob Casey** They said instead of having one guy at a bench make a whole transmission, what if we have several guys at a bench, and each one does a little thing on the transmission and then shoves it down the bench to the next guy?
- Narrator** This idea was a huge step forward for the car industry because it meant that factories like Ford's were capable of producing cars in much less time than it used to take.
- Joe Kerr** When the first ones were built, which were built conventionally, it took 12-and-a-half man-hours to make a single car. By the time mass production was fully implemented, it took 93 minutes.
- Narrator** Even today, some car parts are still produced on an assembly line. Although Ford's production methods were efficient, he made one crucial mistake. Mass-produced things were all alike.

Consumers were saving money, but getting fewer choices. And Ford underestimated the public's demand for options – which they used to have when everything was made by hand. His competitors quickly recognized the desire for choices and began to sell cars with a variety of features. Since then, car design has become more and more innovative.

- J Mays** Suddenly at that point is when design was born because we had answered the functional attributes of moving the customer from point A to point B and now we were offering the customer a choice of how to go from point A to point B. And then you could make the car more attractive through colors, through different materials and then eventually through different shapes.

Narrator Although progress is usually a good thing for consumers, we shouldn't forget the importance of design and the value of craftsmanship.

Unit 2: Life in space

- Narrator** The International Space Station is one of humankind's greatest achievements. Two hundred thirty people from eighteen countries have spent time on the station since it was launched in the year 2000. The International Space Station was built to let people live and perform scientific experiments in space. Their objective? To find out enough information about life in zero gravity to allow astronauts to go further into space than ever before.
- Joseph Acaba** Well I think the ultimate goal is for us to get to Mars and beyond. But Mars has been this goal that's been out there for a while. We've been studying it with the rovers, so it's time for us to get humans on Mars.
- Narrator** Astronaut Scott Kelly has been preparing for a year away from Earth on the space station. It will be one of the hardest things he's ever done.
- Scott Kelly** My greatest concern, I think, is just missing the people, you know, your loved ones, your family, your friends...
- Narrator** After months of preparation, it's finally time to go. The mood is tense but excited in the flight control room on launch day. American astronaut Kelly and Russian cosmonauts Mikhail Kornienko and Gennady Padalka are just minutes away from launch.
- NASA Control** Ramping up ... and lift off. A year in space starts now. Kelly, Kornienko, and Padalka on their way towards the International Space Station.

- Narrator** The astronauts leave Earth's surface, and their journey officially begins. Once everyone is settled on the space station, the real work starts.
- Scott Kelly** You know we do a lot of experiments up here, but I think the most important experiment is the space station as an orbiting vehicle that keeps humans alive in space for long periods of time ...
- Narrator** After a long year on board the space station, Kelly finally leaves his crew and returns to Earth. He successfully lands in Kazakhstan and is given a hero's welcome when he returns home to Texas.
- Scott Kelly** I was lucky to spend an incredible year with some incredible people that are here to today to greet me back on Earth; crew members that are here and people that aren't here; American astronauts, astronauts from other countries, and Russian cosmonauts from around the world. It was a privilege to fly with all of them.
- Narrator** Through their research astronauts like Scott Kelly and the other scientists on board the International Space Station are changing what we know about deep space. Who knows? Maybe one day some of us will find ourselves on a spaceship heading to Mars.

Unit 3: How different are we really?

- Narrator** This is Nathan Mikaere-Wallis, a neuroscientist from New Zealand. He wants to know if male and female brains are different, and if so, how this affects our personalities.
- Nathan Mikaere-Wallis** I'm Nathan Wallis. I'm about to step into one of the most controversial areas in all of neuroscience. We're doing a documentary on the difference between males and female brains. Do you think there's a difference?
- Girls** Yeah!
- Woman 1** I think there is a difference.
- Woman 2** We're made up of two totally different make ups, aren't we?
- Man** I reckon that males have different skills sets than females.
- Narrator** The real question is: do men and women behave differently because of their biology or because of the way they are raised? One expert explains that it's hard to say if our differences are biological because people are constantly interacting and socializing with us from the day we are born.
- Dr. Annette Henderson** Some research suggests that at birth there are differences between males and females in terms of their brain structures. But I don't know of the research yet that has been able to link those differences to behavior or what they are doing. And the problem is, is as soon as babies come out of the womb, they're treated

differently, according to their gender. And so it's very hard to say that some of those things are biologically driven or driven socially because as soon as we start we do interact with them differently.

- Narrator** Although scientists still don't know whether gender differences are influenced more by the way we are raised than by our genes, this particular experiment seems to suggest that our upbringing has a strong impact. Moms were asked to estimate how well their babies could crawl down a slope. While the mothers of boys were very accurate about how well their babies could crawl, the mothers of girls underestimated their abilities.
- Nathan Mikaere-Wallis** With a few exceptions, we found that these moms pushed their boys to crawl at a slightly steeper slope than the girls. Whether we're aware of it or not, as parents our beliefs are a strong influence on growing brains.
- Narrator** But maybe there's more to the story. Nathan heads to Wellington Zoo to meet Bart Ellenbroek, a neuropsychologist who studies how the brain affects the way we act. They will try an old experiment with a group of chimpanzees. They give the chimpanzees some toys that are stereotypically associated with boys or with girls to see which they prefer.
- Nathan Mikaere-Wallis** Surprisingly the original experiment, which has been repeated, did show that male monkeys seem to prefer trucks and the female monkeys went for dolls.
- Professor Bart Ellenbroek** The idea that males, even among monkeys, even among chimpanzees, would prefer wheeled toys and females would prefer stuffed animals ... that suggests that it is more biologically determined rather than socially determined. And that caused quite a stir when the studies came out.
- Narrator** It seems there are both biological and social reasons for why boys and girls are different. But should we be limited by other people's expectations just because of the body we were born with?
- Nathan Mikaere-Wallis** One of the biggest things confirmed for me: we really are shaped by the experiences we have and what we do throughout our lives. So the challenge for us is how can we make the most of that opportunity and not be limited by it, especially when it comes to gender.

Unit 4: The Forest Guards

Narrator Meet the LEGO® Guards, six children from Northern California who are working together to change the world. They're taking part in an annual tournament organized by the First LEGO® League, which aims to get kids interested in science and technology. They're competing against teams from 56 countries to see who can come up with the most innovative ideas to deal with scientific and real-world challenges. This year, competitors have to find new ways to solve climate problems in their communities. The issue that the LEGO® Guard team feels passionate about is forest fires.

Andrew Wood This summer has been so terrible with the fires, that I think we should look at fires.

Narrator Many of the children couldn't leave their homes for over two weeks because of all the smoke.

Aydan Pots There was just recently a fire up in Forest Hill and it was pretty big; it was about three miles I think.

Narrator So, what's their solution to this issue? Faith tells us more.

Faith Oaks Forest Guard is an early wildfire detection system. It uses solar-powered cameras mounted throughout the forest. From there, they use a radio frequency to broadcast the pictures of the forest to the internet, where anyone can view through a website or software interface. This enables the public to be the forest guards to keep our forests safe.

Narrator Overseeing the group is team coach Heidi Buck, who is very popular with the children.

Andrew Wood Heidi is a good coach. She's just a regular person.

Aydan Pots Unlike other people, she doesn't side with anybody. If there's a problem, she'll figure it out and make it all right.

