

# EVOLVE

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## VIDEO RESOURCE BOOK

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# REPLACED BY ROBOTS

## Documentary summary

The video looks at how robots are being increasingly used in society to do the work of humans more efficiently. However, they are also taking away people's jobs. Fortunately, there is a drive to place a tax on using robots, so that companies think twice before replacing human workers with machines. Further good news is that new jobs are being created to program robots, and apprenticeship schemes are now incorporating this into training programs.

## Language summary

Grammar	Vocabulary	Functional language
Comment adverbs with future forms	Using adverbs to add detail	Acknowledge arguments and
Future perfect and future continuous	Talking about developments in technology	propose counterarguments

## BEFORE YOU WATCH p. 1

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

**Do the task** Direct Ss to the pictures and ask them to work individually to brainstorm ways in which their lives, and life in general, have changed due to robot technology.

**Review answers** Ask Ss to share their ideas with the class.

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

**Do the task** Explain that they can use dictionaries to check the meanings of the words if necessary.

**Review answers** Invite volunteers to share their answers.

### Answers

1 asset 2 re-tool 3 skills gap 4 enhance  
5 capital 6 reshaping 7 meter readers 8 masons

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

**Do the task** Ss discuss in pairs which professions they think will be affected by increased robotization.

**Review answers** Invite Ss to share their ideas with the class and give reasons for their answers. Write some of their ideas on the board.

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

**Do the task** Ss read the quotes from the video and discuss their meanings in pairs.

**Review answers** Invite Ss to share their ideas with the class. Write some of their ideas on the board.

## WHILE YOU WATCH pp. 2–3

- A **Introduce the task** Read the instructions aloud. Ss watch the video and see whether their predictions from exercise D was correct.

**Do the task / Review answers** Ss do the task as a class. Ask Ss what particular aspects of robotization were referred to in the video.

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

**Do the task** Ss look at the pictures and check the correct speakers.

**Review answers** Invite volunteers to share their answers.

### Answers

3, 4, 5

- C **Introduce the task** Read the instructions aloud. Explain that a number of industries have been affected by robotization, but not all are discussed in the video. Tell Ss that some of the industries are shown visually and some are mentioned.

**Do the task** Ask Ss to watch the video again. Ask them to check the industries affected by robotization in the video.

**Review answers** Invite volunteers to share their answers. Ask Ss in what ways these industries have been affected.

### Answers

1, 3, 4, 5, 7, 10

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

**Do the task** Ss match the speakers to summaries of what they have said.

**Review answers** Check answers as a class.

### Answers

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

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

**Do the task** Ss watch the video again and check the statements that are mentioned.

**Review answers** Ss compare their answers with a partner. Check answers as a class.

#### Answers

1, 2, 3, 4, 6, 8, 9, 11

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

**Do the task** Ss read the statements carefully, decide whether they are true, false, or not given, and correct the false ones.

**Review answers** Call on volunteers to share their answers.

#### Answers

1 F. Robots have been in the global workforce since the 1960s. 2 T. 3 NG. 4 F. Specialized training is being given. 5 F. Apprentices learning to program robots can earn money while they are training. 6 T.

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

**Do the task** Play the following extracts from the video. From 0:31: *Unfortunately, because robots work so efficiently, they can take jobs away from people – and with advances in artificial intelligence, this trend will undoubtedly continue.*

From 1:07: *However, there is some good news, too. New jobs are necessary to program and maintain the robots. The problem is, these jobs inevitably require specialized training.* From 1:24: *Fortunately for people who have lost jobs due to automation, some people are doing their best to come up with solutions to this problem.* From 1:45: *Meanwhile, some companies are trying to close the skills gap by employing workers in apprenticeship programs. Significantly, these programs allow workers to learn new skills while they are working.* Ss complete the sentences with the correct adverbs.

**Review answers** Check answers as a class.

#### Answers

1 efficiently; undoubtedly 2 inevitably  
3 Fortunately 4 Significantly

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

**Do the task** Ss replace the adverbs they used to complete the sentences in exercise G with the adverbs from word pool.

**Review answers** Ss compare answers with a partner and then invite volunteers to share their answers.

#### Answers

1 thoroughly; unquestionably 2 unavoidably  
3 Luckily 4 Importantly

## AFTER YOU WATCH p. 4

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

**Do the task** Ss work in pairs and discuss the possibility of introducing a tax on using robots in industry. Ask them to take notes on the arguments for and against. Ask pairs to use their notes to discuss the tax in pairs.

**Review answers** Invite volunteers to share their arguments.

- B **Introduce the task** Read the instructions aloud. Ask Ss read the article quickly. Elicit any unknown words.

**Do the task** Ss to complete the article with the verbs in the box and the correct adverbs.

**Review answers** Check answers as a class.

#### Answers

1 unquestionably 2 eventually 3 be performing  
4 dramatically 5 potentially 6 be operating  
7 have replaced 8 have been 9 undoubtedly

- C **GROUP WORK** **Introduce the task** Read the instructions aloud. Ask Ss to read the article in more detail.

**Do the task** Ss note down the benefits and risks of using robots in operations.

**Review answers** Elicit Ss' answers as a class. Then ask them to think of other possible benefits and risks.

#### Possible answers

Benefits: Operations will be more efficient. They can take place in more locations, even on a battlefield.

Risks: A robot operating on a person without being controlled by a human is dangerous. We can't trust them to do the job properly. Surgeons might use them without being fully trained.

Additional benefits: Operations become cheaper. Recovery will be faster with less pain. More operations will be carried out, which will reduce waiting lists.

Additional risks: A robot could malfunction. Robot technology is expensive. If an operation goes wrong, whose fault is it? The surgeon's or the company that built the robot? A robot operating independently may only be able to focus on one thing: injury or disease, and not notice other problems.

- D **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask Ss to read the role descriptions and choose their roles.

**Do the task** Ss take notes to prepare for what they want to say in the role play. Ss act out their conversation and then switch roles.

**Review answers** Invite a few pairs to act out their conversations for the class.

## Documentary summary

The video focuses on Sam Humphrey, a 22-year-old actor who suffers from a hereditary condition called skeletal dysplasia, which has slowed down and stunted his growth. He is frequently mistaken for a child and has to cope with patronizing treatment and awkward questions on a regular basis. However, through hard work, he has become a successful actor and has landed a part in the Australian soap opera, *Neighbours*.

## Language summary

Grammar	Vocabulary	Functional language
Uses of <i>will</i>	Describing personality	Discuss similar experiences
Uses of <i>would</i>	Using three-word phrasal verbs	Find common ground

### BEFORE YOU WATCH p. 5

- A **PAIR WORK** **Introduce the task** Read the instructions aloud and check Ss' understanding of the words in the box.

**Do the task** Ss work in pairs to discuss the questions. Encourage them to take notes on their ideas.

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

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

**Do the task** Ss read the text and circle the correct words to complete it.

**Review answers** Check answers by having a volunteer read the text aloud. Explain to Ss that a *whiz* is a person who is very good at something. *Ana is a whiz at science. My dad is a computer whiz.*

#### Answers

1 disorder 2 inherited 3 whiz 4 stereotype  
5 frustrating 6 mistaken 7 relate

- C **PREDICT** **Introduce the task** Read the instructions aloud. Ask Ss to look at the pictures of Sam Humphrey.

**Do the task / Review answers** Ss guess what the pictures show and what the video will be about. Write some of their ideas on the board.

### WHILE YOU WATCH pp. 6–7

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

**Do the task / Review answers** Ss watch the video and check whether their predictions from exercise C were correct.

#### Possible answer

The pictures show Sam Humphrey doing everyday activities, such as driving a car.

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

**Do the task** Ss read through the points and decide whether they are main ideas or details and check the relevant columns.

**Review answers** Ss share their answers aloud.

#### Answers

Main ideas: 2, 4, 5  
Details: 1, 3, 6

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

**Do the task** Ss read the statements carefully, decide whether they are true, false, or not given, and correct the false ones.

**Review answers** Check answers by having volunteers read their answers aloud.

#### Answers

1 F. Sam hasn't appeared in a Hollywood movie yet.  
2 T. 3 NG. 4 F. Sam can go shopping alone, but people often ask where his mom is or if he's lost.  
5 F. Sam finds most people to be very open-minded.  
6 T.

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

**Do the task** Watch the video again. Ss read through the answer options and circle the correct answers.

**Review answers** Check answers by having volunteers read their answers aloud.

**Answers**

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

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

**Do the task** Ask Ss to complete the sentences.

**Review answers** Check answers by having volunteers read their answers aloud.

**Answers**

- 1 They've looked at him funnily.
- 2 That people will stop seeing him as a child.
- 3 His belief in himself and accepting nature.

F **Introduce the task** Read the instructions aloud. Ask Ss to read through the quotes carefully.

**Do the task** Play the complete video and ask Ss to match the video stills to the quotes.

**Review answers** Check answers by having volunteers read their answers aloud.

**Answers**

2, 3, 6, 5, 4, 1

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

**Do the task** Play the video again. Ss work individually to complete the sentences with the missing words.

**Review answers** Call on volunteers to read their answers aloud.

**Answers**

1 genuine 2 insensitive; open-minded 3 stand up for 4 where I'm gonna (going to); role

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

**Do the task** Give Ss five minutes to write what point or points the video is trying to make in their own words.

**Review answers** Invite Ss to share their paragraphs with the class.

## AFTER YOU WATCH p. 8

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

**Do the task** Ss look back at the personality adjectives from exercise A on page 5 and use them to describe Sam to a partner. Then switch roles.

**Review answers** Invite volunteers to share their descriptions.

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

**Do the task** Ss work in pairs and write assumptions about Sam using the future perfect and future continuous.

**Review answers** Invite volunteers to share their answers.

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Briefly describe someone you know who has surprised you with an aspect of their life, e.g., *When I first met my friend Jessica, I realized pretty quickly that she was blind, but I had no idea that she was a talented athlete and photographer!*

**Do the task / Review answers** Ask Ss to think about someone they know who has surprised them with an aspect of their life. Ask them to take notes on the person using the adjectives and three-word phrasal verbs. Then ask Ss to work in pairs and take turns to describe their person to their partner. While Ss are speaking, go around the classroom and take notes on any good language you hear, or any mistakes. Use both in a feedback session at the end of the activity.

D **GROUP WORK** **Introduce the task** Read the instructions with the class and refer them to the chart.

**Do the task** Ask Ss to work in groups and choose a person together. Ask Ss to do their research in class using their phones, and then prepare a short presentation to give in groups. Ask them to use the chart to help them take notes.

**Review answers** Call on groups to give their presentations.

## Documentary summary

The video tells the story of three people who have or used to have regrets that impacted their lives profoundly: Christopher, who regrets a speech he made at his college graduation; Patti, who believes she chose the wrong career; and Nicole, who used to spend too much time worrying about things, but has taken steps to live her life in a more positive way. The video concludes with Christopher at a college reunion, where he discovers that his fellow graduates' responses to his speech are far more positive than he imagined.

## Language summary

Grammar	Vocabulary	Functional language
Variations on past unreal conditionals Commenting on the past	Thought processes Using exaggeration and understatement	Describe bad experiences Offer sympathy and reassurance

## BEFORE YOU WATCH p. 9

**A Introduce the task** Read the instructions aloud. Ss look at the title of the video and read the two example *What if?* questions.

**Do the task** Ss work individually to check the two uses that correspond with the example questions.

**Review answers** Call on volunteers to read aloud their answers.

### Answers

1, 4

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

**Do the task** Ss complete the sentences with the correct form of the verbs for thought processes in the box.

**Review answers** Ask Ss to compare their answers with a partner. Ss read their answers aloud.

### Answers

1 foreseen 2 fixating 3 interpret 4 analyze  
5 presumed 6 disregards

**C PAIR WORK Introduce the task** Read the instructions aloud. Ask Ss to read the questions and to choose three that relate to their own lives.

**Do the task** Ss answer the questions in their notebooks with unreal situations in their own words and the words for thought processes from exercise B where possible. Ask Ss to share their answers with a partner and give reasons.

**Review answers** Invite Ss to share their answers with the class.

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

**Do the task** Ss read the topics in the word cloud and the quotes from the video. Then pairs discuss which topics they think will feature in the video.

**Review answers** Invite Ss to share their ideas with the class. Write their answers on the board to be checked later.

## WHILE YOU WATCH pp. 10–11

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

**Do the task** Watch the video.

**Review answers** Refer to Ss' answers on the board from exercise D and see whether any of the predictions were correct. Ask Ss to say which of the topics were mentioned in the video.

### Possible answers

friendship, studying at university, a formal occasion, art, making mistakes

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

**Do the task** Ask Ss to read the sentences and complete them with the correct names.

**Review answers** Ss share their answers with the class.

### Answers

1 Patti 2 Nicole 3 Christopher 4 Patti  
5 Christopher 6 Nicole

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

**Do the task** Watch the video again. Ask Ss to complete the sentences.

**Review answers** Check answers by having volunteers read their answers aloud.

**Answers**

- 1 might not have been
- 2 she had followed; might be
- 3 used to worry; some valuable advice
- 4 an unqualified success; regret was misplaced

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

**Do the task** Watch the video again. Ss look at the stills showing three people from Christopher's college reunion, and match them to the summaries of what they said. Point out that there are three summaries they don't need.

**Review answers** Ss read their answers aloud.

**Answers**

- 1 B 3 C 4 A

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

**Do the task** Ss read the sentences from the video and match the words and phrases in bold to their meanings.

**Review answers** Ss read their answers aloud.

**Answers**

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

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

**Do the task** Ask Ss to answer the questions in their own words and then compare their answers with a partner.

**Review answers** Ss read their answers aloud.

**Answers**

- 1 It wasn't suitable for the occasion and should have been more serious.
- 2 Because the psychologist has just watched a video of the speech, but Christopher's memory of it is 25 years old.
- 3 He suggests he approach it with curiosity.
- 4 Because she knew there would be work.
- 5 She has started running to raise money for charity.
- 6 Possible answer: He feels relieved and happy. He may also feel silly for regretting the speech.

## AFTER YOU WATCH p. 12

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

**Do the task** Ss discuss possible outcomes for Christopher, Patti, and Nicole using the sentence prompts. Ss write two for each person.

**Review answers** Ss share their answers aloud.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss work in pairs and choose one of the three regrets that is different from their partner's choice. Ask them to look at the grammar in the chart below.

**Do the task** Ss write sentences about their regret using the grammar in the chart. Ask them to take turns to describe their regret to their partner, using their sentences to help them, and to comment on their partner's past actions. While Ss are speaking, go around the class and take notes on any particularly good language you hear, or any mistakes.

**Review answers** Use your notes for a feedback session with the class.

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

**Do the task** Read the instructions with the class. Ask Ss to think of their own regrets, as well as those in the video, and to decide whether or not they agree with the psychologist's statement. The examples on the worksheet and the categories of regret in the box will help give them ideas. Give Ss two minutes to take notes on their responses to the statement, including examples of their past experiences. Ask them to use their notes to discuss the statement with a partner.

**Review answers** Ss share their ideas with the class.



# HEALTH-CONSCIOUS AND DATA-HUNGRY

## Documentary summary

The video centers on Bob Troia, a businessman who uses technology, such as mobile phones and fitness trackers, to record data about his sleep patterns, heart rate, blood pressure, and other bodily functions. He is known as a *self-quantifier* and is part of a growing global community who use technology to stay fitter and healthier. Technology journalist David Pogue comments that by using technology in such a way you become more aware of your fitness levels, and therefore feel more motivated to improve them. The practice also encourages a competitive edge as self-quantifiers share their data with others.

## Language summary

Grammar	Vocabulary	Functional language
Quantifiers and prepositions in relative clauses	Talking about point of view	Describe a specific problem
Noun clauses with question words	Eye idioms and metaphors	Clarify and focus on a particular point

## BEFORE YOU WATCH p. 13

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

**Do the task** Ss complete the collocations and then label the pictures.

**Review answers** Call on volunteers to share their answers.

### Answers

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

A blood sugar B sleep pattern C heart rate

D blood pressure E fitness tracker

F physical activity

B **Introduce the task** Ask Ss to read the article without completing it. Ask them what it is about (two siblings' differing views on keeping fit).