Narrator Heidi has really enjoyed building trust with the children and seeing how they have matured throughout the process of developing their invention. One of Alejandro's weaknesses used to be speaking in front of other people.

Heidi Buck When he first started he wanted to be behind, he didn't want to talk, he didn't want to say anything. And now you see him, he's the most confident team member, and that has been an incredible growth that I've seen in him, in his confidence.

Narrator The students have learned how to work well together as a team.

Heidi Buck And being part of a team means that even if someone asks a question and you know the answer, sometimes you have to learn to step back.

Narrator The combination of a remarkable idea and strong teamwork helped the team make it all the way to the final round of the first LEGO® League competition in Copenhagen.

Presenter I now announce who the winners are. The winners are ... from California, LEGO® Guards!"

Narrator Since winning the competition, they've partnered with a major electronics company who has helped them turn their idea into reality. They also had the chance to demonstrate their idea at a global climate change conference, receiving feedback from politicians, scientists, and royalty.

John Holdren It's a terrific way to get kids interested in science and technology and doing things that really matter. I mean, I think this initial Forest Guard is an example of something that will make a difference in the world.

Narrator Such hard work has certainly paid off, and they can all be proud of their achievements.

Alejandro Vega I never would have expected something that was just, you know, an idea hatched by six kids and a coach in just a little room in a school somewhere to be actually going to be implemented. It was really amazing.

Narrator By building a strong relationship and working together, this team has shown it's possible to do great things.

Unit 5: Technology: obstacles and opportunities

Narrator New technology sometimes helps us in surprising ways. Here at this hi-tech coworking space in Sweden, even if you forget your keys, you're not going to be locked out. All thanks to a small microchip that gets implanted into workers' wrists on a voluntary basis.

Sandra Haglof Hopefully I can leave my keys at home and just keep this. I usually lose a lot of things, like my keys and everything, so this will give me access and help me a lot more.

Narrator Meanwhile, in Washington, DC, a robot delivery truck is helping people in other ways. It uses sensors and cameras to navigate the sidewalks, cross roads, and pick up and deliver food. The vehicle helps save money on deliveries, which means more people can benefit from using it.

Russell Cook It lets us drive down the cost of delivery by 80 to 90 percent over time, which opens up a whole new class of deliveries where, for people today, it wouldn't be financially viable.

Narrator But the introduction of robot trucks like these in other cities could be slow. Some pedestrians are unwilling to share the sidewalks with robots. This means local authorities are reluctant to allow them on the streets, and may not permit them to be used at all. Back in Sweden, not everyone is eager to accept the wrist implant technology either.

Ben Libberton The data that you can possibly get from a chip that is embedded in your body is a lot different from the data that you can get from a smartphone. You could get data about your health, you could get data about your whereabouts, how often you're working, how long you're working, if you're taking toilet breaks and things like that. So then, the question is, what happens to it afterwards, what is it used for?

Narrator Technology is meant to help us. But in some areas, it comes with disadvantages. This can be seen with prosthetic limbs for children.

Colby Viator Picking up stuff, because I have trouble picking up stuff with my left hand, everyday stuff.

Jordan Miller If prosthetics are fairly expensive, and kids need them, so if they grow and they need to get a bigger prosthetic, they have to spend another few thousand dollars. So, typically, kids are underserved in the prosthetics field.

Narrator In this case, however, new innovations are also solving this problem. Parts made by 3D printers are not only much cheaper to replace, but also long-lasting and even customizable by the kids. Providing that new advances keep users in mind, technology can, and will, continue to improve the lives of people in many different ways.

Unit 6: A miracle on the Hudson

Narrator Anyone's life can change in an instant. This is Captain Chesley "Sully" Sullenberger, a pilot for an American airline, who on January 15, 2009, faced a terrifying challenge. His plane, carrying 155 people, struck a flock of geese just after takeoff and lost both engines. With tremendous skill, the captain glided his plane over the river and landed it successfully on the water. But that wasn't the whole story: passengers were standing in knee-deep icy water on the wings of the plane as they waited for help to arrive. They were not out of danger yet. Without immediate help, they could all freeze to death or drown. Linda Han was one of the people aboard US Airways flight 1549 that day.

Linda Han The plane is really going down, fast, so I looked outside the window and there's the water ...

Narrator But what could have been a disaster is now known as the "Miracle on the Hudson." Thanks to the combined efforts of Captain Sully, his crew, and the boats that came to help, all of the passengers and crew were rescued safely. Sully might be considered a hero, but he certainly didn't seek fame and insisted that the rescue effort after the crash was a team effort.

Captain Sullenberger We got ourselves safely to the earth, but we had to rely on people to get us out of the river, and they did. And very quickly, within four minutes, they had begun to arrive.

Narrator Perhaps not surprisingly, news of the unexpected water landing and rescue made the headlines, and there was great publicity around the event. Soon, Captain Sully was in high demand, appearing on television, talk shows, and news broadcasts. It wasn't long before the story also caught the attention of Hollywood producers. The rescue was eventually turned into a fascinating movie called *Sully*, with actor Tom Hanks playing the title role.

Tom Hanks Well, you know, look, I think heroes are people who voluntarily put themselves in harm's way. And I think by that criterion you could say anybody who flies an airplane for a living cheats death somehow.

Narrator The heroic actions of the pilot and the rescuers that January day mean the flight's passengers are now forever linked to each other. Together, they survived this unexpected disaster, and they will always be grateful to Captain Sullenberger.

Unit 7: Hard work pays off

Narrator This is Joel Laguna. He teaches Advanced Placement World History and English to a large class of 43 high school students in California who dream of going to college. Not passing the challenging final exam may decrease their chances of achieving their educational goal.

Student 1 I really want to go to college. I just really want to, like, go somewhere else and see everything.

Narrator College work is far more demanding than high school classes, and it's Joel's job to teach his students the skills they need to succeed. He sees this as an opportunity to make a difference in their lives. Joel thinks the best way to help his students is to challenge them as much as he can and inspire them to reach their own potential. Joel has devoted his life to helping his students and is determined to have one of the most demanding and engaging classes in the school.

Student 2 You've got to read. You've got to focus more.

- Student 3** I give up my life. Pretty much my whole day just to, like, do his homework.
- Student 4** The essays, those are, like, really hard.
- Narrator** Joel assigns a lot of homework and is very strict about students staying on top of it all.
- Student 1** I thought it was going to be like a regular honors class. But it's not. It's just ... it's an honors class, but ten times more work.
- Narrator** Unfortunately, as their final exam approaches, the students are not progressing as much as Joel would like.
- Joel** I think today, emergency intervention. They are definitely not where they need to be in terms of writing right now. I feel like my students are able to get the content, but then they're not able to explain that on paper. It just wasn't up to standard of what a college paper needs to be.
- Narrator** The big day has arrived for Joel and his students. How will they do?
- Joel** OK. Pass or fail, do not give up. Is this clear?
- Narrator** As the students head to the exam room, Joel has some final words to encourage them.
- Joel** Huddle, huddle, huddle, huddle. I'm really proud of you. I love you guys. Do amazing and remember, we are warriors!
- Narrator** But now the students are on their own, and all Joel can do is wait.
- Joel** One word that would describe this year?
- Student 5** Epic.
- Student 6** Hard.
- Student 7** Radical.
- Student 8** No sleep.
- Narrator** All that hard work and those sleepless nights paid off. Over half of Joel's students passed the exam, with one third of them scoring in the highest category in writing nationwide. Despite the challenges, this truly is an amazing achievement for Joel and his class, and their happy faces say it all.

Unit 8: An iconic side project

- Narrator** When Pete and his wife Toni started a side project, they had no idea where it was going to lead them.
- Toni Ann Wing** We thought, truthfully, we thought it would take us two or three years.
- Narrator** But it was going to take them a lot longer than that.
- Peter Wing** Look at this, these views around here. Big ideas, you get big ideas. It's expansive. You get these big ideas.

- Narrator** Pete and Toni had the idea to build a house. But not just any house.
- Toni Ann Wing** I mean, if you're going to build a house, it's got to look like something. Why not a castle?
- Narrator** And that's exactly what they did. Pete designed a castle and, after successfully obtaining a building permit, they were able to start work in 1970. Yet, there was one obvious problem: they didn't have the financial resources necessary for a project of this size.
- Toni Ann Wing** We had no money to do this, we just had lots of ideas and energy, and really, the thought that we could do it.
- Narrator** Fortunately for Pete and Toni, when they started work in the early 1970s, a lot of urban redevelopment was happening. Old buildings were being demolished, and Pete and Toni were often allowed to take whatever used materials they wanted.
- Toni Ann Wing** Things that people were discarding, we could afford basically.
- Narrator** They began collecting a variety of bricks, stones, wood, and other building materials for their project.
- Peter Wing** It is built with 85 percent recycled material.
- Narrator** Pete and Toni now had everything they needed to start building at their own pace. Everything except any knowledge of construction.
- Vincent Riccardelli** Not that he knew anything about building, but it just seemed to come naturally. Where the pipes go, where the electric will go ...
- Narrator** Little by little, the castle started to come together, thanks to Pete and Toni's hard work. Friends and neighbors were impressed, but couldn't really understand their commitment to their side project.
- Peter Wing** They'd look at you like you were totally crazy.
- Margaret A. Doyle** He'll start out sometimes, and I'll think, like, I don't know what he's doing now, and it's really weird, and I don't think this is going to work out.
- Toni Ann Wing** They were kind of scratching their heads and saying, "Oh! These two!"
- Narrator** However, as the years passed and the castle got closer to completion, people's opinions began to change.
- Vincent Riccardelli** He's at a point now where, you know, he's proven himself. He won people over. But there's results. He wasn't just talking about something, he was doing it. Now he's an icon. He might have been crazy 20 years ago, but now he's an icon of this area.

Narrator As a result, Pete and Toni's side project has become a business of its own. The castle now serves as a bed and breakfast that steadily attracts tourists from all over the world. Visitors can stay overnight and explore Pete and Toni's breathtaking creation. But guests should be careful – they just might be inspired to start a side project of their own, which isn't a bad thing, as long as it's something they can look back on and be proud of in the end.

Unit 9: Serving up advice

Narrator After years of working in a shop with his father, Pratik Master made the deliberate decision to change direction and open his own restaurant. But without much experience, why did Pratik decide to do this?

Pratik Master Five years ago, my mom passed away, and we'd always said, "We'll start a restaurant."

Narrator However, recently, things haven't been going to plan.

Pratik Master Business has been, uh, poor to awful. We had a really good, sort of, two or three month period where I thought, you know, we're high and dry, we'll be fine. And then it just died.

Narrator So, after finding himself in a financially awkward situation, Pratik has decided to call in the experts. Alex Polizzi is a hotel inspector, checking rooms' quality and cleanliness, and Oliver Peyton is a restaurateur, running a number of successful restaurants.

Alex Polizzi Hi Pratik. I'm Alex Polizzi. Very nice to meet you.

Narrator A life-changing experience set Pratik on the path to opening his own restaurant. Now, Alex and Oliver need to help turn the restaurant around so Pratik and his family can feel more positive about the future. So, what exactly needs changing? First of all, Alex and Oliver have advised Pratik to look at the cost of his menu items.

Oliver Peyton I mean the scary thing for me was the lamb. This dish cost nine pounds thirty-something to put up. You should be selling this dish at around thirty-four, thirty-five pounds, something in that variety to be getting your margin.

Narrator He also needs to improve communication with his staff.

Oliver Peyton What do you think of this new menu?

Head chef Uhh, to be honest, this menu, I haven't seen yet.

Oliver Peyton You haven't seen the menu you're about to cook?

Narrator After taking some time to make the changes suggested by Alex and Oliver, Pratik is getting ready for a busy night.

Pratik Master So, we've got our first table coming in at six and I think our last table's coming in at nine o'clock.

Alex Polizzi Good.

Oliver Peyton Wow, that's a very good spread.

Alex Polizzi Gosh! So, you're turning tables?

Pratik Master We are.

Oliver Peyton Yet you don't seem that excited ... you seem nervous!

Pratik Master We want tonight to go fantastic. As a beginning to the rest!

Narrator Sure enough, after lots of hard work putting the new ideas into practice, the first evening is a success.

Oliver Peyton Well done, mate. That food came out really beautifully.

Head chef Did you enjoy our meal?

Oliver Peyton Really speedily, you know. Food was great.

Narrator If only Pratik had known more about the restaurant business to start with, he wouldn't have had to learn things the hard way. But, thanks to some good advice and his own dedication, the restaurant is back on the right path.

Alex Polizzi I have to admit, I'm pleased.

Oliver Peyton Do you know what? That went way better than I expected.

Unit 10: Digital impact

Narrator Most people with an internet connection also have at least one social media profile. And with social media comes a digital trail. This consists of everything you've ever posted on your social media accounts, from your photos, to your likes and comments. The importance of managing this digital trail is clear, since anyone in the world can access information you post publicly, for better or worse. Controlling social media activity can help people build a positive image of themselves online. One benefit of sharing information on social media is self-promotion. Photos, especially selfies, are powerful tools that can help an individual become more recognizable.

Alyssa Lipsky Selfies are Hollywood. Whether it's an A-list actor engaging their current audience on a more personal level, or a virtual unknown becoming a star overnight, selfies wield power.

Narrator Like celebrities, people who post selfies want to show how glamorous their lives are in order to build an online reputation.

Murray Weissman They want to set up what separates me from the rest of the pack and now in this selfie world that we live in, through social media, they're able to do this. This is where I went, this is what I ate, this is where I'm going, and they want to set themselves apart.

Narrator However, an online presence isn't just about self-promotion and fame. A digital trail can also impact our everyday lives. College admissions officers decide who will study at their institution. Increasingly, admissions officers visit the social media pages of applicants.

Martha Blevins Allman Using social media gives colleges just another tool, to fill in the blanks, to get a clearer picture of a student.

Narrator Students therefore need to be aware of their digital trail and the characteristics it demonstrates. However, college applicants can also use social media to their advantage.

Meghan Stauts Interact with that college that you want to go to on Instagram, comment on their pictures. If you go to visit a college, post a picture of your visit.

Narrator Social media and digital trails are also a factor when it comes to employment. An employer who's interested in hiring someone may analyze their online profiles before making a job offer, and professional networking sites allow job seekers to connect directly with potential employers. A profile that clearly shows an individual's skills and experience could be the difference between getting a job or not. In fact, sites such as LinkedIn have become such powerful tools that even celebrities use them to build their personal brands.

Whitney Port So, LinkedIn is definitely used to leverage my online presence. It helps me really create my vibe. It gives a visual to people: what I'm all about, what my brand is all about, and what I strive to be.