**Do the task** Ss complete the article with the phrases in the box. Encourage them to use a dictionary for any unknown words.

**Review answers** Call on a volunteer to read the completed article.

### Answers

1 see eye to eye 2 turn a blind eye

3 without batting an eye 4 a fresh outlook on

5 My perception of 6 keep your eyes on the prize

7 from a scientific viewpoint 8 the way we look at

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

**Do the task** Ss discuss the questions in pairs.

**Review answers** Ss share their ideas with class.

D **PREDICT** **Introduce the task** Before watching, direct Ss to look at the title of the video and the pictures from exercise A. Elicit the meaning of the words *health-conscious* and *data-hungry*.

**Do the task** Ask Ss to discuss in pairs what they think the video will be about and what a *self-quantifier* might be.

**Review answers** Invite Ss to share their answers with the class. Write them on the board to be checked later.

## WHILE YOU WATCH pp. 14–15

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

**Do the task** Watch the video.

**Review answers** Refer to Ss' answers on the board from exercise D on page 13. Ask Ss what a *self-quantifier* is.

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

**Do the task** Ss read the statements and decide whether they are main ideas or details.

**Review answers** Ss take turns to read the sentences aloud and say whether they are main ideas or details.

### Answers

1 M 2 D 3 D 4 D 5 M



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

**Do the task** Ss circle the correct answers to complete the sentences.

**Review answers** Ss take turns to read their answers aloud.

**Answers**

1 a 2 a 3 b 4 b

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

**Do the task** Ss put the events of the video in the correct order.

**Review answers** Invite volunteers to share their answers with the class.

**Answers**

6, 2, 5, 1, 3, 4

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

**Do the task** Ss circle the correct words to complete the sentences about the video.

**Review answers** Invite volunteers to share their answers.

**Answers**

1 all of which 2 how deeply he sleeps 3 spend a lot of time and money on 4 believes

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

**Do the task** Watch the video again. Ss complete the sentences from the video with the correct words.

**Review answers** Invite volunteers to share their answers.

**Answers**

1 monitor 2 data 3 weighs 4 puzzle  
5 reward 6 self; forward

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

**Do the task** Ss answer the questions in their own words.

**Review answers** Ss read their answers aloud. Explain that a cognitive test assesses how well a person can carry out daily tasks, learn, understand, and use information, and how well the brain functions as a whole.

**Possible answers**

- 1 Bob collects data on his sleep pattern, heart rate, blood pressure, weight, blood sugar, blood pressure, cognitive data, and his physical reaction time.
- 2 They invest a lot of time and money.
- 3 It makes them more competitive and want to get fitter.
- 4 They are self-quantifiers. They share their data and experiences online and in person.

## AFTER YOU WATCH p. 16

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

**Do the task** Ss discuss the questions in pairs.

**Review answers** As a whole class, invite Ss to make comments about Bob Troia's lifestyle and say whether or not they would consider leading a similar lifestyle. Ask them to give reasons for their answers.

B **PAIR WORK** **Introduce the task** Tell the class they are going to do a survey about using fitness trackers and health apps.

**Do the task** Read the instructions aloud and ask Ss to write and complete the survey in pairs. Ss collect and summarize their data in a pie chart or graph.

**Review answers** Ss give a presentation of their results.

C **PAIR WORK** **Introduce the task** Give Ss five minutes to write in the chart the pros and cons of wearing a fitness tracker, using quantifiers and prepositions in relative clauses and noun clauses with question words where possible. While Ss are doing this, write phrases for clarifying a problem from the unit on the board, e.g., *That has a major impact on ...*, *Looking at it objectively ...*, *The truth of the matter is ...*.

**Do the task** Ask Ss to share their ideas with a partner. Encourage them to use the phrases on the board. While Ss are speaking, go around the class and take notes on any particularly good language you hear or any mistakes.

**Review answers** Use examples of good language and mistakes in a feedback session at the end of the activity.

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

**Do the task** Ask Ss to read the quote and check its meaning as a class. Divide the class into groups of four. Ask Ss to think about examples that support the argument that the practice of self-quantifying is in the interests of self-improvement, or simply just an expression of self-interest. Direct them toward the two examples on the worksheet to help start the activity.

**Review answers** Groups present their examples and say which – self-improvement or self-interest – they agree with. Encourage other Ss to ask questions and make comments. Ask the class as a whole whether they think the trend is here to stay.

## Documentary summary

The video focuses on the challenges posed by the harsh environment of the Arctic Circle and faced by the people who, for various reasons, are living there. Some of the people have become self-sufficient, living off the grid; others have started new business ventures or are living in extreme isolation.

## Language summary

Grammar	Vocabulary	Functional language
Participle phrases in initial position	Describing remote places	Signal causes and effects
Reduced relative clauses	Discussing cause and effect	

## BEFORE YOU WATCH p. 17

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

**Do the task** Ss work in pairs and decide which of the words in the box they would associate with the Arctic Circle, giving their reasons why.

**Review answers** Invite Ss to share their ideas with the class. Ask the class whether they know anyone who has visited the Arctic Circle and what they know about the indigenous people who live there.



The indigenous populations of the Arctic Circle include the following: the Sami people of Finland, Norway, Sweden, and northwest Russia; Chukchi, Evenk, Khanty, and Nenets peoples in Russia; Aleut people in Canada; Inuit people in Alaska, Canada, and Greenland; and the Yupik people of Alaska.

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

**Do the task** Ss match the words and phrases with their definitions, using dictionaries if they need to.

**Review answers** Ss share their answers with the class. Practice the pronunciation of *tough* /tʌf/ and *patrol* /pə'trəʊl/.

### Answers

1 c 2 e 3 d 4 a 5 b

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

**Do the task** Give Ss one minute to brainstorm all the reasons why someone might go to live in the Arctic Circle. Encourage them to use the words and phrases from exercises A and C. Then in pairs, ask Ss to compare their ideas.

**Review answers** Invite Ss to share their ideas with the class. Write them on the board to be checked later.

## WHILE YOU WATCH pp. 18–19

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

**Do the task / Review answers** Watch the video. Refer to Ss' answers on the board from exercise D on page 17, and check whether any of the reasons were correct. Draw Ss' attention to the phrase, "absolutely bonkers," said by Alexander Pilditch, and explain that it means "completely crazy."

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

**Do the task** Ss match the sentence halves.

**Review answers** Volunteers read the whole sentences aloud.

### Answers

1 c 2 b 3 d 4 a

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

**Do the task** Ask Ss to check the topics that are mentioned in the video and then match them to the stills of the people they relate to. Explain that only the topics mentioned in the video are needed.

**Review answers** Invite volunteers to share their answers.

### Answers

1, 3, 5, 6, 7

A 3 B 1 C 6, 7 D 5

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

**Do the task** Watch the video again. Ss rewrite the sentences with underlined mistakes corrected.

**Review answers** Invite volunteers to share their answers.

#### Answers

- 1 David and Jenna have gone completely off the grid in Alaska.
- 2 David found life in town kind of stressful.
- 3 The two soldiers are going to be in Greenland for 26 months.
- 4 Monique's business is on a frozen lake in Canada.
- 5 Alexander's friends think he is absolutely bonkers.

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

**Do the task** Watch the video again. Ask students to complete the sentences.

**Review answers** Check answers by having volunteers read their answers aloud.

#### Answers

- 1 harsh
- 2 hostile
- 3 isolated; impact
- 4 abundant
- 5 outdoors
- 6 immense; picturesque

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

**Do the task** Ask Ss to answer the questions about the video in their own words.

**Review answers** Invite volunteers to share their answers.

#### Answers

- 1 They have turned their backs on life in the city.
- 2 They lived in Michigan.
- 3 They hunt for their food and make their own clothes.
- 4 He says they have some pretty interesting discussions.
- 5 Being tough and having big muscles won't help you do the soldiers' job.
- 6 She runs a floating guest house.
- 7 He plays ice hockey.

## AFTER YOU WATCH p. 20

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

**Do the task** Do the first item together as a class then ask Ss to work in pairs to do the remaining items.

**Review answers** Invite volunteers to share their answers.

#### Answers

- 1 Having made the decision to live off the grid, David and Jenna are completely self-sufficient.
- 2 Chosen for their strength of character, the two soldiers are taking on a tough job.
- 3 Living without city life around them, Monique and her husband David must find different ways to occupy themselves.
- 4 Living in the isolation of Svalbard, Alexander's friends think he is crazy.

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

**Do the task** Ask Ss to work individually and spend five minutes making notes in their notebooks about the differences between city life and life in an isolated rural environment, using the given categories. Encourage them to use the phrases for discussing cause and effect from the word box.

**Review answers** Ss will work in groups in the next exercise to share their answers.

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

**Do the task** Ss work in groups and use their notes from exercise B to discuss the advantages and disadvantages of living in isolation. Encourage them to use the phrases for signaling cause and effect from exercise B. While Ss are speaking, go around the class and take notes on any particularly good language you hear, and any mistakes.

**Review answers** Use the mistakes and good language you heard in a feedback session at the end of the activity.

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

**Do the task** Ask Ss to take turns to be the interviewer or one of the people in the video, and encourage them to act it out several times, taking the roles of different people.

**Review answers** Invite a few pairs to act out their interviews in front of the class.

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

**Do the task** Ask Ss to discuss the questions in pairs.

**Review answers** Invite volunteers to share their answers.

# ICE CREAM OBSESSION

## Documentary summary

The video begins by telling the viewer about an exhibition of ice cream at the British Museum of Food in London. There you can try different flavors, see how your brain reacts to ice cream, and learn about its history. We learn about unusual flavors of ice cream, such as parmesan and daffodil, and are taken to an ice cream shop in Scotland, where mayonnaise flavor has been invented and received with varying reactions.

## Language summary

Grammar	Vocabulary	Functional language
Clefts	Describing reactions	Add emphasis
Question words with <i>-ever</i>	Adjectives with <i>under-</i> and <i>over-</i>	

## BEFORE YOU WATCH p. 21

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

**Do the task** Ss write the words in the box to match with their definitions. Ss can use dictionaries if necessary.

**Review answers** Invite volunteers to share their answers with the class.

### Answers

1 MRI scan 2 daffodil 3 chip 4 scoop 5 rotten  
6 frosting 7 brainwave 8 topping 9 savory

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

**Do the task** Ask Ss to take the quiz in pairs.

**Review answers** Invite volunteers to read the quiz questions aloud. Ask for a show of hands for each answer. Ask a volunteer to read the different types of ice cream eaters aloud, and ask for a show hands for each one.



The title of the quiz is taken from a popular song from the 1920s called "I Scream, You Scream, We All Scream for Ice Cream" by Howard Johnson, Billy Moll, and Robert A. King.

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

**Do the task** Ss work individually to complete the Answer Key with the correct letters.

**Review answers** Ss compare answers with a partner. Ask volunteers to read their answers aloud.

### Answers

1 b 2 d 3 c 4 a

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

**Do the task** Give Ss one minute to brainstorm what they think they will learn about ice cream. Encourage them to use the words from exercise A to help.

**Review answers** Ask Ss to compare their ideas with a partner. Invite Ss to share their ideas with the class and write them on the board to be checked later.

## WHILE YOU WATCH pp. 22–23

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

**Do the task / Review answers** Watch the video. Refer to Ss' answers on the board from exercise D on page 21 and check whether any of the guesses were correct.



In Sam Bompas's segment of the video, he uses "So" to start his sentences: "So, 300 years ago, daffodils were really exotic ..." In informal English, we often use "So" to draw people's attention when we begin a new sentence, e.g., "So, do you like my new shoes?" "So, this is my mom and dad."

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

**Do the task** Ss put the events of the video in the correct order.

**Review answers** Invite volunteers to share their answers with the class.

### Answers

3, 5, 4, 2, 6, 1

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

**Do the task / Review answers** Ask Ss to complete the quotes with the words in the box, and then match the stills from the video to the quotes. Invite volunteers to share their answers. Watch the video again and ask Ss to check whether their answers were correct.

**Answers**

- 1 like the topping 2 being measured
- 3 testing out 4 going to try
- 5 totally obsessed with
- 6 One of the biggest surprises
- 1 E 2 A 3 C 4 F 5 D 6 B

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

**Do the task** Make it clear that Ss must justify why the false statements are incorrect, rather than correct the false statements.

**Review answers** Ss compare their answers in pairs. Invite volunteers to share their answers.

**Answers**

- 1 True.
- 2 False. Parmesan cheese flavor was one of the popular flavors in the past.
- 3 True.
- 4 False. The museum director says that they have recently invented a daffodil ice cream that is safe to eat.
- 5 False. One woman says it tastes rotten.
- 6 True.

E **Introduce the task** Read the instructions aloud. Tell Ss that the sentences in the exercise contain incomplete grammar structures and missing vocabulary words from the SB unit.

**Do the task** Watch the video again. Ask Ss to complete the sentences.

**Review answers** Invite volunteers to share their answers.

**Answers**

- 1 why is that 2 what you may
- 3 genuinely surprised 4 highly unusual
- 5 overrated 6 utterly shocked 7 Whatever

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

**Do the task** Watch the video again. Ask Ss to answer the questions in their own words.

**Review answers** Invite volunteers to share their answers.

**Answers**

- 1 It's in London.
- 2 They were used to give ice cream different shapes.
- 3 It might kill you.
- 4 She traveled 4,000 miles.
- 5 He says that chips (French fries) are very popular.

## AFTER YOU WATCH p. 24

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

**Do the task** Ss work in groups. Ask Ss to read the statements and write whether they are true or false.

**Review answers** Ask Ss to share their ideas with the class, giving reasons for their answers. Then ask Ss to turn their books upside down to check answers.

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

**Do the task** Encourage Ss to use their phones to research the ingredients for ice cream, as well as unusual flavors. Ask them to take notes for their sales pitches rather than write out full sentences. While they are preparing, write examples of the adverb + adjective structure for describing reactions, e.g. *highly unusual*, *absolutely delicious*, *immensely popular* and adjectives starting with *under-* and *over-*, e.g. *overestimated*, *underwhelmed*, etc. Encourage Ss to include these language points in their notes.

**Review answers** Tell Ss to imagine that their fellow Ss represent the restaurant they are pitching to. Ss take turns to make their sales pitches. Invite volunteers to ask questions about and give feedback on the product. Give your own feedback, highlighting good use of grammar and vocabulary, and how interesting each is. Hold a class vote on the most popular ice cream flavor.

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask Ss for their initial reactions to the bacon and egg ice cream flavor. Ask Ss to work in pairs.

**Do the task** Ask Ss to choose their roles and read the role play instructions. Ss act out their role plays. While Ss are talking, go around the class and take notes on any particularly good language you hear, and any mistakes.

**Review answers** Use your notes in a feedback session at the end of the activity.

# LEARNING AN IDENTITY

## Documentary summary

The video focuses on two language schools in the U.S. where children are taught the Native American languages – Cherokee and Wampanoag – from a very young age. Both schools employ the total immersion method – meaning the children are taught entirely in the target language – and both are part of initiatives to revive the languages. While Cherokee now has only 300 speakers, Wampanoag was not spoken at all for nearly 200 years. By opening the schools, both the language and cultural traditions of its speakers are protected.

## Language summary

Grammar	Vocabulary	Functional language
Negative and limiting adverbials	Talking about ancestry	Comment on your own story
Fronting adverbials	Talking about customs and traditions	Express an opinion
		Respond to someone else's story

## BEFORE YOU WATCH p. 25

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

**Do the task / Review the task** Give Ss one minute to think of as many reasons as they can why they are learning English. Invite them to share their ideas with the class. If possible, try to steer Ss toward the cultural side of language learning, e.g., you not only learn a language, you learn about the customs of its speakers, too.

B **PAIR WORK** **Introduce the task** Write *immersion* on the board and elicit its meaning. Ask Ss to answer the questions individually and then compare answers with a partner.