Narrator So, next time you plan to post something online think about your digital trail. You may not know who's following it!

Unit 11: Dishonest and dangerous

Narrator What do these shoes, car parts, perfumes, shirts and sweaters, and children's toys have in common? Well, look a little closer. They're all counterfeit goods. And they're part of an illegal, multi-billion dollar industry that comes at a high price, not only for well-known brands, but for the consumer, too.

Bruce Foucart Well, it's extremely dangerous because every time you get behind a wheel, you're taking your life – you're putting your life into potential danger depending on the quality of car or automobile that you're behind, so you certainly want everything to work properly. And so, anytime you have a counterfeit part could mean a potential dangerous situation for you in that car.

Narrator While counterfeit car parts can be very dangerous to drivers, even counterfeit children's toys can be deadly.

Roland Suliveras You should be looking for toys that would actually cause choking hazards, or hazards where either being burned or electrocuted.

Narrator And just how safe are counterfeit cosmetics?

Matthew Cridland What we find is that they will be containing ingredients such as cadmium, arsenic, lead to very dangerous levels, and the worst one we found is where it contained cyanide.

Narrator With this in mind, it's hard to believe people are willing to risk their health just to save money.

Matt Cope As we know, it's a vast market and consumers always have an appetite for a bargain. Until they can easily identify whether those goods are genuine or not, it will be very difficult for them to make that choice. But even when they can identify those goods as genuine or counterfeit, we know that some people will still buy counterfeits regardless.

Narrator Spotting whether something's the real deal, or a second-rate fake, isn't just difficult for consumers. It's often hard for authorities to tell the difference, too. If counterfeiting is going to be stopped, it will need to be done using sophisticated security. Take Super Bowl tickets, for example.

Anastasia Danias You can see it on the front of the ticket, there is a laser-cut date that you can see through to the back. It is not simply printed on, it's actually cut with a laser. Finally, on the back of the ticket we've got thermochromic ink that's used on the bottom graphic, which means if you apply heat to it, either by rubbing it vigorously or by putting it to a heat source, it will disappear. When it cools off, it'll reappear.

Narrator When it comes to counterfeit goods, knowledge is power. Consumers who know what to look for can avoid wasting their money on a fake product. But for some, the chance to get a good bargain might be too much.

Unit 12: A brighter day

- Narrator** Sometimes, it really doesn't take much to brighten up someone else's day. Jeff Ansorge is the head chef at a Salvation Army community center, which provides support to homeless people and others who can't always afford a healthy meal.
- Jeff Ansorge** What I try and bring is nutritional value. You know, making sure that they're getting their vegetables and the fruits, and their grains, and appropriate proteins, and trying to cut back the fats and the sugars through desserts, I cut those out.
- John Joyner** It is not your old-fashioned soup kitchen, where you get a bowl of soup and a piece of bread and sent on your way. He makes phenomenal meals that you would pay quite a bit of money to go to a restaurant and have.
- Narrator** The amazingly good meals that Jeff makes put a smile on the faces of diners at the community center.
- Donnie Richardson** This is outstanding. You know, I give this, scale of one to ten, I give him an eight-and-a-half. Yep.
- Narrator** Meanwhile, a hospital in Florida makes people's days in another way... by running "Tutu Tuesdays." It all started when a hospital employee wanted to take a young patient's mind off her upcoming operation.
- Tony Smith** She was so nervous, and she was scared, and by me putting on the tutu, it really made her calm down.
- Narrator** Word quickly spread through the hospital, and before long, all the staff were getting involved.
- Dr. Bob Kaye** The little kids start laughing. And the parents make jokes about it. They all love your tutu.
- Laurel Barnett** Seeing everybody in tutus was quite amusing in the morning. It's definitely not what you expected to see.
- Narrator** In Europe, a few imaginative people are using bicycles to raise spirits. The Bike Project in London gives people who have had to leave their home countries the opportunity to apply for a free bicycle. The idea for the project began when the CEO of The Bike Project was mentoring an asylum-seeker in England. He saw the difference a spare bike made to the refugee's life. Ali Alhasoon is one of the people who has benefited from the project.
- Ali Alhasoon** You don't need to stay at home and feel lonely. I left my country, but that doesn't mean I have no right to live. So, this is one of the best things, it makes you feel you are alive.

- Narrator** In Copenhagen, Denmark, another group of people are also using bicycles to do good. Cycling Without Age is a charity that helps the elderly get out of their homes in these three-wheeled passenger carts. The aim is to help seniors enjoy the fresh air and the community around them.
- Pernille Jeppsson** If they get out, it might be seldom, or it might be in big buses with a lot of people. But with this bicycle, this kind of technology, I get to get them out on the streets and make them sense their local community and their local people around them in a much different way.
- Ole Kassow** I think the ability to go outside and experience the local community and feeling part of it, feeling that you belong, is so important.
- Narrator** From delicious meals and silly outfits to free transportation and elderly outings, a little bit of kindness can make a huge difference to people's lives.

Unit 1 Opener

Interviewer In your opinion, which modern invention has most positively affected people?

Jacqueline I think one of the most beneficial invention was the bicycle.

Interviewer How has it been positive?

Jacqueline The bicycle helps people to move around the city in a faster way and also in a more sustainable way, and it has a positive impact in our wellness.

Interviewer Which modern invention has had a negative impact? Why?

Jacqueline I think the weapons had a ... had and have a really negative impact on the humans. Because they are being used in the incorrect way and they hurt people and, like, they destroy lives.

Unit 1

Interviewer Do you feel nostalgic for your childhood? Why or why not?

Jacqueline Sometimes I feel nostalgic about my childhood because I miss to be ... to have that freedom of being a child because when you are adult you have a lot of responsibilities, like paying rent, paying taxes, go to work every day even if you're tired. And when you're a child you are more free, you are more creative, and I miss that.

Interviewer When you were growing up, what was your favorite pastime?

Jacqueline One of my favorite pastime was to watch musical videos on the TV. So I spent, like, all afternoons and evenings only watching musical videos.

Interviewer What kind of music videos did you like to watch?

Jacqueline Well, when I was, like, more young, like, I watched videos of pop, pop videos, and I loved, like, Britney Spears and the Backstreet Boys. I had, like, fifteen years old so I was all in to that.

Interviewer Can you think of any objects from your childhood that aren't around anymore? Why don't they exist?

Jacqueline One of the objects that are not any more around, it is the Walkman and it was really cool that for the first time, you could bring with yourself the ... your music, your CDs, or even cassettes and, yeah. And I think it is not any more around because now we have new gadgets to stream music like MP3 players or cell phones or tablets. Even our computers, so, like, it changed.

Interviewer Do you miss them?

Jacqueline I really miss them because with that kind of gadget, you could only sit and listen to music, and only do that, and now with cell phones or MP3 players, you could be doing a lot of things. You could be listening to music on the subway, answering to emails, and you will be doing everything and anything at the same time.

Unit 2 Opener

Interviewer Do you like the countryside and being in nature?

Odil Yes, I do very much. To be in countryside is bit like in a different world, not like you are in the city.

Interviewer How does human activity affect the wildlife around us?

Odil Most of the time human beings they take over new places, they build up new buildings, they destroy forests, and unfortunately it affects wildlife in a bad way.

Interviewer Can you give us an example of people and animals co-existing?