**Do the task / Review the task** Invite volunteers to share their answers. Explain that *total immersion language learning* is teaching a language using only the target language.

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

**Do the task** Ss do the task individually.

**Review the task** Invite a volunteer to read the completed article.

### Answers

- 1 roughly 2 the clock is ticking 3 struggling  
4 pre-verbal 5 ancestral language 6 extinct  
7 widely spoken 8 beyond 9 signifies  
10 harvest 11 delight 12 enrolling

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

**Do the task** Elicit the official languages of the Ss' country/ countries and find out how many they speak themselves. Ask the Ss to discuss the questions in pairs, giving reasons for their answers to questions 3 and 4.

**Review the task** Invite Ss to share their ideas with the class.

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

**Do the task / Review the task** As a whole class, ask Ss to guess where the language is spoken, writing their answers on the board. Keep them on the board to be checked later.

## WHILE YOU WATCH pp. 26–27

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

**Do the task / Review the task** Watch the video. Refer to Ss' answers on the board from exercise E on page 25 and check if any were correct.



In Tia Pocknett's segment, she says, "I *do* see progress." We use *do* before a main verb in an affirmative sentence when we want to emphasize the verb's positivity, usually to contradict an opinion. Examples of its use are "You don't speak Spanish, *do* you?" "I *do* speak Spanish!"

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

**Do the task** Go over the chart with the class and explain that Ss must check the correct boxes to show which language each point refers to. In one instance, two boxes can be checked. Watch the video again.

**Review the task** Invite Ss to share their answers with the class.

### Answers

- 1 Cherokee 2 Wampanoag 3 Cherokee  
4 Wampanoag 5 Wampanoag 6 both



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

**Do the task** Watch the video again. Ss write the names to complete the summaries.

**Review the task** Ss share their answers with the class.

**Answers**

1 Michelle 2 Jessie 3 Kevin 4 Tia 5 Monica

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

**Do the task** Ss read the answer options carefully and choose one answer to complete each sentence.

**Review the task** Call on volunteers to share their answers.

**Answers**

1 c 2 b 3 a 4 b 5 c

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

**Do the task** Watch the video again. Ask Ss to answer the questions in their own words.

**Review the task** Ss take turns reading their answers aloud.

**Answers**

- 1 Two thirds have become extinct.
- 2 He learned it in later life, whereas they are learning it from an early age.
- 3 Six generations of Wampanoag people did not speak their language
- 4 They are trying to preserve the language and the culture/cultural identity of their tribes.

F **Introduce the task** Read the instructions aloud. Review the bullet points with the class.

**Do the task** Ss use their own words to write a summary of the video in their notebooks, including information from the bullets.

**Review the task** Ss compare their summary with a partner, correcting any mistakes they find. Collect their summaries for correction.

## AFTER YOU WATCH p. 28

A **Introduce the task** Read the instructions aloud. Ask the class to read the article quickly without completing it and ask what it is about (a Cherokee Indian who has recently learned Cherokee, and its importance to her).

**Do the task** Ss complete the text with the words and phrases for talking about ancestry, customs, and traditions in the box.

**Review the task** Ss compare their answers with a partner. Invite volunteers to share their answers.

**Answers**

1 ancestry 2 practice 3 significance 4 tribute  
5 keeping 6 alive 7 honor 8 inherited

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask Ss to study the quote and decide whether or not they agree with it. Elicit their responses to the quote.

**Do the task** Ask Ss to take notes on the questions in the instructions, using words and phrases for talking about ancestry, customs, and traditions, e.g., *ancestry, heritage, inherit*, and negative, and limiting adverbials, e.g., *No way would I, Only when communities fight for their language, Little did I know how, and where possible*. Ss use their notes to discuss their ideas with a partner. While Ss are talking, go around the class and take notes on any particularly good language or any mistakes.

**Review the task** Use your notes in a feedback session at the end of the activity.

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

**Do the task** Ask Ss to work in groups. Encourage them to use their phones to do their research. Ss then use the chart to plan.

**Review the task** Ss give their presentation. Give feedback based on vocabulary, grammar, and interest.



## Documentary summary

The video initially focuses on the deterioration of our mental abilities caused by an over-reliance on apps and devices. Not only do they remove the need to remember things ourselves, but the constant flood of information they provide means we are continually distracted and have stopped concentrating for long periods. It then looks at a video game designed to boost our mental abilities, and a book reading app that makes reading books achievable in a short space of time and claims to encourage users to take up reading as a pastime.

## Language summary

Grammar	Vocabulary	Functional Language
Phrases with <i>get</i>	Talking about attention and distraction	Talk about product aims and features
Phrases with <i>as</i>	Expressions with <i>get</i>	

## BEFORE YOU WATCH p. 29

**A Introduce the task** Read the instructions aloud.  
Encourage Ss to use dictionaries to check the meanings of the words.

**Do the task** Ss write the words in the box next to the words and phrases in the text that have a similar meaning.

**Review the task** Invite volunteers to share their answers.

### Answers

- 1 pride myself in 2 multitask 3 keep track of  
4 retain 5 sustained 6 combat  
7 instant gratification 8 cognitive 9 apparent

**B Introduce the task** Tell Ss about a device or app you regularly rely on, e.g., *I use the calendar app on my phone. Without it, I would never remember what I'm supposed to be doing.*

**Do the task** Ss answer the questions.

**Review the task** Invite volunteers to share their answers.

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

**Do the task** Ss work in pairs and discuss the questions and answer options.

**Review the task** Invite volunteers to share their ideas with the class.

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

**Do the task** Ss study the quotes and the pictures. Ask Ss to think about what the technology from the video is designed to do and who it's for.

**Review the task** Invite volunteers to share their guesses. Write them on the board to be checked later.

## WHILE YOU WATCH pp. 30–31

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

**Do the task / Review the task** Watch the video. Refer to Ss' answers on the board to exercise D from page 29 and check whether any were correct.

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

**Do the task** Ss read the points and check the ones that are mentioned in the video.

**Review the task** Invite volunteers to share their answers.

### Answers

- 3, 5, 6, 7, 8, 9

**C Introduce the task** Read the instructions aloud. Tell the class that the numbers in the box each refer to something in the video.

**Do the task** Watch the video again. Ss complete the sentences with the numbers.

**Review the task** Call on volunteers to read individual sentences.

### Answers

- 1 15 2 12 3 6 4 15

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

**Do the task** Ss circle the correct words to complete the sentences.

**Review the task** Call on volunteers to read individual sentences.

**Answers**

- 1 concentrate 2 accustomed to 3 an increase  
4 started with reading books 5 short attention spans

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

**Do the task** Ss circle the answers to complete the sentences.

**Review the task** Ss share their answers with the class.

**Answers**

- 1 b 2 a 3 c 4 c

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

**Do the task** Ss answer the questions in their own words.

**Review the task** Ss compare their answers with a partner. Call on volunteers to read their answers.

**Answers**

- 1 Their sustained attention and working memory abilities also improved.  
2 He mentions noise, social media, and messaging.  
3 They reduce them to include only the most important points.

G **Introduce the task** Read the instructions aloud. Go over the questions with the class.

**Do the task** Ss use their own words to write their reviews, using the questions as a guide.

**Review the task** Ss compare their reviews with a partner, correcting any mistakes they find. Collect the reviews for correction.

## AFTER YOU WATCH p. 32

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

**Do the task** Ss answer the questions in their own words. Ss compare their answers with a partner, giving reasons for and examples to support their answers. Ask Ss how similar their answers were. While Ss are speaking, go around the class and take notes on any particularly good language you hear or any mistakes.

**Review the task** Use your notes in a feedback session at the end of the activity.

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

**Do the task** Ss complete the sentences with the phrases with *get*.

**Review the task** Invite volunteers to read the complete sentences aloud.

**Answers**

- 1 get you thinking 2 get rid of 3 get things done  
4 get complicated 5 get distracted 6 get focused

C **GROUP WORK** **Introduce the task** Read the instructions aloud. Ss work in groups and consider which age group they would target their app toward and what they would want the app to help improve.

**Do the task** Ss discuss their app. Go around the class and monitor, offering help with grammar and vocabulary where necessary. In addition, write phrases on the board for talking about product aims and features, e.g., *It enables users to ...*, *Our goal is to ...*, *What the app also offers is ...*. When Ss have designed their apps, ask them to prepare a presentation of their app. Encourage them to use the phrases for talking about product aims and features on the board.

**Review the task** Ss give their presentations to the class. Invite volunteers from the class to ask questions about and make comments on the app. Give feedback based on correct use of grammar, vocabulary, and interest. Finally, have the class vote for their favorite app.

## A LONG AND HEALTHY LIFE

## Documentary summary

The video looks at how the life expectancy of people worldwide has increased throughout history, and the most significant historical and modern factors in increasing this longevity. Sanitation, healthy diet, obesity, and the importance of developing a healthy mind-set are all discussed. Experts explain the modern factors and lifestyle options available to us if we want to live longer.

## Language summary

Grammar	Vocabulary	Functional language
Referencing	Discussing health issues	Ask probing questions
Continuous infinitives	Phrasal verbs	Deflect questions

## BEFORE YOU WATCH p. 33

- A **PAIR WORK** **Introduce the task** Ss look at the pictures and say what they show, and what age the people are.

**Do the task** Ss discuss the questions. Encourage Ss to discuss people they know as examples.

**Review the task** Invite volunteers to share their answers.

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

**Do the task** Ss work individually to complete the sentences with the words in the box. In pairs, Ss say whether they agree or disagree with the statements.

**Review the task** Invite volunteers to share their answers.

**Answers**

1 retirement 2 lifespan 3 life expectancy  
4 mind-set 5 proactive 6 put off

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

**Do the task** Ss work individually to match the words in the box in exercise B to the definitions.

**Review the task** Invite volunteers to share their answers.

**Answers**

1 put off 2 life expectancy 3 mind-set  
4 retirement 5 proactive 6 lifespan

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

**Do the task** Ss work individually to choose the odd words.

**Review the task** Ss share answers as a class, giving reasons for their answers. Model the pronunciation of *diabetes*, *germ*, *sewage*, and *obesity*.

**Answers**

1 sanitation 2 germ 3 diabetes

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

**Do the task** Ss work in pairs discuss their ideas.

**Review the task** Volunteers share their predictions and give reasons. Write some of their ideas on the board to check later.

## WHILE YOU WATCH pp. 34–35

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

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

**Answers**

sanitation; obesity, mind-set

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

**Do the task** Ss work individually to put the topics in order.

**Review the task** Invite volunteers to share the order.

**Answers**

4, 2, 1, 6, 3, 5

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

**Do the task** Ss check the true sentences and correct the false ones.

**Review the task** Invite volunteers to share their answers.

**Answers**

1 False. People didn't have long retirements in 1840.  
2 True. 3 False. Life expectancy is the age 50 percent of people will live past. 4 False. Modern lifestyles are increasing our lifespans. 5 False. Foods which help us live longer include fish. 6 False. Obesity is one of the leading causes of death globally today. 7 True.

D **Introduce the task** Tell Ss they are going to complete the notes with the missing details.

**Do the task** Play the video again.

**Review the task** Ask volunteers to share their answers. Check any unknown vocabulary.

**Answers**

- 1 Singapore 2 antibiotics 3 clean drinking
- 4 salmon 5 dark chocolate 6 garlic
- 7 high blood pressure

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

**Do the task** Ss work individually.

**Review the task** Invite volunteers to share their answers.

**Answers**

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

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

**Do the task** Play the video again.

**Review the task** Invite volunteers to share their answers.

**Answers**

- 1 into their eighties 2 make it
- 3 would have thought 4 cutting out; conscious
- 5 weight gain 6 impact; quality

G **Introduce the task** Ask Ss if they can remember Dr. Lin's job (oncologist = cancer specialist). Tell Ss the opinions are all different from those she expresses.

**Do the task** Play the video from 2:51. Ss correct the opinions.

**Review the task** Call on volunteers to read the corrected opinions.

**Answers**

- 1 People should start living a more proactive lifestyle at any age.
- 2 People don't make healthy changes because they are busy/have family or work commitments.
- 3 People should try to take time for themselves.
- 4 If you don't look after yourself, nobody else will.

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

**Do the task** Ss work in pairs to compare answers.

**Review the task** Invite volunteers to share their answers.

**Answers**

- 1 eating a balanced diet, taking time for yourself, exercising, cutting out smoking
- 2 Diabetes, high blood pressure, and to some extent cholesterol level.
- 3 So that we can enjoy growing old.

## AFTER YOU WATCH p. 36

A **Introduce the task** Point out that the missing words should be continuous infinitives. Encourage Ss to use a logical verb based on what they saw in the video.

**Do the task** Do the first example together as a class. Ss then work individually.

**Review the task** Invite volunteers to share their answers.

**Possible answers**

- 1 to be causing 2 be doing 3 be eating/consuming
- 4 to be making 5 to be living

B **PAIR WORK** **Introduce the task** Ss read the quotes.

**Do the task** Ss work in pairs and discuss the questions.

**Review the task** Ask volunteers to share their answers to each question and give reasons.

C **PAIR WORK** **Introduce the task** Ask Ss to read the lists of things that scientists say might help people live longer.

**Do the task** Ss work individually to rank them, and then work in pairs to compare their rankings.

**Review the task** Ask pairs to share their easiest and most difficult changes to make with the class.

D **PAIR WORK** **Introduce the task** Ss choose one item in their pairs to develop further.

**Do the task** Tell Ss they will give a presentation on the best way to increase lifespan. They should try to be persuasive. Ss brainstorm ideas and develop a short presentation using the chart template to take notes in their notebooks. They can use their phones to help them research.

**Review the task** Help Ss organize themselves.

E **PAIR WORK** **Introduce the task** Pairs give their presentations. Encourage other Ss to challenge anything they are not convinced with by asking probing questions. Review intonation of probing questions as a class using ideas from the topic, e.g., *Are you suggesting that sleeping late on weekends is bad for you?* Drill the phrases for deflecting questions.

**Do the task** Encourage Ss to sell their ideas using enthusiastic intonation. Remind them to use the useful language.

**Review the task** Choose volunteer pairs to give their presentations. Ask some probing questions yourself.

# REINVENTION ON DEMAND

## Documentary summary

The video examines the way that the plastic crisis has led to consumer demand for more sustainable products. This in turn is leading to change in the supermarket and hotel industries. We see examples of business models which have occupied a sustainability niche in the two markets and learn about some of the ways they make their products sustainable. We hear what makes a tourist product sustainable in a broader sense than environmental impact.

## Language summary

Grammar	Vocabulary	Functional language
Simple past for unreal situations	Discussing global food issues	Defend a position
<i>It</i> constructions	Discussing global energy issues	Conclude a turn

## 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 in pairs.

**Review the task** Invite volunteers to share their answers.

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

**Do the task** Ss work individually to read the article and complete the sentences with words in bold.

**Review the task** Invite volunteers to share their answers.

### Answers

- 1 sustainable 2 procure 3 minimize 4 niche  
5 cut back on 6 a big deal

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

**Do the task** Ss underline the examples in the text.

**Review the task** Invite volunteers to share their answers.

### Answers

- 1 governments are now forcing industry to cut back on their plastic consumption; Kenya is one of many countries to impose laws around packaging  
2 The Kenyan government's ban on plastic bags  
3 Kenyan government; plastic bag manufacturers  
4 retailers; entrepreneurial thinkers  
5 Entrepreneurial thinkers can move in with sustainable solutions

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

**Do the task** Ss work in pairs to discuss the question.

**Review the task** Invite volunteers to share their opinions.

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

**Do the task** Ss work in pairs to discuss their ideas. Make sure Ss are being specific about their reasons why the two have decided to change. Refer to the video title and ask *Demand for what and from whom?*

**Review the task** Ask volunteers to share their predictions and give reasons. Write some of the predictions on the board.

## WHILE YOU WATCH pp. 38–39

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

**Do the task / Review the task** Ss check whether their predictions were correct.

### Answers

Supermarkets and hotels are becoming more aware of their plastic consumption and are trying to reduce the waste it creates.

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

**Do the task** Ss watch and check the correct descriptions.

**Review the task** Check answers as a class. Call on volunteers to share what they can remember about how each business was different from other businesses in that industry.

### Answers

- 1 a 2 b 3 a

- C **Introduce the task** Ss read sentences individually. Point out that each contains information that is different from the video.

**Do the task** Play the video from 0:30–2:48. Ss listen and correct the sentences.

**Review the task** Check answers as a class.

#### Answers

- 1 that shares their values 2 sort; from
- 3 supply of juice 4 adapting 5 It is estimated
- 6 solar panels

- D **Introduce the task** Point out the pictures and ask Ss to read the questions. Ask whether they can remember what the people said.

**Do the task** Play the video from 0:44–0:59 and 1:46–2:03 again. Play each section twice. Ss answer the questions.

**Review the task** Invite volunteers to share their answers.

#### Answers

- 1 How they can help in some way.
- 2 She says it's a big deal.
- 3 She can see them in stores that she wouldn't have found them in before.
- 4 They ask if they sell Rescued Fruits juices.

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

**Do the task** Play the video.

**Review the task** Invite volunteers to share their answers.

#### Answers

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

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

**Do the task** Play the video from 3:00–3:16. Ss complete the missing information.

**Review the task** Check answers as a class. Check the meaning of the word *procurement*.

#### Answers

- 1 procurement 2 community 3 cultural identity
- 4 niches

- G **PAIR WORK** **Introduce the task** Ask Ss to read the list of sustainable criteria (1–6).

**Do the task** Play the video. Ss work in pairs to discuss their answers.

**Review the task** Invite volunteers to share their answers.

#### Answers

- LØS Market: 1, 6  
Rescued Fruits: 1, 2, 3, 5, 6  
Qbic: 1, 2, 4 (Ss may see cycling as part of cultural identity of an area), 6

- H **PAIR WORK** **Introduce the task** Read the instructions aloud. Remind Ss that the answer cannot be found in the video and that all of the options could be correct, but only one option is the best.

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

**Review the task** Check the answer as a class.

#### Answer

3

## AFTER YOU WATCH p. 40

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

**Do the task** Ss discuss the questions in pairs.

**Review the task** Invite volunteers to share their answers.

- B **GROUP WORK** **Introduce the task** Ss look at the pictures. Ask *Which place would you like to stay in? Why?* Ask volunteers to share experiences of similar places. Focus Ss on the questions and the topics in the boxes. Put Ss into pairs and allocate one type of hotel to each pair.

**Do the task** Ss discuss the questions.

**Review the task** Put Ss into three groups so that each type of hotel is represented. Ss tell the others about the ideas they came up with in their pairs. Take a class vote on which type of hotel has the most and least sustainability issues.

- C **GROUP WORK** **Introduce the task** Tell Ss they will stay in the same group to develop a questionnaire about sustainability to raise awareness among hotel owners.

**Do the task** Ss discuss and write questions as a group. Circulate and monitor conversations.

**Review the task** Ask volunteers for questions. Write any interesting ones on the board for reference.

- D **PAIR WORK** **Introduce the task** Ss choose which business they want to use for their role play from the box. Ss read the role play cards with a partner. Point out the useful language for each role.

**Do the task** Ss develop ideas for their role plays. Monitor and then ask Ss to role play the conversation when the majority of pairs are ready. Remind them to use the useful language. Ss then switch roles.

**Review the task** Call on volunteer pairs to perform their role plays.



## THE SECRET SCIENCE OF COLORS

## Documentary summary

The video focuses on how supermarkets use colors on packaging to attract customers to buy particular products. In the video, two experts visit a supermarket looking at the reasons why different colors are used and what those colors represent. They go on to look at the differences between products targeting adults and children. They then conduct an experiment with Teddy, a young boy, who demonstrates his preferences by running around grabbing whichever products he likes! The presenter goes on to give reasons why children might prefer brighter colors.

## Language summary

Grammar	Vocabulary	Functional language
Subject-verb agreement	Describing color associations	Respond to, clarify, and redirect questions
Articles	Color expressions	

## BEFORE YOU WATCH p. 41

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

**Do the task** Ss look at the pictures. Ask what they have in common (all show natural things). Focus Ss on the questions and elicit answers about the first image. Ss discuss the remaining pictures in pairs.

**Review the task** Ask how confident Ss felt about their guesses of the missing colors. Ask volunteers to share their answers about information the colors transmit.

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

**Do the task** Ss work individually and circle the correct options. Encourage Ss to use the context of the sentences.

**Review the task** Invite volunteers to share the answers. Point out that *draw on* is a phrasal verb meaning *to use resources such as savings, experience, or knowledge*. Model the pronunciation of *undisputed*, *innately*, and *entice*.

**Answers**

1 associate 2 entice 3 undisputed 4 innately  
5 retail 6 draw

- C **PAIR WORK** **Introduce the task** Read the instructions aloud. Check that they remember the meaning of *saturated*, *pastel*, and *bold* from the Student's Book. Elicit an example of a bright green natural product and a bright green consumer product.

**Do the task** Ss work in pairs to complete the chart quickly.

**Review the task** Invite volunteers to share their answers.

- D **PAIR WORK** **Introduce the task** Elicit the meaning of the word *innately* (from birth, as part of your natural instincts). Discuss why it might be useful to have some color associations innately, e.g., to know that a green or yellow snake was poisonous.

**Do the task** Ss work in pairs to discuss the questions.

**Review the task** Invite volunteers to share their answers.

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

**Do the task** Ss work in pairs to discuss their ideas.

**Review the task** Invite volunteers to share their predictions and give reasons. Write their predictions on the board.

## WHILE YOU WATCH pp. 42–43

- A **Introduce the task** Point out that the color expert from the video is a non-native speaker with a pronounced accent – it's challenging for C1 learners but remind them they need to be able understand a variety of accents.

**Do the task/ Review the task** Ss watch the video and see whether their predictions were correct.

**Answer**

The ways supermarkets use color on food packaging.

- B **Introduce the task** Read the instructions aloud. Ask Ss to read the questions. Play the video again.

**Do the task** Ss circle the answers.

**Review the task** Invite volunteers to share their answers.

**Answers**

1 a 2 a 3 b 4 a 5 b



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

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

**Review the task** Invite volunteers to share their answers.

#### Answers

- 1 True.
- 2 True.
- 3 False. The colors in the produce section are associated with freshness.
- 4 False. Colors mean different things to adults and children.
- 5 False. The presenter lets Teddy choose from whichever products he wants in the supermarket.
- 6 False. Unsurprisingly, Teddy chooses brightly colored products.

D **Introduce the task** Read the instructions aloud. Ask Ss to look at the pictures. Ask them what words they associate with the packaging.

**Do the task** Focus Ss on the lists. Play the video again. Ss watch and listen and complete the missing colors from the lists. Check the meaning of unknown vocabulary.

**Review the task** Invite volunteers to share their answers.

#### Answers

- 1 orange; green; red 2 red 3 black 4 yellow

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

**Do the task** Play the video again. Ss work individually to complete the missing words.

**Review the task** Invite volunteers to share their answers.

#### Answers

- 1 vibrant 2 selected 3 associate 4 green light  
5 innately 6 appealing

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

**Do the task** Play the video again. Ss match the people to the quotes.

**Review the task** Invite volunteers to share their answers. Ask what *screaming "buy me"* means in this sentence (the packaging is highly attractive and competing for attention). Check the meaning of *funky* and *draw on experience*.

#### Answers

- 1 N 2 F 3 N 4 F 5 F 6 N

G **Introduce the task** Read the instructions aloud. Read the summaries. Point out that although the ideas are similar, they do not all have the same meaning.

**Do the task** Play the video again. Ss confirm their ideas.

**Review the task** Invite volunteers to share their answers.

#### Answer

Summary 1: The video mentions all these ideas.

Summary 2 is incorrect because the "quality of products" is never mentioned.

Summary 3 is incorrect because the "right choices" are never mentioned.

## AFTER YOU WATCH p. 44

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

**Do the task** Ss work in groups of four and discuss the questions.

**Review the task** Invite volunteers to share their ideas.

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

**Do the task** Put Ss in pairs and set a time limit of two minutes. Ss make a list of the missing elements.

**Review the task** Invite volunteers to share their ideas.

#### Possible answers

brand name, illustrations, photos, ingredient lists, colors, patterns, fonts

C **PAIR WORK** **Introduce the task** Focus Ss on the chart headings and deal with the meaning of any unknown vocabulary. Use the example of a chocolate bar and elicit some ideas for a premium chocolate bar option and a children's chocolate bar option.

**Do the task / Review the task** In pairs, Ss choose which item to design, discuss their ideas, and complete the chart with notes. Monitor and help as necessary.

D **GROUP WORK** **Introduce the task** Put Ss into groups of four. Ss read the instructions.

**Do the task** Ss take turns presenting their premium, mid-range, budget, and children's options.

**Review the task** Ask groups to vote on best premium and best children's products. Ask volunteers to describe any product they felt was particularly successful.

E **GROUP WORK** **Introduce the task** Tell Ss to continue to work in the same groups.

**Do the task** Ss discuss the questions in groups. Monitor and help with ideas as necessary.

**Review the task** Invite groups to share their answers.

# APPS TO THE RESCUE

## Documentary summary

The video looks at how apps are going beyond social media and travel to solve real problems within specific communities. One example is the Porokello app, which assists drivers and reindeer herders in avoiding car accidents involving the animals in Finland. Another example is the Flow app, which makes use of a tracker and air pollution measurement device to create a real-time map of pollution in London. Cyclists, such as delivery drivers, can use the app to find pockets of cleaner air to escape to.

## Language summary

Grammar	Vocabulary	Functional language
The present subjunctive	Talking about change	Retelling a story
Perfect infinitive	Describing change	Referring to the original story
		Skipping details

## BEFORE YOU WATCH p. 45

**A Introduce the task** Ask Ss whether they know of any apps to help navigate. Ask them what the apps do (even if you already know). Point out the title of the article and ask Ss what they think it will be about.

**Do the task** Ss work individually to read the article. Ss then match the words in bold with the definitions.

**Review the task** Invite volunteers to share their answers. Model the pronunciation of vocabulary.

### Answers

1 sighting 2 alert 3 real-time 4 crowd-source  
5 submit 6 collision 7 notify

**B PAIR WORK Introduce the task** Focus Ss on the types of apps in the box and elicit an example of each.

**Do the task** Ss discuss the questions in pairs. Monitor and ensure Ss are keeping the conversation moving and discussing a range of apps.

**Review the task** Ask volunteers to share any interesting ideas from their discussions.

**C PREDICT Introduce the task** Read the instructions aloud. Point out to Ss that the diagram has four places in which to add their ideas. Set a time limit of two minutes.

**Do the task / Review the task** Monitor and ensure Ss are thinking about apps in general rather than specific apps. Invite volunteers to share their ideas and write them on the board.

## 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 the advantages they predicted were correct.

### Possible answers

useful, convenient, solve real problems,  
make things accessible

**B Introduce the task** Ss look at the pictures and then read the quotes.

**Do the task** Play the video again. Ss match the speakers with the quotes.

**Review the task** Invite volunteers to share their answers.

### Answers

1 B 2 D 3 E 4 C 5 A

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

**Do the task** Ss check whether the sentences are true and correct the false ones. Play the video. Ss listen and finalize their answers.

**Review the task** Invite volunteers to share their answers.

### Answers

- 1 True.
- 2 False. There are thousands of accidents involving reindeer every year.
- 3 False. The Porokello app warns users about reindeer in the area.
- 4 True.
- 5 False. Air pollution in London is mainly caused by road traffic.
- 6 False. Flow creates a map of air pollution in the city.
- 7 True.
- 8 True.

D **Introduce the task** Read the instructions aloud. Point out that Ss need to circle all of the correct answers, not just one.

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

**Review the task** Invite volunteers to share their answers.

### Answers

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

E **Introduce the task** Read the instructions aloud. Point out that many of the words are from Student's Book Unit 12. Ask Ss to complete as many missing words as they can from memory.

**Do the task** Ss complete the sentences. Play the video to check answers.

**Review the task** Invite volunteers to share their answers.

### Answers

- 1 tap   2 essential   3 fundamental   4 innovative  
5 submit   6 conditions   7 escape   8 personal  
9 profound   10 unforeseen

F **Introduce the task** Read the instructions aloud. Tell Ss they will watch the section of the video about the Porokello and Flow apps again. They should check the ideas that apply to each app.

**Do the task** Play the video from 0:46–end.

**Review the task** Call on volunteers to share their answers. Discuss any differences of opinion.

### Answers

- 1 Flow   2 Porokello   3 Flow   4 Porokello   5 Flow  
6 Flow

## AFTER YOU WATCH p. 48

A **PAIR WORK** **Introduce the task** Put Ss into pairs to discuss the questions.

**Do the task** Give Ss five minutes to discuss.

**Review the task** Invite pairs to share their answers.

B **PAIR WORK** **Introduce the task** Focus Ss on the descriptions of apps. Ask Ss to read them and check the meaning of any new words in dictionaries, e.g., *muted*, *first aid*.

**Do the task** Ss work individually to rank the apps. Then Ss work in pairs to compare their answers.

**Review the task** Ask volunteers to explain the apps that would be most and least useful to them. Take class suggestions for any existent apps that have these capabilities.

C **PAIR WORK** **Introduce the task** Read the instructions aloud. Ask Ss what apps would be useful for the people in the pictures. Ss then choose one of the people and design an app to deal with a specific aspect of their profession. Ask Ss to think about the functionality of a smartphone, sources of data, and the particulars of why the people in those professions might need that app.

**Do the task** Ss complete the chart. Suggest possible challenges, such as data protection, liability for incorrect information, etc.

**Review the task** Ask volunteers to share their ideas with the class.

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

**Do the task** Ss work in pairs to develop ideas for their backstory. Monitor and ask Ss to role-play the conversation when the majority of pairs are ready. When they have finished, ask them to switch roles.

**Review the task** Invite two or three volunteer pairs to role-play their conversations for the class.

# EXPERT SPEAKER: ERIC

## Video summaries

In the first video, *Robot Revolution*, Expert Speaker Eric talks about Cylons from the science fiction TV show *Battlestar Galactica*, robot inventions, and the future of robots. In the second video, *The Wonderful World of AI*, Eric talks about robot gadgets and the everyday tasks that will one day be done by robots. He also imagines a machine to remind him to do everyday tasks.

### UNIT 1 OPENER: p. 50

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

### WHILE YOU WATCH

- A Ask Ss whether they have seen *Battlestar Galactica*. Can they think of any other science fiction shows? Do they like science fiction? Why or why not? Read the instructions aloud. Then play the video. Invite volunteers to share their answers.

#### Answers

4, 2, 1, 6, 3, 5

- B Read the instructions aloud. Play the video again. Invite volunteers to share their answers.

#### Answers

1 c 2 a 3 b

- C Read the instructions aloud. Check answers as a class. Do they agree or disagree with Eric?

#### Answers

- 1 He thinks they're mostly positive because they've made our lives easier.
- 2 They make the process seamless and very safe.
- 3 He's not certain a self-driving car is a robot. They don't need a driver, but in some ways, they are "self-aware" of their path.

### AFTER YOU WATCH

- A **PAIR WORK** Ss list vocabulary to describe robots and write the words on the board. Then read the instructions aloud. Pairs discuss the answers. Then discuss the answers as a class.
- B **PAIR WORK** Read the instructions and the phrases in the box aloud. Put Ss in pairs to discuss their answers and then invite them to share their ideas as a class.
- C **GROUP WORK** Put Ss in groups. Give Ss time for discussion, and then ask them to share their ideas as a class. Add their ideas to the board and write (+) and (-). Do more people think the changes will be positive or negative? Why or why not?

### UNIT 1: p. 51

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

### WHILE YOU WATCH

- A Read the instructions aloud. Make sure Ss understand the word *gadget* and see whether they can think of any other gadgets. Then play the video. Invite volunteers to share their answers.

#### Answers

1, 3, 4

- B Read the instructions aloud. Invite volunteers to share their answers.