Odil For example, when I lived in London, I was very surprised to see foxes in the city, living with human beings together. It means despite we destroyed the natural habit of these animals, we still can co-exist tog ... with each other.

Interviewer What are the benefits of human activity in nature?

Odil The benefits of human activity in such a situation is we do some new researches, we discover new places, we improve our sciences.

Interviewer What about the drawbacks? Is the human activity justified?

Odil The drawbacks are we destroy the nature and usual habitat of the animals. But in some situations, if we don't do that, we wouldn't be able to discover new places, do our researches, and improve our sciences, so in some cases it is justified.

Unit 2

Interviewer Do you think ocean exploration is important?

Odil It is very important. Two-third of the planet consists of oceans and there are so many deep places which the human being ever been to, so we have to do some researches and learn lots of things which the ocean could give to us.

Interviewer What about space exploration?

Odil Space exploration is as important as ocean exploration. There are so many undiscovered places in space.

- Interviewer** What other environments do people explore?
- Odil** People usually explore places where they cannot get easy access to. It could be highest mountains, it could be deepest ocean. It also could be the hottest place in the desert.
- Interviewer** How are these environments difficult or dangerous?
- Odil** These environments are dangerous because of ... we don't have easy access to get to these places. There are so many risks to discover new places in such places, such as hot temperature, extreme environment, dangerous wildlife, lack of oxygen, or simply lack of technical equipment.
- Interviewer** What do you think are the top three areas for research and exploration that can help the planet?
- Odil** The top three fields for research and exploration, I would say the first one would be Antarctica. Currently we have big issue and problem with climate change, so the more research we do on this field, it would improve our life on the planet. The second one, I would put micro-environment. We still have so much lack of information about bacterias and small things, so micro-environment and nano technology is a current field we have to improve our knowledge about. And the third one, it would be space.

Unit 3 Opener

- Interviewer** Do you like rollercoasters?
- Wendy** I love rollercoasters. I really like the risk in them and the speed, that sense of the drop that you get from rollercoasters. Yes, I really like them.
- Interviewer** How do they make you feel?
- Wendy** Rollercoasters make me feel like I can fly for a minute, and then, I know it's not that long but during that point that it's taking place, it feels like such a big risk.
- Interviewer** Do you think people reveal who they really are when placed in extreme situations?
- Wendy** Yes, I think that extreme situations tend to really reveal how a person actually is.
- Interviewer** What other situations can you think of that reveal what people are really like?
- Wendy** I think situations that require some type of grit or endurance. For example, I ran the marathon yesterday and I was not feeling well. I was actually a little sick. But I realized that this was a commitment that I made and it was not going to be easy and it was not easy at all, but around mile eleven I made a determination to just stick through it, go slow, just keep going, that I'll eventually get there. And it revealed to me that I actually had more strength and patience than I thought I would.

Unit 3

- Interviewer** What little things in life do you love?
- Wendy** I love being with my family. I love eating, taking part of dinners with friends and family. Sometimes just walking around my block, walking my dog. Little things where I'm partaking with others make me really, really happy.
- Interviewer** What little things in life irritate you?
- Wendy** Things that irritate me that are small, would be, like, things when I'm trying to hurry up to catch a bus or something like that, or a train, and people are sometimes walking very slowly in front of me. Very small but very irritating. Or sometimes when, like, my food order gets confused. They're small, it's like a miscommunication, small ones, irritate me.
- Interviewer** Think about things that make you feel fabulous. Tell us about them.
- Wendy** Things that make me feel fabulous, I think my top one would be massages. I love getting a body massage. For those 30 to 60 minutes, I feel completely pampered and relaxed. It's just fabulous.
- Interviewer** What situations make you feel tense?
- Wendy** Situations that make me feel tense, I think one of the main ones would be if one of my kids is sick and I have to take them to the Emergency Room, or a very unplanned trip to a doctor's office. Something that I know I don't have much control of or I don't know the outcomes, there's a lot of uncertainty. Those things make me very nervous.

Unit 4 Opener

- Interviewer** Do you work as part of a team?
- Lucia** Yes, I do. I work in a small team. We are, like, four and each of us has a different role within, you know, the marketing field.
- Interviewer** What do you like about your particular team?
- Lucia** I like that we work all through the same common objectives. That we support each other very well. As a matter of fact, I think that we are pretty complementary and so I think we work together pretty well.
- Interviewer** Does your team face any challenges?
- Lucia** Yes. Sometimes we struggle a little bit with deadlines or, for example, we work with people that are living in different parts of the country, so we have to keep in mind different time zones to organize meeting and to, you know, to collaborate with these people.
- Interviewer** What are the biggest advantages of teamwork?
- Lucia** Okay. One of the biggest advantages is that everybody's working at the same time on the

same project, for example, but on different aspects. And this gives you the opportunity to complete a project in a faster and more efficient way, and to me personally I think that it's also a life-learning experience, because you can learn more about different way of working, best practices, and why not also about yourself? How do you present your ideas, and how you express your opinions and share this with others.

Interviewer Are there any disadvantages?

Lucia Yes, sometimes it could happen that you find yourself in a team where, like, the other team members, for example, are not compatible. So this could be challenging because they don't get along, for example. Or another disadvantage could be that people are working at a different speed than yours. So this can cause delays to the project, or a project can be stuck because the different timings are not in sync.

Unit 4

Interviewer What is your role in your team at work?

Lucia I work with promotion and advertising for conferences and events, and I also take care of our authors' relationship in terms of presentations and sometimes logistics. And within my team, I have the help of other two people who are working more on the administrative side and on the marketing and creation of marketing pieces like flyers and brochures.

Interviewer Have you ever had to make a decision for a group of people?

Lucia One time I had to organize travel for a group of eight people who were travelling to Europe and it was quite complicated because they were travelling from different states in the US. And I had to organize all the flights and find, like, the connections for them.

Interviewer How did planning that travel go?

Lucia It was quite complicated because I had to find good connections and I had to try to avoid red-eye flights so they wouldn't be so, like, too tired to attend their meetings. And at the same times I was feeling quite nervous because they were flying during a weekend, and during that weekend I was thinking, "I hope that nobody's lost in another airport or they are, like, all on time and they arrive safe to Europe." Well, nobody got lost and everybody arrived safe, so well!

Interviewer What is a "red-eye" flight?

Lucia A red-eye flight is when you don't have enough time to catch up with your sleep, so you arrive on ... in the other country, to the other country with, like, a very tired face and literally red eyes.

Interviewer How did you feel about being a decision-maker?

Lucia I was feeling quite nervous because of the responsibility and ... but eventually, I got positive feedback from this group of people and from my manager, so I felt quite good and quite helpful.

Interviewer What's your role in your family or group of friends?

Lucia I am a mother of a beautiful toddler and a wife to a wonderful man and among my family and my friends, I'm considered a good listener and someone who can keep a secret. That what ... that is what is not happening in my family, because everybody is telling each other things about the others!

Unit 5 Opener

Interviewer What types of intelligent machines can you think of?

Carolina In my life the most useful intelligent machines would be the ones that help you with your household. Like, I really love the vacuum cleaner robots and I can't wait for the driverless car. I think that's gonna be really life-changing.

Interviewer Why are driverless cars going to be life-changing?

Carolina I think they will make commuting a much more comfortable and useful time. You could use the time that you spend in a car doing other things and you could, you can have family members, elderly or young children, commuting, getting around much easier.