#### Answers

1 c 2 d 3 b 4 a

- C Read the instructions aloud. Play the video again. Invite volunteers to share their answers.

#### Answers

- 1 A voice assistant. It would remind him to see the doctor and call his mom.
- 2 Its fast pace.
- 3 To have the voice of a famous actor.

### AFTER YOU WATCH

- A **PAIR WORK** Read the instructions aloud. On the board, write the headings *School*, *Work*, and *Everyday Life*. Give Ss time to discuss, and then ask them to share their ideas. Write their answers on the board and discuss as a class.
- B **PAIR WORK** Put the Ss into new pairs. Read the instructions and example aloud. Give Ss time for reflection and discussion. Invite volunteers to share their answers.
- C **GROUP WORK** Read the instructions aloud. Make sure Ss understand the phrase *a cost to everyday convenience*. Give Ss time for reflection and discussion. Invite volunteers to share their answers.

#### Suggested answers

Jobs become obsolete; People lose valuable skills;  
Poor people do not have access to technology, etc.



## Video summaries

In the first video, *The Labels We Live By*, Expert Speaker Ryoko talks about the connotations of different labels and situations in which labels can serve a positive purpose. In the second video, *Act Your Age*, Ryoko talks about whether or not it is important to fit in with the majority, gives advice to people who need to stand up for themselves, and discusses whether people are too old or too young to take part in certain activities.

## 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 video. Invite volunteers to share their answers.

### Answers

- 1 millennial 2 white collar (worker) 3 nerds
- 4 first impression 5 characteristic/trait
- 6 empowered

- B Read the instructions aloud. Invite volunteers to share their answers.

### Answers

- 1 c 2 b 3 a

- C Read the instructions aloud. Play the video again. Check answers as a class. As an extension, ask whether Ss agree with Ryoko about what criteria people use to group people.

### Answers

- 1 Ryoko thinks the labels millennial and white collar are neutral; she thinks the label nerd could be positive.
- 2 She believes people are grouped according to similar characteristics or traits.
- 3 Ryoko thinks people feel empowered when they are given a positive label. It makes them want to be a better person.

## AFTER YOU WATCH

- A **PAIR WORK** Read the instructions aloud. Give Ss time to reflect in pairs, and then ask them to share their ideas as a class.
- B **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Check answers as a class. As an extension, ask Ss what purpose they think labels serve. Do they help or hinder people?
- C **GROUP WORK** Put Ss in groups. Read the instructions aloud. Make sure they understand *connotation*. Invite groups to share their answers.

## UNIT 2: p. 53

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

## WHILE YOU WATCH

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

### Answers

- 3, 4, 5

- B Read the instructions aloud. Check answers as a class.

### Answers

- 1 a 2 b 3 c 4 c

- C Read the instructions aloud. Make sure Ss understand the phrase *driving age*. Play the video again. Invite volunteers to share their answers.

### Answers

- 1 She doesn't feel comfortable with high school students driving.
- 2 She would drive them there and pick them up.
- 3 She thinks there are both positives and negatives to lowering the voting age.

## AFTER YOU WATCH

- A **PAIR WORK** Read the instructions aloud. Give Ss time to reflect in pairs. Invite volunteers to share their answers.
- B **GROUP WORK** Put Ss in groups. Read the instructions aloud. Give Ss time for discussion, and then ask them to share their ideas as a class.

## EXPERT SPEAKER: ANDREA

### Video summaries

In the first video, *In Hindsight*, Expert Speaker Andrea talks about how she wore uncomfortable shoes to her friend's *quinceañera* party and what she learned in hindsight. In the second video, *Go With The Flow*, Andrea talks about life's little problems, her personality, how she tries not to overreact, and how she would react to hypothetical situations.



A *quinceañera* is a Latin American coming-of-age celebration for 15-year-old girls.

### 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 video. Check answers as a class.

#### Answers

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

- B Read the instructions aloud and play the video. Check answers as a class. As an extension, ask Ss to think of other words similar to *hindsight* about learning from past experience (e.g., *wisdom*, *knowledge*, *experience*, *understanding*, etc.).

#### Answers

- 1 F. Andrea couldn't dance all night.
- 2 F. She thinks "hindsight" is the opportunity to reflect.
- 3 T.

- C Read the instructions aloud. Play the video again. Invite volunteers to share their answers.

#### Answers

- 1 Because she liked how the shoes looked.
- 2 She wanted to be "rolling" on the dance floor.
- 3 Yes, she does. Because it's important to have the opportunity to reflect on the good and the bad.

### AFTER YOU WATCH

- A **PAIR WORK** Read the instructions aloud. Give Ss time to reflect, and then ask them to discuss their ideas in pairs. Check answers as a class.
- B **PAIR WORK** Read the instructions aloud. Give Ss time to reflect and take notes, and then ask them to discuss their ideas in pairs. Invite pairs to share their answers.
- C **GROUP WORK** Read the instructions aloud. Ss discuss in groups and then share their ideas with the class.

### 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 play the video. Make sure Ss understand *overreact*. Invite volunteers to share their answers. As an extension, ask Ss whether they agree with Andrea that people hold onto emotions for too long.

#### Answers

- 1 False. People hold onto their emotions for too long.
- 2 True.
- 3 False. People need to see things for how they are.
- 4 False. Life is full of choices.

- B Read the instructions aloud. Play the video again. Check answers as a class.

#### Answers

- 1 She describes it as "high-paced."
- 2 Andrea is trying to say "no" more often.
- 3 Andrea would probably go back and get them, unless there was somebody with a spare key who was closer and faster to get to.
- 4 Andrea would probably apologize there and then – she would own up to her mistakes.

### AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Give Ss time for reflection and discussion. Invite pairs to share their answers.
- B **PAIR WORK** Read the instructions aloud. Give Ss time for discussion. Invite pairs to share their answers.
- C **GROUP WORK** Put Ss in groups. Read the instructions aloud. Give Ss time for reflection and discussion. Invite groups to share their answers.





## EXPERT SPEAKER: AUDREY

### Video summaries

In the first video, *Close Up*, Expert Speaker Audrey talks about two paintings by Leonardo da Vinci and about a time when she couldn't see *the forest for the trees*, i.e., the importance of seeing the bigger picture. In the second video, *Eye To Eye*, Audrey discusses whether it is important to see *eye to eye* with one's friends, i.e., to be in agreement and see things the same way.

### UNIT 4 OPENER: p. 56

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

### WHILE YOU WATCH

- A Ask Ss whether they know Leonardo da Vinci. Can they think of examples of his work? Read the instructions aloud and play the video. Check answers as a class.

#### Answers

1 moved to 2 offered 3 moved 4 having trouble  
5 lived in 6 displayed  
4, 3, 6, 2, 1, 5

- B Read the instructions aloud. Invite volunteers to share their answers. As an extension, teach Ss the word *patron*. Can they think of other examples of patrons?

#### Answers

Audrey = Read about a painting  
Da Vinci = Had an illness, Gave away paintings  
the Medici family = Wasn't nice to somebody  
the king of France = Offered an invitation

- C Read the instructions aloud and play the video again. Check answers as a class.

#### Answers

1 Because it's beautiful, and also because the way it was displayed spoke to her in a way that made it even more beautiful.  
2 No, she doesn't. Because it's at the end of a long hallway, and it's hard to see.  
3 She does events and street art. She thinks about the details and the big picture.

### AFTER YOU WATCH

- A **PAIR WORK** Read the instructions aloud. Give pairs time to discuss the question. Check answers as a class.
- B **PAIR WORK** Read the instructions aloud and write the sentence prompts on the board. Invite volunteers to share their ideas.
- C **GROUP WORK** Put Ss in groups. Read the instructions aloud. Invite volunteers to share their answers.

### UNIT 4: p. 57

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

### WHILE YOU WATCH

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

#### Answers

1 debate 2 strict 3 easy-going 4 manners  
5 expectation

- B Read the instructions aloud. Check answers as a class.

#### Answers

1 richer 2 move forward 3 how to behave.

- C Read the instructions aloud. Check answers as a class. Ask Ss what they think it means to *grow in your thoughts*.

#### Answers

1 According to Audrey, you can debate if there is a disagreement, and this helps you "grow in your own thoughts."  
2 A lot of people in the U.S. are talking about politics.  
3 Audrey teaches different manners than her parents because she lives in the U.S. and the expectations are different.

### AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Make sure Ss understand *seeing eye to eye*. Give Ss time for discussion. Invite volunteers to share their ideas.
- B **PAIR WORK** Read the instructions aloud. Give Ss time for reflection and discussion. As a class, check Ss understand the meaning of each phrase. Invite volunteers to share their ideas.
- C **GROUP WORK** Put Ss in groups. Read the instructions aloud. Give Ss time for reflection and discussion. Invite groups to share their ideas.





## Video summaries

In the first video, *Remote*, Expert Speaker Susanne talks about movies and books in which people live in isolation, what “remote” means to her, and other real-life examples of people who live in isolation. In the second video, *How To Be Alone*, she talks about her job working remotely and in-person, and about ways people can communicate remotely.

## UNIT 5 OPENER: p. 58

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

## WHILE YOU WATCH

- A Read the instructions aloud and play the video. Invite volunteers to share their answers.

### Answers

2, 3, 1

When somebody says, “I’m not remotely interested in this,” means you won’t be able to change somebody’s mind.

- B Read the instructions aloud. Invite volunteers to share their answers.

### Answers

- 1 *Robinson Crusoe, Castaway*
- 2 nuns, monks, writers, scientists

- C Read the instructions aloud and play the video again. Invite volunteers to share their answers.

### Answers

- 1 They have a hard time. They become desperate and miss other humans.
- 2 Robinson Crusoe’s isolation was an accident. Professional writers and scientists have a choice to work in isolation and be alone.
- 3 In university, while studying for an exam.

## AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Check answers as a class.

- B **PAIR WORK** Read the instructions aloud. Check answers as a class.

### Possible answers

introvert: bashful, calm, focused, loner, shy  
extrovert: bold, opinionated, outgoing, personable, social butterfly

- C **GROUP WORK** Put Ss in groups. Read the instructions aloud. Discuss answers as a class.

## UNIT 5: p. 59

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

## WHILE YOU WATCH

- A Read the instructions aloud and play the video. Invite volunteers to share their answers.

### Answers

- 1 colleague 2 prefer 3 agent 4 necessity
- 5 myriad

- B Read the instructions aloud. Check answers as a class.

### Answers

- 1 c 2 b 3 c

- C Read the instructions aloud and play the video again. Invite volunteers to share their ideas.

### Answers

- 1 They work alone out of necessity and a choice.
- 2 No, she wouldn’t. Because she would feel very lonely.
- 3 Via email, phone, Skype, FaceTime, and WhatsApp.

## AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Invite volunteers to share their ideas.

- B **PAIR WORK** Read the instructions aloud. Check answers as a class.

### Answers

drop a line: correspond, write a short letter or note  
get a hold of: contact someone  
gotten (our) wires crossed: a different understanding of the same situation  
keep (me posted): update someone  
put (your) foot in (your) mouth: to say or do something you shouldn’t have or something embarrassing  
talk at cross-purposes: not understanding each other because you are talking about different things without realizing it

- C **GROUP WORK** Put Ss in groups. Read the instructions aloud. Invite groups to share their ideas.

## Video summaries

In the first video, *Surprise, Surprise*, Expert Speaker João talks about the last time he was pleasantly surprised and whether or not he is a spontaneous person. In the second video, *The Miracle On Ice*, João talks about his nephew and their personal experience of being the underdog, and why he believes people root for underdogs.

## UNIT 6 OPENER: p. 60

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

## WHILE YOU WATCH

- A Read the instructions aloud and play the video. Invite volunteers to share their answers.

### Answers

	A pleasant surprise	An unpleasant surprise
What ... ?	seat upgraded on a flight	a leak
When ... ?	last week	yesterday
Where ... ?	flying back from Portugal	in his apartment

- B Read the instructions aloud. Invite volunteers to share their answers.

### Answers

1 upgrade 2 spontaneous 3 flowing  
4 doorman 5 tend

- C Read the instructions aloud and play the video again. Invite volunteers to share their answers.

### Answers

1 He felt it was awesome.  
2 Because there was a leak in his apartment.  
3 It's in his nature.

## AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Make sure Ss understand *spontaneous*. Invite pairs to share their answers.
- B **PAIR WORK** Read the instructions aloud. Make sure Ss understand *spontaneity* and *meticulously*. Invite pairs to share their answers.
- C **GROUP WORK** Put Ss in groups. Read the instructions aloud. Invite volunteers to share their answers.

## UNIT 6: p. 61

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

## WHILE YOU WATCH

- A Read the instructions aloud and play the video. Invite volunteers to share their answers.

### Answers

1 N 2 J 3 J

- B Read the instructions aloud. Invite volunteers to share their answers.

### Answers

1 b 2 a 3 b

- C Read the instructions aloud and play the video again. Make sure Ss understand the term *underdog*. Invite volunteers to share their answers.

### Answers

1 To get to where he is today.  
2 Because they don't stand the same chances as everybody else.  
3 When they have their own team to support. Carnival.

## AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Invite volunteers to share their answers.

### Suggested answers

background, natural ability, socio-economic factors, etc.

- B **PAIR WORK** Read the instructions aloud. Give Ss time for discussion. Invite volunteers to share their answers.

### Suggested answers

J. K. Rowling wrote the *Harry Potter* books.  
Howard Schultz was the CEO of Starbucks.  
Oprah Winfrey is a TV host and media executive.  
None of them were born into wealth, all overcame obstacles to become successful.

- C **GROUP WORK** Put Ss in groups. Read the instructions aloud. Invite volunteers to share their answers.

## EXPERT SPEAKER: ANDREA

### Video summaries

In the first video, *Roots*, Expert Speaker Andrea talks about how many generations of her family she has met, who in her family she would like to know more about, and whether she would take a DNA test. In the second video, *A Very Special Occasion*, Andrea talks about celebrating special occasions with her family.

### UNIT 7 OPENER: p. 62

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

### WHILE YOU WATCH

- A Read the instructions aloud and play the video. Invite volunteers to share their answers.

#### Answers

1, 4, 6

- B Read the instructions aloud. Invite volunteers to share their answers.

#### Answers

1 grandfather 2 great-grandmother 3 mom  
4 parents and grandparents

- C Read the instructions aloud. Invite volunteers to share their answers.

#### Answers

1 b 2 a 3 c

- D Read the instructions aloud and play the video again. Invite volunteers to share their answers.

#### Answers

1 They married people from different backgrounds.  
2 Andrea's family in the U.S. is very diverse.  
3 Yes, she is because she is curious to learn more about her heritage.

### AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Invite volunteers to share their ideas. As an extension, ask Ss to imagine themselves in this scenario, and have them describe what they would ask their great-grandparents.
- B **PAIR WORK** Read the instructions aloud. Give Ss time for reflection and discussion. Invite volunteers to share their answers.
- C **PAIR WORK** Read the instructions aloud. Make sure Ss understand *genealogy*. Invite volunteers to share their answers.

### UNIT 7: p. 63

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

### WHILE YOU WATCH

- A Read the instructions aloud and play the video. Invite volunteers to share their answers.

#### Answers

2, 4, 3, 1

- B Read the instructions aloud. Invite volunteers to share their answers.

#### Answers

1 to celebrate anything they can  
2 celebrates a traditional Colombian holiday  
3 20

- C Read the instructions aloud and play the video again. Invite volunteers to share their answers.

#### Answers

1 A traditional Colombian holiday. It's celebrated at the beginning of December, and people go out in the streets and light up candles and fireworks.  
2 That the holidays are a time to spend with our loved ones.  
3 Her family. They create memories.

### AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Invite volunteers to share their answers.
- B **PAIR WORK** Read the instructions aloud. Give Ss time for reflection and discussion. Invite pairs to share their answers.
- C **GROUP WORK** Put Ss in groups. Read the instructions aloud. Give Ss time for reflection and discussion. Prompt Ss to consider and discuss how celebrations change over time.

#### Possible answers

Family: anniversary, birthday, graduation, engagement  
Community, city, country: national holidays, public holidays, days celebrating public figures, New Year, etc.



## Video summaries

In the first video, *Short*, Expert Speaker Eric talks about what he finds distracting, what he does to help him stay focused, and the advice his friends give him to avoid distraction. In the second video, *The Attention Span Myth*, Eric talks about the tasks he finds most difficult to focus on, how he organizes household tasks, and being distracted by his talkative roommate.

## 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 and play the video. Make sure Ss understand the phrase *pop culture*. Invite volunteers to share their answers. As an extension, Ss can talk about what it is they find most distracting when they are working or studying.

### Answers

2, 3, 6

- B Read the instructions. Invite volunteers to share their answers. Make sure Ss understand the words *trivialities* and *random*.

### Answers

1 b 2 c 3 c

- C Read the instructions and play the video again. Invite volunteers to share their answers.

### Answers

- 1 He uses the phrase "little tiny milestones."
- 2 They recommend listening to classical music. It helps them calm down, so they can focus on the task at hand.

## AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Explain that C.S. Lewis was a famous British writer and theologian who wrote *The Chronicles of Narnia*, among other works. Give Ss time for reflection and discussion. Invite volunteers to share their ideas.
- B **GROUP WORK** Put Ss in groups. Read the instructions aloud. Give Ss time for discussion. Invite pairs to share their ideas.
- C **GROUP WORK** Read the instructions aloud. Give Ss time for reflection and discussion. Invite groups to share their ideas.

## 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 and play the video. Invite volunteers to share their answers.

### Answers

- 1 vicinity 2 random 3 peer 4 brainstorm
- 5 common thread

- B Read the instructions aloud. Explain that three of the phrases are not needed. Invite volunteers to share their answers.

### Answers

- 1 what the client is asking 2 self-initiated ones
- 3 whatever needs to be done

- C Read the instructions aloud and play the video again. Make sure Ss understand what it means to *absorb something from someone*. Invite volunteers to share their answers.

### Answers

- 1 Eric feels he has to give presentations to his clients to the best of his abilities.
- 2 He wants to absorb what his clients are telling him.
- 3 Eric "buckets" his tasks by priority, i.e., he groups them in order of importance.
- 4 Eric describes his roommate as needy.

## AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Make sure Ss understands *attention span*. Give Ss time for reflection and discussion. Invite volunteers to share their answers.
- B **PAIR WORK** Read the instructions aloud. Make sure Ss understand *disruption*. Give Ss time for discussion. Invite volunteers to share their answers.
- C **GROUP WORK** Put Ss in groups. Read the instructions aloud. Give Ss time for reflection and discussion. Invite volunteers to share their answers.

## EXPERT SPEAKER: AUDREY

## Video summaries

In the first video, *Health vs. Modern Life*, Expert Speaker Audrey talks about the advantages and disadvantages of living in the big city, as well as important factors for good quality of life. Audrey also compares New York and Paris. In the second video, *A Good Night's Sleep*, Audrey talks about her sleeping habits and *FOMO* (fear of missing out).

## UNIT 9 OPENER: p. 66

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

## WHILE YOU WATCH

- A Read the instructions aloud and play the video. Invite volunteers to share their answers. As an extension, ask Ss to think of other advantages to living in a big city.

**Answers**

1, 3, 6, 8

- B Read the instructions aloud. Make sure Ss understand *quality of life*. Invite volunteers to share their answers.

**Answers**

- 1 living in a restful area
- 2 being able to get to the city; having a big house
- 3 being close to nature; hearing the birds; the beauty of nature

- C Read the instructions aloud and play the video again. Invite volunteers to share their answers.

**Answers**

- 1 Unexpected things are always happening.
- 2 To be in a restful area, and to be able to get the excitement and the movement of the city when you want.
- 3 Paris is quieter and there's more of a village spirit, and New York is bigger.

## AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Invite volunteers to share their answers.
- B **PAIR WORK** Read the instructions aloud. Give Ss time for reflection and discussion. Invite volunteers to share their answers.
- C **GROUP WORK** Put Ss in groups. Read the instructions aloud. Make sure Ss understand *combated*. Give time for reflection and discussion. Invite volunteers to share their answers.

## 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 video. Invite volunteers to share their answers.

**Answers**

2, 3, 6

- B Read the instructions aloud. Make sure Ss understand *obsessed*. Invite volunteers to share their answers.

**Answers**

- 1 Audrey usually catches up on sleep on weekends.
- 2 According to Audrey, many people worry about missing out.
- 3 Sometimes Audrey stays up too late because she's reading email.

- C Read the instructions aloud and play the video again. Invite volunteers to share their answers.

**Answers**

- 1 Because they want to enjoy their family.
- 2 Because they feel they are missing information, whether it's a Facebook post, an email, a call, or text.
- 3 Her excitement about work. No, it isn't.

## AFTER YOU WATCH

- A **PAIR WORK** Read the instructions aloud. Invite volunteers to share their answers.
- B **PAIR WORK** Read the instructions aloud. Invite volunteers to share their answers.

**Answers**

1 d 2 b 3 a 4 h 5 f 6 e 7 i 8 g 9 c

- C **GROUP WORK** Put Ss in groups. Read the instructions aloud. Give time for reflection and discussion. Invite volunteers to share their answers.



## Video summaries

In the first video, *Reinvention*, Expert Speaker Ryoko talks about eating Japanese food in New York and how she adapts traditional Japanese cooking. In the second video, *Bugs Not Beef*, Ryoko talks about alternative sources of protein and superfoods.

### 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 and play the video. Invite volunteers to share their answers. As an extension, ask Ss whether they are familiar with Japanese food and what dishes they like.

#### Answers

1 authentic 2 rolls 3 bottom 4 top

- B Read the instructions aloud. Make sure Ss understand the ingredients in the video: *seaweed*, *imitation crab*, and *avocado*. Invite volunteers to share their answers.

#### Answers

1 c 2 a 3 b

- C Read the instructions aloud. Invite volunteers to share their answers.

#### Answers

1 c 2 a 3 c

- D Read the instructions aloud and play the video again. Invite volunteers to share their answers.

#### Answers

- 1 Because avocados are expensive in Japan.
- 2 Tofu is different in Japan because the flavors are not the same, and in the U.S. it has no taste.
- 3 Bonito flakes, scallions, and soy sauce. Ryoko makes stir fries with curry and other vegetables, so it has more flavor.

### AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Make sure Ss understand *regional*. Invite volunteers to share their answers.
- B **PAIR WORK** Read the instructions aloud. Invite volunteers to share their answers.
- C **GROUP WORK** Put Ss in groups. Read the instructions aloud. Invite volunteers to share their answers.

### 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 video. Make sure Ss understand *soy-based*, and ask for examples (e.g., tofu, soy milk, etc.). Invite volunteers to share their answers.

#### Answers

1 c 2 a 3 b

- B Read the instructions aloud. Make sure Ss understand *kale*. Invite volunteers to share their answers.

#### Answers

1 meat 2 seitan 3 chicken 4 kale

- C Read the instructions aloud and play the video again. Invite volunteers to share their answers.

#### Answers

- 1 Because they are more aware of the environmental impact and more health conscious.
- 2 Because of the smell and texture.
- 3 A superfood is packed with nutrition. She mentions blueberries, kale, and salmon.
- 4 No, she doesn't. Because it is better to eat a small amount of different types of foods.

### AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Invite volunteers to share their answers.

#### Suggested answer

Eating ethically refers to the moral consequences of food choices, both those made by humans for themselves and those made for food animals. Examples of types of choices will vary.

- B **PAIR WORK** Read the instructions aloud. Give time for reflection and discussion. Invite volunteers to share their answers.
- C **GROUP WORK** Put Ss in groups. Read the instructions aloud. Invite volunteers to share their answers.

## Video summaries

In the first video, *True Colors*, Expert Speaker João talks about his favorite color, the colors of the Brazilian national soccer team, and how people use color to support causes on social media. In the second video, *Colorful Language*, João talks about expressions to do with the colors red and green.

## UNIT 11 OPENER: p. 70

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

## WHILE YOU WATCH

- A Read the instructions aloud and play the video. Invite volunteers to share their answers. As an extension, ask Ss about the colors associated with different countries.

**Answers**

2, 4, 3, 1

- B Read the instructions aloud and play the video again. Invite volunteers to share their answers.

**Answers**

- 1 On social media, like Facebook and Instagram.
- 2 By changing the colors on their profile.
- 3 Brazilians wear clothes and paint their faces yellow and green to support their team in the World Cup.
- 4 Social and health causes. You start to feel a part of the same group.

## AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Give time for reflection and discussion. Invite volunteers to share their answers.
- B **PAIR WORK** Read the instructions aloud. Invite volunteers to share their answers.
- C **GROUP WORK** Put Ss in groups. Read the instructions aloud. Invite volunteers to share their answers.
- D **GROUP WORK** Read the instructions aloud. Ss can use their phones to do research. Invite volunteers to share their answers.

**Possible answers**

There are numerous causes attached to each color, but some examples include: pink for breast cancer; purple for ADHD; red for HIV/AIDS; white for blindness; yellow for bone cancer.

## 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 and play the video. Invite volunteers to share their answers.

**Answers**

- 1 passion 2 status report 3 embarrassment  
4 fake 5 forced

- B Read the instructions aloud. Make sure Ss understand *connotation* and *exhausted*. Check answers as a class.

**Answers**

- 1 c 2 a 3 c

- C Read the instructions aloud and play the video again. Invite volunteers to share their answers.

**Answers**

- 1 It can mean passion, or it could mean a stop sign.
- 2 A “yellow smile” means a forced or fake smile.
- 3 “Everything is blue” means everything is all right.

## AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Invite volunteers to share their answers.
- B **PAIR WORK** Read the instructions aloud. Give time for discussion. Invite volunteers to share their answers.
- C **PAIR WORK** Read the instructions aloud. Invite volunteers to share their answers.

**Suggested answers**

golden opportunity: a chance to do something that's likely to be successful or rewarding  
green with envy: feeling extremely envious  
once in a blue moon: rarely  
red tape: excessive bureaucracy  
tickled pink: delighted  
white lie: a small, harmless lie

- D **GROUP WORK** Put Ss in groups. Read the instructions aloud. Invite volunteers to share their answers.





## Video summaries

In the first video, *Things Change*, Expert Speaker Susanne talks about the milestones in a person's life, how she discovered her career, and gives advice about moving to another country. In the second video, *Job Change*, Susanne talks about the expression "If it isn't broken, don't fix it," managing change, and what her life might have been like had she stayed in Germany.

## 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 play the video. Make sure Ss understand milestones. Invite volunteers to share their answers.

### Answers

First column: 3, (1), 5, 7; Second column: 2, 9, 4, 10;  
Third column: 8, 11, 6, 12

- B Read the instructions aloud. Invite volunteers to share their answers.

### Answers

1 teaching 2 parents 3 Munich 4 adventure

- C Read the instructions aloud and play the video again. Give time for discussion. Invite volunteers to share their answers.

### Answers

- 1 Her husband. She finally decided to "follow her nose" and try it.
- 2 She's been in real estate for ten years, and she loves it.
- 3 They went away for a year or two and came back to live in Munich. She stayed in the U.S.
- 4 Yes, she would. It gives people the chance to start fresh, be who they want to be, keep the things they like, and do other new things.
- 5 Susanne uses the phrase "the golden years" to refer to the later years in a person's life.

## AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Give Ss time for reflection and discussion. Invite volunteers to share their answers.
- B **PAIR WORK** Read the instructions aloud. Give Ss time for reflection and discussion. Invite volunteers to share their answers.
- C **GROUP WORK** Read the instructions aloud. Give Ss time for reflection and discussion. Check answers as a class.

## UNIT 12: p. 73

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

## WHILE YOU WATCH

- A Read the instructions aloud. Invite volunteers to share their answers.

### Answers

1 b 2 a 3 b

- B Read the instructions aloud and play the video again. Invite volunteers to share their answers.

### Answers

- 1 She thinks it's bad advice. She thinks if a person doesn't make changes, they will never discover new things, and just because something isn't broken, it doesn't mean it's great.
- 2 She would advise to prepare and then just do it.
- 3 She doesn't think she would have been happy in Munich if she had stayed, because it is a small pond. No, she doesn't.

## AFTER YOU WATCH

- A **GROUP WORK** Put Ss in groups. Read the instructions aloud. Give time for reflection and discussion. Invite volunteers to share their answers. As an extension, Ss make sentences using the phrases.

### Answers

shake things up: cause change by doing things differently  
turn over a new leaf: to start over in a different, improved way  
start from square one: to start from the beginning  
blaze a trail: to find a new path or method

- B **PAIR WORK** Put the Ss in pairs. Read the instructions aloud. Give time for reflection and discussion. Invite volunteers to share their answers.
- C **PAIR WORK** Read the instructions aloud. Make sure Ss understand *reversible*. Give time for reflection and discussion. Invite volunteers to share their answers.

**Unit 1: Replaced by robots**

- Narrator** Robots have been part of the global workforce since the 1960s. However, in recent decades, advances in robotics have progressively allowed them to take on a greater variety of jobs than previously imaginable.
- Robot** I'm a security robot. Nice to see you here.
- Narrator** Robots can work faster and more accurately than humans, which can greatly improve production processes. Unfortunately, because robots work so efficiently, they can take jobs away from people – and with advances in artificial intelligence, this trend will undoubtedly continue. Art Liscano from Fresno, California, is at risk of losing his job because of new technology.
- Art Liscano** Here in Fresno, our workforce has decreased from approximately 50 meter readers, down to, currently, we have about 10.
- Narrator** For the most part, the jobs that robots are taking over tend to be manual. However, there is some good news, too. New jobs are necessary to program and maintain the robots. The problem is, these jobs inevitably require specialized training.
- Yannick Schilly** You cannot have an untrained person taking care of a multimillion-dollar asset.
- Narrator** Fortunately for people who have lost jobs due to automation, some people are doing their best to come up with solutions to this problem. In San Francisco, one lawmaker is trying to raise money by pushing for a new tax for robots that replace jobs.
- Jane Kim** So that we can help invest back in human capital and help people re-tool for other jobs.
- Narrator** Meanwhile, some companies are trying to close the skills gap by employing workers in apprenticeship programs. Significantly, these programs allow workers to learn new skills while they are working.
- A.J. Scherman** When I tell someone I'm an apprentice, the first thing they ask is, "Do you make money?" And the answer is obviously, "Yes, we make great money."
- Narrator** People and robots working together are reshaping the workforce in many sectors, including the construction industry.
- Zak Podkaminer** It's not replacing them. They still have all the masons on this job site that they normally would have. They're just going to be able to get off this job site a little bit quicker and get to the next one sooner.

**Narrator** There is no doubt that the future will see robots taking on more and more jobs. The challenge for humanity will be finding ways of working with them rather than against them.

**Jaylen Britton** A lot of people say, "The robots, they're going to take over the human jobs." But really the robots, they're going to enhance what we're already doing, so if you evolve with the robots that are evolving ... we grow with whatever is growing.

**Unit 2: Acting up**

- Sam** My name's Humphrey. Sam Humphrey. The Sam acting dream goal is this world of Hollywood, I suppose. I want to be on the big screens. I've been acting pretty much since preschool. Now that I am 22, now I have grown somewhat, it's important for me to be independent. Don't call me small.
- Narrator** Sam Humphrey has an inherited condition called skeletal dysplasia. This rare disorder means that Sam's bones grow very slowly, and as a result, he's physically smaller than a typical adult.
- Sam** So this is my growth chart. Six years ago, I was about this tall, but now I'm currently this height, which is about 127 centimeters. However, my goal is to try and reach 150 centimeters.
- Narrator** Due to Sam's appearance, most people would think he's a child.
- Sam** Going shopping on my own and people thinking I'm ten years old, it can get, like, a little bit frustrating. People kind of come up to me and ask me where my mum is or wondering am I lost, or am I on my own?
- Narrator** Generally, this doesn't bother Sam since he knows that most people are genuine and sincere in their concern for him. Unfortunately, this isn't always the case, especially now that Sam is learning to drive.
- Sam** I have had a number of occasions where people have looked at me funnily and tried to take pictures and stuff, which is definitely weird.
- Narrator** Despite the rare insensitive stranger, Sam finds most people to be very open-minded, especially in the world of acting. Through acting, Sam is trying to stand up for himself and show the world that he is more than just his condition.
- Sam** So, I'm trying to break out of that stereotype as people see me as the kid so ... if I do this sort of work and show it around I figured they have to see me as something else.