Interviewer What tasks might a robot do better than a human?

Carolina In my opinion, a robot can do better than a human in tasks that do not involve decision-making. Tasks that require repetitive, precise, and accurate moves.

Interviewer In your opinion, what things will always be done by humans?

Carolina In my opinion, things that will always be made by humans are diagnosis, teaching, and judgements, and also the arts. I think there's a deep, profound human component to these things.

Interviewer Why can only humans make a diagnosis?

Carolina When you're making a diagnosis, you have to take in to consideration many factors: the person's feelings and the whole environment where that person fits in. You really need a human to have all this information. In my field of dentistry, we deal with diagnosis all the time and there are already softwares that can analyze X-rays and patients' exams, and they can give you a list of the possible diagnosis. But only a human can really weigh in the person's feelings and the whole environment where this person is in, and to make the final decision of how to treat, not just to diagnose, but also how to treat that situation.



Unit 5

Interviewer Have you had much experience with virtual reality?

Carolina Unfortunately, no, I haven't had the opportunity to try that yet, but it's certainly on my bucket list of things to do. I have many friends who tried it and they said it's so much fun.

Interviewer How can virtual reality be used in dentistry?

Carolina I see virtual reality having a big impact in medicine and dentistry. I think it could make the experience at the dental chair much more comfortable for the patients. Nobody likes to go to the dentist and being able to use such a simple goggle that can take you out of that stressful situation, that would be amazing. Also, for training purposes, it could have a huge impact because you can practice an entire surgery without having any risk for anybody just with models and the goggles.

Unit 6 Opener

Interviewer When was the last time something totally unexpected happened to you?

Bojan Well this past June I was travelling back from Europe, back home here to New York and I was flying from Amsterdam to London, and while waiting for my flight in Amsterdam, I was sitting in the lounge and there were just a few of us in this lounge, and a few tables away from me there was this lady who seemed familiar to me but I was not sure if I knew her or not. And I didn't approach her but I just sat there. And then when we got to London, when there was a very short time between the flights—so a gentleman who was also in the lounge and myself, we were transferred from one flight to another, so we got the chance to talk. And then he asked me, "Have you seen the famous celebrity that was sitting in the lounge?" And I said, "Well, I kind of think I have", 'cause I was not sure at the time, "I think that that was Mrs. Janet Jackson." And he said, "Yes, it was her."

Interviewer And how did you react in this situation?

Bojan Well at the time, since I was not sure that it was her, I didn't react at all. And in hindsight, even if I knew it was her I think I wouldn't approach her because she needed her peace and quiet.

Interviewer Do you generally enjoy the challenge of something unexpected happening?

Bojan Actually, I don't. I don't like surprises, particularly because when I travel, and I try to travel as much as I can, I like to plan in advance. And when I plan in advance, there are time slots. So basically, if I wanna keep up with my plan, anything unexpected tends to ruin the plan.

Interviewer Have you ever received an unexpected response when speaking another language?

Bojan Well, before coming to New York I lived in the Netherlands, in the Hague, for quite a few years, and it was kind of expected that I would by then speak the language, which unfortunately was not the case. So I went shopping one day and I went in to one of the shops which are like chemists, or a place where you can buy deodorants and stuff. And I was looking for something in particular, so I had to approach the, the shop assistant and ask her the question. So my brave attempt was to do it in Dutch.

Interviewer What happened?

Bojan So I approached her, started asking the question and I got stuck mid-way and I just couldn't get where I was going, so I switched to English. And she smiled and I asked her why she was smiling and she said, "Well, I can see that you had a problem." So I explained to her that unfortunately, I do my best but that's how it is, and she said, "Well, it doesn't really matter. My mother doesn't speak Dutch also and she's been living here even longer than you have!"

Unit 6

Interviewer How would you feel if you woke up one day and saw your name in the headlines?

Bojan I think I would be shocked! I would be really surprised and I don't think I would be very happy about it.

Interviewer What would you do?

Bojan What would I do about it? Well, that's a difficult one. It depends in what context my name would show up. If it's something bad, I would probably reach out and find a lawyer as soon as possible. If it was something good, then in that case I would have to sit and think about it.

Interviewer Can you imagine being asked to appear on a TV show? What kind of show would it be?

Bojan Well, I guess that it could have been something like *Jeopardy!*, where I would ask, not ask, but answer questions. And I would be required to know a lot of stuff from certain areas. And something like that, maybe.

Interviewer Would you enjoy the experience?

Bojan Well, it depends. If I were good in what I was doing I guess I would enjoy it! If I was not so good, I don't think so.

Interviewer Would you like to be famous for a while?

Bojan No, I don't think I would like to be famous. Fame comes with lots of problems and I think that famous people cannot live their private lives; they always have to be ready for the big show and, and always

be careful what they do. And any little thing that they do can be misinterpreted differently.

Interviewer Is it better or worse to be famous in this era of social media?

Bojan I guess it's much worse. There is no privacy whatsoever. People are literally online all the time. Everyone is. I mean, I am also online most of the time. I read the news, I put my thoughts on Facebook, Twitter, whatever, and I expect some reactions to that kind of communication. So I can only imagine how it must be for someone who is famous. They have to be extra careful what they put online. They also have to be extra careful where they show up, who they show up with, what context they're showing up publicly in. It must be a nightmare.

Unit 7 Opener

Interviewer What do you have that has significant personal value to you?

Odil I have painting at home. It was presented by my friend when I recently visited my home country. It doesn't have monetary value, but it's very valuable for me because it was given by heart, and it reminds me about my home country.

Interviewer What is more valuable: an experience with people you love, or an expensive object?

Odil In different period of my life, I had different values. When I was younger, I was ... I valued more expensive stuff such as smart cars, good house, nice places to visit. But when I grew older, I start to value more intangible human abilities such as kindness, charity work, friendliness, and positivity.

Interviewer How do you define "worth"?

Odil "Worth" for me has two different meanings. The first one, it could mean monetary value, and the second one it could mean there is something very valuable for me.

Interviewer Who or what do you value the most? Why?

Odil At the moment, I value the most the people who are surrounding me: my family, my friends, my mother.

Unit 7

Interviewer Does your job involve helping people? If so, in what way?

Odil I work in finance department, so every other department, they are connected with the finance, so my co-workers, they always need some help and assistance with their work-related issues. So I am the one who help them a lot and more than happy to assist them as much as I can.

Interviewer Describe a situation where someone helped you.

Odil Recently I travelled to my home country. I had my mom with me and she has disability. I was concerned how she would be able to get to the plane. I asked the member of the airport to provide me help. They gave us an assistant who brought wheelchair for my mother, helped her to get to the plane. All the process was very smooth and very helpful.

Interviewer How did you feel?

Odil I feel very relieved because they eased my concern about how my mom would be able to travel and get to the plane. So they help ... made me really happy and satisfied.

Interviewer What makes a good helper?

Odil A good helper has to have qualities such as positivity, kindness, patience, friendliness, and, most of all, he or she has to be passionate about the work they do.

Unit 8 Opener

Interviewer What does your workspace look like?

Jacqueline Well, I work from home and I have, like, a space in my living room with a little desk. And it looks really tidy and it's really ordered and really clean.

Interviewer What type of personal items do you have on your desk?