- Narrator** Fortunately, after hours of rehearsing and lots of auditions, Sam's determination paid off and he got a role in a popular Australian soap opera.
- Sam** Well, I got a part on *Neighbours*. They gave me a call and asked if I wanted to play the character James Udagawa, who's a financial whiz. He's like an investor for the hotel manager: her name's Terese. He gets mistaken as a kid to start off with, and so that kind of relates back to me because I get mistaken as a kid quite a bit.
- Actress** You just told him. Yeah. Hey, can you hold on for a sec? Hey! You must be looking for the kids' activity center?
- Sam** Sure. Thanks, Terese.
- Narrator** Sam's success comes down to his belief in himself and his accepting nature.
- Sam** From here, to be honest, I'm not sure where I'm gonna go, but I'll just take it one step at a time, you know, one role at a time.

### Unit 3: What if?

- Narrator** Regret. We've all experienced it at one time or another. It is a powerful, emotional reaction to decisions we wish we hadn't made. Forty-seven-year-old Christopher Richardson has just received an invitation to his college reunion. He's nervous about attending. But why?
- Christopher** I have a regret, I regret a situation where I didn't treat the moment with the kind of respect that it deserved. And that regret has now been with me for a very long time.
- Narrator** Twenty-five years ago, Christopher, then age 22, gave a speech in front of his graduating class. He was determined to be funny and unique, but it was a complete disaster. The reaction was fast and harsh. Fellow graduates told him he had embarrassed them, the university, and himself. Christopher wanted to crawl under a rock. But was it really all that bad? Psychologist Jason Roth gives his professional opinion.
- Jason Roth** It's been 25 years since you saw the speech. Now, I've seen the speech, it's fresh in my mind, and it's 25 years old in yours. So, I suspect we're talking about two different speeches.
- Narrator** The psychologist hints that the speech might not have been as bad as Christopher remembers.
- Christopher** So how should I approach that, that reunion then?
- Jason Roth** I would invite you to approach it with curiosity.

- Narrator** Christopher isn't the only one with regrets. Meet Patti. She thinks if she had followed her dreams, her life might be different now. Her regret is one that a lot of people can probably relate to.
- Patti** I think the biggest one for me is not having gone down the path of my art, which is something that was a gift that I had from the time I was little. But, for all the wrong practical reasons, I went into advertising because I knew that there would be work.
- Jason Roth** I would say, generally, the greatest category of regrets would be of things that people did not do.
- Narrator** Nicole Bishop used to worry about the past, too. Until a good friend, who later sadly passed away, gave her some valuable advice.
- Nicole** I remember her calling me one day, saying you need to stop worrying about things that aren't actual worries and do more living.
- Narrator** She has now learned to live life to the fullest and is even taking part in a ten-mile race to raise money for charity. Making choices like this helps her later avoid regretting things she didn't do. The emotional force of regret can cause us to hold on to worries for years. But is it possible that other perspectives could help us let go of some of our regrets? The day of Christopher's reunion arrives – will he be greeted with looks of disapproval? Let's find out.
- Woman 1** I don't remember it.
- Woman 2** I don't remember having any "embarrassed for you" moments. I really don't remember that.
- Man** I liked it. It was irreverent. It was totally outside of what you would have expected.
- Narrator** The reunion is an unqualified success. It seems Christopher's regret was misplaced. What is also clear is that worrying about what should have been was a waste of time, and that letting go of regret is always possible.

### Unit 4: Health-conscious and data-hungry

- Narrator** How do you start your day? Do you have an active lifestyle? The development of fitness trackers, smart watches, and smartphones, all of which include sensors to track movement, means that it's never been easier to monitor your level of physical activity. These devices may offer a fresh outlook on fitness habits, but do they actually make us more active, or help us to live more enjoyable lives?

- Narrator** Bob Troia is health-conscious and data-hungry! The 41-year-old businessman sleeps with a gadget on his forehead to record detailed information about how long and how deeply he slept. A typical morning for Bob starts with collecting data about his sleep patterns and measuring his heart rate. He then weighs himself, checks his blood pressure, and even his blood sugar level. Next, he does a cognitive test on his computer. And finally, a test to measure his physical reaction time.
- Narrator** Bob is part of a growing international community of self-quantifiers, people who invest a great deal of time, and often money, gathering detailed data about how their bodies function throughout the day. These small details fit together like a puzzle, giving “the big picture” about their general well-being, and a different perspective on what it means to be healthy.
- Bob Troia** I think as you get older, you know, once I think really when I turned 40, for me it was, you start looking ahead. The sort of idea for me is doing whatever I can take to ensure that I have this sort of long, enjoyable life.
- Narrator** Technology journalist David Pogue agrees that wearing data-collecting devices can help motivate and stimulate physical activity. What these devices offer is essentially increased self-awareness.
- David Pogue** Just that awareness that you’re being watched, and your activity levels being monitored, leads you to get more activity. You take more stairs, you get off a subway stop earlier, because they reward you with little lights and graphs for doing well.
- Narrator** David adds that the ability of devices to share vital data with other users adds a competitive element to using them.
- David Pogue** Everybody behaves differently when they’re on stage versus when they’re off stage. You want to be your best self; you want to put your best foot forward. And that’s what sharing your data with a few other people does for you.
- Narrator** It’s not just Bob and David that share this fresh outlook on health and fitness. The growing global community of self-quantifiers not only share their data online, but also meet up to share their experiences in person, like at this recent gathering in New York. Whether ‘The Quantified Self’ is the pursuit of self-improvement or just an expression of self-interest, it appears to be a trend that’s here to stay.

## Unit 5: Life in the Arctic

- Narrator** Do you think you have what it takes to survive the harsh Arctic winter? From freezing temperatures and extreme weather to severe loneliness and dangerous driving conditions, for people living in some of the most remote places on Earth, life can be difficult. So why do people decide to live in such hostile environments? David and Jenna, a young couple from the United States, have turned their backs on life in the city and have gone completely off the grid in Alaska.
- Jenna** Michigan is a great place. I just had something in me, you know, that wanted to live a little bit more directly involved with the processes around.
- David** It’s kind of stressful for me in town, just, just so much going on.
- Narrator** They built their own house, hunt for their food, and even make all their own tools and clothes.
- Narrator** In Greenland, another part of the Arctic, two Danish soldiers have perhaps one of the toughest jobs on the planet. They are about to spend the next 26 months patrolling the frozen wilderness on dog sleds. A long way from home and with only each other for company, being isolated can have a significant negative psychological impact.
- Kasper Pedersen** You have to be a really good friend with the guy next to you. It gets some pretty interesting discussions sometimes. We are specially chosen. Because you can’t, cannot just send a tough army guy with big muscles and stuff like that up here. You’ve got to be the right thing in here.
- Narrator** Without abundant entertainment, it’s important to keep busy. Having decided to open a floating guesthouse on a frozen lake in Arctic Canada, Monique Robert likes to paint, while her husband Daniel enjoys playing ice hockey.
- Narrator** Alexander, a guide and engineer living in Svalbard, Norway, certainly sees the positives of living in the great outdoors, even if other people don’t.
- Alexander Pilditch** Quite a lot of my friends think I’m absolutely bonkers, but actually, actually until they see it I can’t really, I can’t explain it to people when I’m back in the U.K., because this is my explanation out here. This is why I do what I do up here. It’s just fantastic.
- Narrator** Arctic life isn’t for everyone, but with its immense beauty and picturesque landscapes, it’s easy to see why some people fall in love with this winter wonderland.

## Unit 6: Ice cream obsession

**Narrator** What could this woman be doing? Why are this woman's brainwaves being measured? And where exactly is she? You might be surprised to hear the answers. These people are visiting a special exhibit called "Scoop" at the British Museum of Food in London. It's all about ice cream – one of the most popular desserts in the world. People love ice cream, and of course one reason why is that it's so sweet. But what you may not know is that its history goes back hundreds of years, and a lot has changed since then.

**Robin Weir** One of the biggest surprises was parmesan cheese ice cream because people don't realize that ice cream, savory ice creams, used to be very popular.

**Narrator** In fact, not-so-sweet ice cream flavors were made in Rome as early as 1714, and molds, like the ones on display at the British Museum of Food, were used for these creations. Fast-forward to the current day, and people are still crazy about ice cream. These women are enjoying new flavors like cucumber and rose in the exhibition's café. And for ice cream lovers, the sweet treat not only tastes great, it also does something surprising to our brains.

**Sam Bompas** Ice cream is something really delights us. In fact, I have even heard that some neuro-imagers use it when they're testing out the MRI scanners just to check that their equipment is working, because it makes your brain light up so much.

**Narrator** The combination of the cold temperature, the sugar, and the flavors cause this change in brain activity. Ice cream may make us happy even though it's not the healthiest food, but most people are genuinely surprised to learn that some varieties in the past were not just unhealthy, they were actually poisonous.

**Sam Bompas** So, 300 years ago daffodils were actually really exotic and they're also still massively poisonous. So one of my favorite flavors we've made is we actually made the first ice cream that you can eat, that's daffodil flavor but won't actually kill you.

**Narrator** Kyle Gentleman, who lives in Falkirk in Scotland, has been totally obsessed with ice cream for years. He created a new, highly unusual ice cream flavor that has divided people's opinions. Some have even come from far away to try it.

**Victoria Gibbons** We came 4,000 miles to get here, so when I tried it, it was actually really good, really creamy. It still tasted like ice cream, it wasn't like, you know, the spread you put on a sandwich but it was really good. I'm glad we tried it. It was a good surprise.

**Kirsty Nimmo** It was quite strange but sweet.

**Kyle Gentleman** You didn't expect it, hey?

**Kirsty Nimmo** Yeah ... it tasted like the topping that you put on cupcakes, like a kind of frosting, that's what I felt it tasted like, yeah.

**Narrator** So what does this exciting new ice cream taste like? That's right: mayonnaise. But is it overrated?

**Jemma Fotheringham** I'm going to try the mayo ice cream. Oh, it's rotten!

**Narrator** Clearly, some customers are utterly shocked by the taste. Maybe mayonnaise ice cream isn't for everyone. Whatever his customers' opinions, Kyle had a reason for choosing to make such a strange flavor.

**Kyle Gentleman** In Scotland, chips go with everything. From breakfast, dinner, it doesn't matter. And so do the condiments also, as in mayonnaise and ketchup. So, we thought why not go with that? Something that Scottish people love. So we went with mayonnaise.

**Narrator** Parmesan, cucumber, rose, daffodil, mayonnaise. Who would have thought that ice cream could come in so many surprising flavors? What will they think of next?

## Unit 7: Learning an identity

**Narrator** At one time, around 1.5 million people spoke what we refer to as a Native American language.

**Kevin Tafoya** *She-oh*, just, "Hello." *Ohshe-wa-zah*? "How are you?" And, uh, *shkee*. "Thank you."

**Narrator** In the late 15th century, there were around 300 of these languages in what is now North America. But more than two-thirds have become extinct. Even Cherokee, one of the most widely spoken of these languages, is struggling to survive.

**Monica Wildcatt** The amount of people today that know the language is very small. There's less than 300 speakers, fluent speakers, that exist today.

**Narrator** The clock is ticking to preserve not just the language, but also the Cherokee culture. At the head of this push for preservation are members of the Eastern Band of Cherokee Indians, who have started preschool and elementary language immersion schools in an attempt to keep the tribe's language alive.

**Kevin Tafoya** It's really important to us just to preserve that for our family and for our people just so that they understand where they come from. It's their cultural identity.



**Narrator** Kevin learned Cherokee in later life but wants something different for his children. He has enrolled them at New Kituwah Academy, where children learn in Cherokee from an early age. In the classrooms are students who have studied only in Cherokee since they were young.

**Michelle Long** What happens once all our speakers are gone, our fluent speakers, you know? We have to have these children here to help carry it on.

**Narrator** A similar program is the Mukayuhsak Weekuw, or “Children’s House” immersion school, which was conceived by the Mashpee Wampanoag who live on Cape Cod in Massachusetts.

**Narrator** The Wampanoag children are taught exclusively in the Wopanaotooak language, which was reintroduced just two decades ago after not being spoken for nearly 200 years.

**Jessie “Little Doe” Baird** The language was probably unspoken for roughly 170 years or so; 170 to 180 years, no speakers, which translates to six generations of Wampanoag people not speakers of the language.

**Narrator** Never did they expect to hear their ancestral language being spoken by so many people but, to the delight of the entire community, their efforts are paying off.

**Tia Pocknett** I do see progress. We have some children that are pre-verbal here and for their first words to actually be Wampanoag words is amazing.

**Narrator** And the importance of preserving Wopanaotooak extends beyond Cape Cod to all parts of the United States. The annual tradition of Thanksgiving in the U.S. originates from a harvest celebration by the Mashpee Wampanoag tribe.

**Jessie “Little Doe” Baird** Just, language brings ... It’s just too much of a list to explain what it’s brought home to us. It’s a lot.

**Narrator** The future is uncertain for the survival of Native American languages, but for the Cherokee and the Mashpee Wampanoag, it’s a fight to preserve more than just words. Their languages signify their very identity.

## Unit 8: Brain training tech

**Narrator** Most people agree that recent technological advancements, such as smartphones, make our lives easier. However, at the same time, a worrying trend is emerging: our memory and ability to concentrate is getting worse. But what’s the reason for this? It seems technology is simply just doing its job too well. We’ve gotten accustomed to not needing to remember things; our devices now do this for us.

**Ann Linsley** You know, I used to pride myself in the ability to multitask, with lots of different people and lots of different activities going on. And then it was harder and harder to keep track of what I was doing. I’d forget what day it is, where I was going, why I was doing this.

**Narrator** The rise of smartphones has also seen an increase in the need for instant gratification. Most users spend less than 15 seconds reading an article before they get distracted and scroll to the next one. Being able to focus for long periods of time has been affected by technology’s capacity to help us complete tasks quickly. Fortunately, developers are trying to combat these issues through the use of technology itself. At the University of California, researchers have been developing a video game specifically designed to boost mental ability. After playing this game for just 12 hours over a month, healthy volunteers improved their ability to multitask, to stay focused on a boring task, and to retain information.

**Adam Gazzaley** We found that their multitasking abilities on the video game itself improved after playing it for a month. But we also found that other cognitive control abilities that we did not directly train, their sustained attention and their working memory abilities, also improved after game play.

**Narrator** Of great interest to the researchers was that the improvements were still apparent six months after the training stopped.

**Adam Gazzaley** I think it shows that video game mechanics can be a really powerful tool to reshape the brain.

**Narrator** Meanwhile, for readers who are easily distracted, a Berlin-based start-up is developing an app that allows users to read famous books in 15 minutes. But is this really possible?

**Holger Seim** It is obviously not possible to read a full book in 15 minutes. But what we found is that a lot of people have a hard time to get started with reading books at all, with all the noise happening – with all the social media, messaging. People are distracted when they consume content on mobile devices. And a full book is just not competitive on such a mobile screen when people have short attention spans and try to read something short.

**Narrator** Seim and his team rewrite famous books, reducing them to include only the most important points. But some people are critical of this approach, saying it just contributes to the problem of short attention spans. However, Seim prefers to focus on the positives. While the app only shows a portion of a book, it’s actually encouraging a return to reading.



**Holger Seim** OK, let's look at the facts. And we run surveys among our customers frequently. We speak to them and we see that most of our users use Blinkist to discover new books that they can read in full.

**Narrator** Technology has traditionally been developed to help us overcome problems, and now this includes helping us to regain our memory and ability to concentrate.