Jacqueline I have a couple of plants and I have some Post-Its with little notes for myself. And I have the plants because they make me feel grounded and they make me feel, like, calm and peaceful and also the Post-Its are, like, with my thoughts or feelings of the day, so it makes me feel good.

Interviewer Where else do you have small personal items?

Jacqueline One other place where I have personal items is on my fridge. I have posted some pictures of my family back in Mexico and some pictures of my dogs, and of me and my partner. We have some drawings and it's a really nice place to post personal things.

Interviewer Why did you choose those particular things to put on your fridge?

Jacqueline Well, I choose to put pictures because it makes me feel happy and also reminds me about my family back in Mexico. And also, like, it is really cool to see pictures in the past where you were happy and you were having a good time and, you know, to remember those moments.

Interviewer How do those things on your fridge make you feel?

Jacqueline They make me feel really happy and also they remind me of these moments that we live through, that were great, and that life is really beautiful.



Unit 8

Interviewer Do you have a side project?

Jacqueline Yes, I do. My side project is farming.

Interviewer Can you describe it?

Jacqueline Yes, I have access to my roof from my apartment. And I decided to put some farming beds and I start to sow in some seeds and suddenly I was farming on my roof. And from that moment, I decide to take a certificate in urban agriculture and then I learned the meaning of being a farmer.

Interviewer Why did you choose farming, and how does it make you feel?

Jacqueline I choose farming but also it happened naturally. And I choose it because it's an activity that makes me feel really grounded and to have contact with plants, it gives you a lot of peace. And that makes me feel really calm and happy.

Interviewer Is farming linked to your career?

Jacqueline Yes, it's linked because now I'm trying to find a way through my Master's degree to make that link between food productivity and the development of cities, and how could we improve that relation with humans, food, and environment.

Interviewer How does farming benefit you as a person?

Jacqueline Well, in a personal way it benefits me for having access to healthy and nutritious food. And I think that farming empowers me to have control of my food and like what I'm eating.

Interviewer Does it benefit your career?

Jacqueline Farming is going to benefit my career in urbanism because it is going to be a tool for me for projects, for future projects, to make ... to people have access to food and also to empower people to have use of the land to, you know, to produce all this food inside the cities.

Unit 9 Opener

Interviewer What's the best unplanned thing that has ever happened to you?

Carolina Some years ago, my cousin who lives in New York, he organized the big trip to Venice and he invited all his friends from New York and his entire family in Brazil. So we go on this big trip, I go with my mom, my cousins and aunts and we are staying in Venice. But we go for a day trip to Verona where there is a statue of Juliet. And the story says that if you touch the statue, you will find your true love. And I go and I touch the statue, everybody's making fun of me, and oddly enough that same night, I meet the love of my life. It was an amazing thing, it changed my whole life. It gave me a new country, a new home, and we're so happy.

Interviewer Who is the love of your life?

Carolina The love of my life, who is Alexander, who is my cousin's friend from a long time. He's a lawyer here in New York City and he has the most beautiful smile.

Interviewer Do you believe in chance, or are the best things that happen to us always planned?

Carolina I do believe in chance, but I also really like to plan. I have five year plans, I have ten year plans, but I like to leave some room for the unexpected things to happen, because life always surprises you.

Interviewer Do you think you make your own luck?

Carolina Yes, I do think that you make your own luck. I mean, life is full of surprises, but if you are prepared, if you work hard, if you learn many skills, you can be more opened to new possibilities whenever life presents you with something different. And it increases your chances for a good outcome.

Unit 9

Interviewer Do you have any big regrets in life?

Carolina Yes, I have a huge regret because when FIFA World Cup took place in Brazil, I did not go to watch any of the games in the stadium. I really wish I had. So many of my friends went. I should have planned, I just did not make it a priority at the time.

Interviewer What was it like to watch the World Cup in New York?

Carolina Afterwards, having the opportunity to watch the FIFA World Cup here in New York was also an amazing experience. New York is the city that gathers people from all over the world, so I would meet everyday people who would come and talk to me about their teams, about the matches of their own team, and knowing that I'm Brazilian, they know that we're great soccer players and we love soccer, so it was very, very cool. And because the United States team did not make it to the championship this year, we could all cheer for our own nationalities.

Interviewer Is there any little thing that you've done, or haven't done, that you regret?

Carolina Last year, my husband and I moved to a very small apartment and I made him give away a table. And just this week, we moved to a bigger apartment and I so regret that I made him give away the table. We really needed that table now. I just wish I hadn't done that.

Interviewer Are you usually able to see the funny side of things?

Carolina Yes, I'm actually pretty good at that. Just this week, I moved and I forgot to change my address on my online delivery and I had an entire grocery

shopping delivered to the old address. And I had to ... it was a huge ordeal to go pick up the groceries from the old place, bring it back to my new place, but we just used that opportunity to have a good laugh that evening. Me and my step daughter, we had a good time thinking about all the boxes and the mean cab driver that we got. It happens.

Interviewer What life lessons have you learned recently?

Carolina Recently I watched a documentary about minimalism which is a theory that says you should have only what you really need in life. We live in a society that encourages you to buy, buy, buy and consume all the time. So for me, watching that at this moment was very important to really evaluate what I need and to value more who we are and not what we have.

Unit 10 Opener

Interviewer How old is your profile picture on social media?

Lucia Probably two years, and it's a picture of me holding my baby and you can't really see my baby in face, but you see just his profile and my profile.

Interviewer How often do you change your profile picture?

Lucia Not very often, but when I do it's to show, like, a funny picture or, like, a nice landscape or somewhere where I went.

Interviewer What do you want your profile pictures to say about you?

Lucia Depending on the social network platform that I'm using, like, I want to show that I'm a fun person or a professional. So, for example, if I'm posting on Facebook, I want to share a picture of myself having fun with my family to my friends. Or if I am on, if I'm using LinkedIn to look for a job or to look for something that is related to my work, I want to show that I'm a professional and so it's, like, a more serious and neat picture of myself.

Interviewer What kind of things do people change about their appearance for a job interview?

Lucia For job interviews, for example, people usually want to look professional, so they wear something that is formal and that is neat, so they look tidy.

Interviewer And for a date?

Lucia When you are going on a date, instead you are trying to, you know, to show that you are attractive so you are more focused on your physical appearance, because you want to look good to the person you are dating. So, for example, women are wearing a more sophisticated makeup or a nice new dress, and men are clean-shaved and they have their car washed.

Unit 10

Interviewer What are customer profiles?

Lucia Customer profiles are descriptions – in terms of demographics, buying habits or main interests – that are useful to companies to have certain categories where to include or not customers.

Interviewer Why are they useful to marketing companies?

Lucia Marketing companies are usually using these customer profiles to target their audience. So they have more information, they can be useful for them to offer a better experience to the customer and to be in front of the right people.

Interviewer As a customer, how do you feel about companies having so much information about you?

Lucia I believe that if companies are transparent and they explain why they need this information and how they are using this information, then it's just your personal choice if you want to share them or not, and I feel quite secure because I think I understand what is the purpose of them asking me this information. So I think there is no problem with that.

Interviewer As a marketing professional, how helpful is this information?

Lucia I think it's very useful because you can avoid wasting a lot of time and also wasting your customers' time, because you can be at the right place at the right time and you can offer a better buying or learning experience to your customers.

Unit 11 Opener

Interviewer How can you tell if someone has edited their photos on social media?

Bojan Well, I guess if you look at the photos superficially, you wouldn't even care if something was altered, but if there is something obviously wrong with the picture you would go and focus in to that detail and, as it is most likely it will be online, you can zoom in and then see what's going on in that particular picture.

Interviewer Can you give us an example?

Bojan So there was this photo recently which showed up in a magazine. It was a photo of several very famous ladies and they were grouped together. And obviously there was some work done on the photo to make them look slimmer, to make them look nicer, to make their skin look brighter and cleaner and all that. And while they were making the alterations, it seems that someone went a bit too far cause in the end you could see, if you paid attention to the photo, that one of the ladies had one limb more than she should have. There was an extra arm in the photo. So one of the ladies had three arms instead of two.



Interviewer Why do some people edit their photos?

Bojan Well I guess people want to present themselves in the best light and in doing so, they might go a bit too far occasionally, altering their appearance not by going to the gym or by applying makeup, but maybe after the fact when they take photos which they are not really happy with. If you look at these fashion magazines, usually the alterations done to the photos are done by the editors or the people who deal with the photos and I don't think that the subjects in the photos have much to say about it.

Interviewer How do you feel about this?

Bojan It is ... in my opinion, it's important to stay yourself, not to go too far. Of course, a bit here, a bit there, everyone wants to look nice, everyone wants to be beautiful, everyone wants to be attractive to some extent. Also nowadays we have these standards of looks and standards – expected standards – which are exaggerated and hardly anyone can keep up with what they are expected, maybe not really expected, but in their minds expected to look like. All these fashion magazines, with the young ladies who are so thin, so beautiful, so well made up and so well dressed and they look immaculate. It's impossible to achieve. I mean, someone who works nine to five and spends their time keeping themselves alive in this modern world, they have definitely a hard time achieving those goals.

Unit 11

Interviewer How do you use the internet on a day-to-day basis?

Bojan Well, I can't imagine my life without the internet at this point. It was not like that, maybe, fifteen, twenty years ago, but nowadays I do my banking online, I do my shopping mostly online, I do my food shopping online. I get my dinners from online places. I talk to my friends through different kinds of messaging systems and I watch my entertainment, which comes from the internet. Everything is internet-based nowadays. Life would be simply impossible without it.

Interviewer Can you remember life without the internet?

Bojan It is hard to go back and try to remember how it used to be, but yes, I can remember it. I can remember the first computer I had was maybe 1995 and, of course, the connection to the internet was quite different. It was through dial-up which would or wouldn't work, always, and the speed was horrible. It would take ten minutes, fifteen minutes, to download a single photo, which happens in an instant nowadays.

Interviewer How did you do your everyday chores without the internet?

Bojan How would I go about my everyday chores? I would walk in to the bank, I would wait in the queue, I would pay my bills, I would spend a lot of time on tasks which nowadays you do in an instant and they happen very fast, and you don't waste time on them as much as you used to. Then of course, the way we lived then had its advantages.

Interviewer What were the advantages?

Bojan While waiting in those queues, you would talk to people. While sitting in those restaurants you would talk to people. While doing whatever you had to do, you would have to interact with people, which happens less and less nowadays.

Interviewer Does the internet spread more truth or lies?

Bojan I think that it all depends on the user. One can read something and think it is true. They can also think it's not true. And it also depends on the source. In my opinion, it's best to approach the information from different angles and go for different sources, try to read as many different opinions as possible and in the end, build your own truth. Cause nothing is black and white, there are always shades of gray.

Interviewer Can you think of an example when something wasn't as it seemed on the internet?

Bojan Well, one thing comes to mind. There was this photo on, I think it was initially on Facebook, and it was a photo of a dress. And the question was, "What color is this dress?" And everyone had their own answer. The discussion was whether that dress which was in the photo was black and blue or white and gold. One would think, "How can that even be close? I mean, those are totally different colors." But it all depends on what light is shown on that particular dress. It is very subjective. It is the way our eyes see things but it also applies to how we process other kinds of information.

Interviewer For example?

Bojan If a presenter on the TV station is a person that you don't like listening news from, you will perceive that piece of news totally differently from if it is presented by someone you are more likely to enjoy watching. So presenting information, how you wrap it up, how you present it, who presents it, has a huge effect on how it is perceived.

Interviewer Do you think the internet is a force for good?

Bojan That is a hard one. It can be both. It all depends on how it is governed, who governs the internet, who puts the control, what the extent of the control and what is allowed, what is not allowed on the internet. We hear about extreme political groups using the internet as their platform to spread their ideologies. We also hear about drives for helping people, which gather a lot of donations, and fast. So it can be both, really, and it's, it's very good that it exists because as we talked earlier, life without the internet and before internet was totally different from what it is. How it's going to develop and which way it's going to go, it all depends on us now because it is not that old. It's been there for twenty years now? Not longer than that. And hopefully it'll go in a good way and there won't be too much restriction on it, but at the same time it shouldn't be used as a platform for certain things which are not good in the long run.

Unit 12 Opener

Interviewer Who is your role model in your professional or your personal life?

Wendy Oh, my role model I would have to say is my mom. She was an immigrant coming in to the United States and she really made the best of every situation that she was handed, and I just love her energy and her perseverance.

Interviewer What qualities does your mom have that you admire?

Wendy My mom had a lot of perseverance, had a lot of grit, and she had such a powerful energy to her that no matter how bad a situation was, she would just stick through her plan, hope for the best, and eventually she knew that she was going to make it through.

Interviewer What does it take to be highly successful in life?

Wendy I think that it takes a lot of patience, intuition, as in knowing yourself, and being able to see things in your surroundings that will help you make good decisions in what you're trying to strive for. And also just being very honest about what you want to get out of it.

Interviewer What does success look like to you?

Wendy Success looks like to me just being happy with myself every day. Just being happy with what I can provide for my kids, for my family. Being able to not have so many worries over money and health, be it myself or for my children. Just being happy every day, that's what success feels like to me.

Unit 12

Interviewer Do you think very successful people are born gifted, or do they practice a lot?

Wendy I think people that are successful may have some type of talent, but it might not be the same talent that many people think about. Like, for example, if you have a basketball player, he can have that talent to play basketball and be very athletic, but if he didn't have that much hard work then he wouldn't be able to be that successful. On the other hand, people that might have a little talent but are very hardworking, you know, can actually get to something amazing. Like, for example, Steve Jobs. He had a talent, but he was even more hardworking because the regular school system didn't work for him. So he found his own way. So I think it's a mixture of both and it depends on the person.

Interviewer What makes a great sportsperson?

Wendy I think a great sportsperson is a person that is able to work hard because even though they might have talent, for whatever their sports ... you know, whatever sports they're in. They might not be the best at everything in it, and they're still going to have to work hard to be able to overcome any hurdles that they have. But also be part of a team, even if it's just them, they're going to have a coach, so they're going to have to be able to be coachable. So I think those things make a great sportsperson.

Interviewer What makes a great politician, a businessperson, or an artist?

Wendy I think to be a great politician, you have to be able to know something about politics. About, you know, worldwide events and laws. Also some national laws as well. Be able to communicate with your community, I think it's a very important part of being a politician. I think to be a businessperson, you have to be able to, of course, know something about, you know, the economy worldwide, nationally, the stock market, and be able to communicate those findings to stock holders or other businesspeople in your team or others. I think to be an artist, you would have to have the talent to visually express your ideas. Maybe have some knowledge of classical art and modern art.