## Unit 9: A long and healthy life

**Narrator** In the twenty-first century, it's now more common than ever to see people enjoying a long and happy retirement. Yet, it hasn't always been this way.

**Adrian Pang** In 1840, humans lived an average of 35 years. And not even 200 years later, our average life expectancy has now risen to 67 years.

**Narrator** In some countries, like Japan and Singapore, most people now live well into their eighties. More and more are also making it to 100. The definition of life expectancy, and the reasons why we're now living so long, are important to understand.

**Adrian Pang** Life expectancy measures the age we expect 50 percent of the population to live past. So half of us will make it past that age.

**Narrator** But which factor has contributed the most to our increasing life expectancy?

**Adrian Pang** Was it germ theory? The discovery of DNA? Antibiotics? Or, sanitation? The answer is sanitation.

**Narrator** More than any other development in the last 200 years, sewage systems, clean drinking water, and improvements in waste management have contributed to better public health and in turn, helped the average person live a longer life. Who would have thought your toilet would help you live longer?

**Narrator** A modern lifestyle is also helping to increase our lifespan. People are exercising more regularly, cutting out unhealthy activities like smoking, and becoming more conscious about what they eat. Research indicates that consuming food with high levels of omega-3 oils, such as salmon or tuna fish, seems to be lengthening our lives. But what else should we be eating?

**Adrian Pang** Here's my list of top ten life lengthening foods: nuts, dark chocolate, green tea, Greek yogurt, avocado, quinoa, broccoli, berries, garlic, and tomatoes.

**Narrator** A healthy, balanced diet is also a great way to fight obesity, one of the leading causes of death globally. Obesity, and many of the foods associated with weight gain, have links to cancer and cardiovascular disease, among other health concerns.

**Professor Goh Lee Gan** If you control obesity, you can control diabetes, high blood pressure, and also to some extent the cholesterol level.

**Narrator** Most people today have the ability to make healthy choices, and it's important to remember that ultimately, these individual choices impact lifespan, and they affect quality of life as well.

**Dr. Joanna Lin** It's essentially a mindset. I think anyone, at any age, should try and adopt a more proactive lifestyle, people tend to put it off because either they're busy at work, or they've got other commitments, family commitments, etc., but I think it's important to try and take some time for yourself. OK, because I think basically if you don't look after yourself, nobody else will.

**Narrator** Although modern living allows us to live, on average, a much longer life than in the past, it's important to begin maintaining a healthy mindset if we want to grow old and feel good at the same time.

## Unit 10: Reinvention on demand

**Narrator** From our oceans and beaches, to cities and parks, plastic is everywhere we look. But imagine if we lived in a plastic-free world. One of the industries with the biggest appetite for plastics? Supermarkets. However, it would seem that store owners are now becoming more aware of their plastic consumption and trying to reduce the waste it creates. The LØS Market in Copenhagen, Denmark, is a grocery store that has a zero packaging policy. Customers bring their own containers with them and are delighted to have found a supermarket that shares their values.

**Ffion Legg** I think a lot of people are keen to know how they can help in some way, and so recycling is a big deal and people are getting used to that, but I think this is a huge way that we could reduce our waste.

**Narrator** Another issue that supermarkets face is unnecessary food waste. They're having to think of new ways to reduce the number of products that get thrown away. Rescued Fruits, a company in Sweden, collects unsold apples from supermarkets and presses them into juice.

**Cecilia Larsson** So, this is a pallet that we got today with apples, and as you can see this apple is quite perfect and ready to eat, and we have also on the same pallet apples that does not look good and that we don't use either. So what we do is that we sort the good ones from the bad and make juice from the good ones.

**Narrator** One of the company's clients, Fahlmans Patisserie, believes that Rescued Fruits will soon need to start increasing its supply of juice to meet demand, which shows what a great idea it is.

**Evelina Svensson** We've been with them for a while now, but we can definitely see them growing, because I can see them in stores now that you wouldn't have found them before. But yeah, customers are actually coming and asking if we sell them, and that's why they choose to come here, so that's great.

**Narrator** Demand for higher environmental standards is having an impact on other industries, too. In London, many hotels are adapting to meet the growing demand for sustainable tourism. The Palace Hotel is always looking for new ways to minimize its impact on the environment. In fact, the hotel aims to be completely plastic-free in a couple of years. Meanwhile, nearby Hotel Qbic has been designed with sustainability in mind. It's estimated that 80 percent of the building is made from recycled materials, significantly reducing its environmental impact. This doesn't only keep customers happy, but it's good for the environment, too. The hotel also generates energy from solar panels on the roof and offers guests free bikes to get around the city. Green Tourism Chief Executive Jon Proctor points out that sustainable tourism involves more than simply cutting back on things that are harmful to the environment.

**Jon Proctor** It also goes beyond that into elements to do with procurement, sourcing, using the local community, working with other businesses, developing the cultural identity of the area, so creating new products, new niches. All these things are an important part of a sustainable tourism product.

**Narrator** It would seem that we are approaching a time when more and more businesses are reinventing themselves in order to meet the demands of environmentally-aware customers and ensure a better future for our planet, too.

## Unit 11: The secret science of colors

**Narrator** Have you ever stepped into a supermarket and been tempted by all the vibrant produce and appealing packaging? The bold displays and the bright fruits and vegetables all transmit delight, freshness, and fun. The retail industry does an incredible job conveying just how exciting its products are, and it does this using the secret science of colors.

**Nikki Muller** Every single product here is screaming, "Buy me, buy me!" But how do I even begin to choose which brand to buy?

**Narrator** Retail expert Francis Tan explains how supermarkets influence our food choices.

**Francis Tan** Here you are. This just to show you the power of packaging. Packaging, really, is about marketing. It tries to define what the product represents, what the brand represents.

**Narrator** Colors on product packaging, like other design elements, are carefully selected to ensure that the product looks as appealing as possible to consumers. In the produce section, it's also obvious just how important colors are when it comes to choosing food.

**Francis Tan** You can see the color's vibrant, isn't it? Yeah, the orange, the green, the red. It conjures freshness.

**Narrator** Back in the ice cream section, it's time to find out how children react to colors on food packaging.

**Nikki Muller** Well, how do kids respond to colors? Is it different from how adults do so, and maybe kids associate colors with certain things. What's your take on it?

**Francis Tan** Yes, this all depends on the life experience they draw on. So for the kids, for example, red color appears something that's new, something that's excitable. And something that's in black, the appeal will be very strong for the adults, but not the kids because black means classic, elegant.

**Narrator** Nikki and Francis decide to do an experiment to see what effect colors can have on children's decision-making.

**Nikki Muller** Meet Mr. Teddy! Three, two, one, get out of here! Go, go, go, go, go!

**Narrator** Nikki has given Teddy the green light to choose whatever he wants in the supermarket. Let's see how the packaging and colors affect his decisions. Unsurprisingly, Teddy chooses a range of brightly colored items. Marshmallows, ice cream ...

**Francis Tan** Hey, I think he likes bananas. The color attracts him too, it's fun, it's cheerful.

**Narrator** And cereal.

**Francis Tan** It's yellow. It was yellow banana just now, right? And now you've got the yellow koala. It looks like it is a color that works on him. At a background the yellow looks very enticing, it's very strong, it's very powerful in terms of its ability to entice the kids.

**Nikki Muller** You made it! All right, Teddy, why these marshmallows?

**Teddy** Because I like the color red over here and over here.

**Nikki Muller** Now this one's a really funky bag, huh? Lots of different colors. Do you like that it has lots of different colors?

**Teddy** Yeah, that's why I chose it.

**Nikki Muller** Because it's bright?

**Teddy** Uh-huh.

**Nikki Muller** The theory goes undisputed: kids are innately attracted to bright colors, which they associate with fun and happy times.

**Narrator** So, the next time you're in a supermarket, think about how color affects your choices. Ask yourself how many products you choose based on their appealing packaging. The truth may surprise you.

## Unit 12: Apps to the rescue

**Narrator** Constantly connected to the internet, smartphones can help us order taxis, buy pizza, or book flights. Whatever we need, we have it at the tap of an app. Of course, the most important quality of any good app is that it be useful and convenient.

**Vivian Chan** And now just having apps means making everything really accessible and really easy.

**Jessica Curry** I do almost everything on apps at this point. I'm looking for a job, so I'm using LinkedIn. I'm calling an Uber right now. I'm on Facebook, Instagram, all the time.

**Narrator** But increasingly, it's essential that apps offer more than just convenience: they need to solve real problems. Here in the Lapland region of Finland, reindeer farming is a way of life. But the long winters lead to difficult driving conditions, and there are thousands of car accidents involving reindeer each year. For reindeer herders, a fundamental change is essential to ensure their animals, and drivers, remain safe.

**Jaakko Ylinampa** Of course it's a big loss for the reindeer herders, because if they've got 4,000, or even more reindeer killed every year. And of course it's a big loss for the actual driver who gets into the collision.

**Narrator** In an attempt to solve this problem, Finnish reindeer herders, as well as drivers, are embracing an innovative app called Porokello that warns users about reindeer in the area. Anyone with the app can submit a reindeer sighting, and drivers are notified via alerts.

**Maria Timo-Huhtala** We know that we are in the area where reindeer has been seen in the past one hour, and somebody gave the warning for us. So now we know to be cautious and look more carefully beside the roads.

**Narrator** The project seems to have started successfully. But only time will tell if drivers – and reindeer – will really benefit from the Porokello app.

**Narrator** Further south, in the United Kingdom, apps are being used to address different environmental issues.

**Oliver Hayes** There are lots of causes of air pollution, but in cities, and in London in particular, road traffic is the biggest problem.

**Narrator** Walking or biking in poor quality air near busy roads can make conditions like asthma worse and may lead to the development of other respiratory issues. Romain Lacombe is the CEO of Plume Labs, a start-up based in Paris. He's using Flow, his company's air quality tracker, which comes with its own app that links to other Flow users. Together, they provide a real-time map of air pollution in the city.

**Romain Lacombe** By crowd-sourcing the level of pollution across town, we'll be able to build a map of the areas where you can go in real time to escape pollution. We're putting this device in the hands of people, so that we can all know our own personal exposure, but also so we can help each other.

**Narrator** Providing more than just convenience, apps are now improving safety on the roads and quality of life in more profound ways. Who knows what unforeseen problems they'll solve next?

**Unit 1 Opener**

**Interviewer** Think of a famous robot from a TV show or the movies and describe it.

**Eric** I'm gonna say Cylons from the *Battlestar Galactica* show, circa 2004. When they were created, they were just your standard robots, you know, two arms, two legs. And then they had a falling out with the human race, and then they were, they left Earth. And then they disappeared for about, like, 80 years and then when they came back they were evolved. So they now have, like, human form. So when they arrived they just wanted to, ... basically want to conquer Earth again.

**Interviewer** Why did they come back to Earth after they'd left?

**Eric** Well there's a lot of theories. My personal theory is I feel like they felt incomplete because at the end of the day they still felt like robots even though they, you know, they look like humans. They were striving for that missing piece. That, like, that emotion that humans have inherently.

**Interviewer** How does society view the robots? Do they help humans or are they a danger?

**Eric** Well, they started as helpful. They started doing, they started, they originally were looked at as servants, and then at some point in their evolution they gained self-consciousness, so they were trying to fight for their own rights in a way. So, I guess humans looked at them as like, you know, a toaster, and now it's basically, it came to a point where the toaster was, like, demanding for equal rights. So it ... and the humans didn't view them as the same so then there was, like, that big change of perspective.

**Interviewer** What tasks do robots do in your home?

**Eric** Well, I am an owner of a Roomba, which is a robotic vacuum cleaner. And it's helpful in my home because basically when I'm not there, it just, kinda turns on and then goes all around my apartment just cleaning whatever dust it gathered on some places. And since it's so tiny, it kind of just fits wherever, like underneath, you know, underneath my couch or my coffee table and stuff like that, and then just, I mean, I haven't seen any dust in a while, so, I, you know. I'm close to it.

**Interviewer** Do you think robots are a positive invention in general?

**Eric** I think they are. Mostly because I think that they've made our lives easier. If you see how robots were used in, like, the building of, like, automobiles and stuff like that, they just made this process very seamless and very safe for, so no humans are hurt by anything. That's just one example. I feel like they just made, make humans' lives easier.

**Interviewer** Do you think that robots will ever be part of everyday life?

**Eric** I feel like they are already, but I'm not entirely sure if I would classify self-driving cars as a robot. Just because I feel like they don't need, like a driver, but they're also self-aware of like, their path and to make sure that they don't hit anything or, like, they cause a traffic accident. So I feel like in a way they are already, like, self-aware. I'm not sure.

**Unit 1**

**Interviewer** Can you describe any machines or gadgets that exist for the home?

**Eric** One of my best friends, he owns this voice activated gadget that, kind of orders it's voice activated so he, kinda, just asks for, you know, if he's running low on, like, cups or plates or he wants to buy groceries online, he would just, like, order them immediately. It also works with the rest of his, like, household. Like, he would turn on his lights, on and off. He would request a song to be sang or, like, on the radio or whatever. So it's voice activated, but what it doesn't have is voice recognition, and there's been a couple of instances where I've ordered stuff online on my behalf without him knowing. So he would get these, like, packages on the mail of all this stuff that I kind of jokingly ordered. He would be upset at the beginning but, I mean, I would pay him back eventually.

**Interviewer** Which ordinary household tasks will machines have taken over in ten years' time?

**Eric** I have to think about that. I feel like they would, they would do the easier tasks. I feel like, maybe, cooking, but like the basic cooking. More remedial tasks, more everyday tasks like picking up, you know, dry cleaning. I think the manufacturers will have learned what we're doing now and used that as pattern building, and from that point they can, they definitely will have built, like, more convenient robots to do our more, like, everyday tasks like laundry and more advanced versions of, like, cleaning the apartment. They will have used the drone technology that's already now happening and to do it at a more everyday use. So it will just, you know, pick up your food delivery or, you know, pick up mail from your mail box. I just believe that they will have made your life even easier than it is now.

**Interviewer** What task in particular would you love a machine to do for you, and why?

**Eric** I would like just for my own take, I would love some sort of a voice assistant that would just become, like, a vocal calendar of sorts. That would just remind me of things to, like, maybe just remind of appointments to the doctor or to





remember to call my mom or things that help me, like, remember stuff. Usually in New York City, since the life is so fast-paced, you kind of tend to forget things. So I would love if there was, like, a gentle reminder app of sorts, or something. Voiced by, like, a famous actor or actress. Preferably.

## Unit 2 Opener

**Interviewer** What do you understand by the terms “millennial” and “white collar”?

**Ryoko** “Millennials” are the people who entered their early twenties in the early twenty-first century, and “white collar,” I think those are the people who work in the office.

**Interviewer** Do you think these labels are positive, negative, neutral, or factual?

**Ryoko** I think these labels are neutral and factual, and I don’t think they have any positive or negative connotations to them.

**Interviewer** Can you give us an example of another label that you know?

**Ryoko** At work, I work with engineering students and we often refer them as “nerds”. Because they are serious about their studies, their projects compared to stereotypical college students who like going to parties and having fun. So, I think that’s another example.

**Interviewer** Why do you think we label people?

**Ryoko** I think labels are based on both first impressions and something deeper based on what we know about the person or the group of the, group of people. And it is used, I think, to group people with similar characteristics or traits.

**Interviewer** Can you think of a situation where labels can serve a positive purpose?

**Ryoko** I think there are situations like that. For example, if somebody says, “Oh, you are a kind person,” that’s a positive label, I think. And in instances like that, I think I feel empowered. And I will probably try to be a better person and kinder person. So that’s an example.

## Unit 2

**Interviewer** Is it important to fit in with the majority?

**Ryoko** I think it’s not important to fit in the majority. For example, at my work students would come to my office and ask questions such as, “I can’t find friends, what should I do?” and I usually say to them, “It’s important to be yourself,” so just be yourself rather than trying to fit in. Find someone that you actually like to hang out with, enjoy spending time together, so that’s an example of, you know, it’s not that important to fit in.

**Interviewer** What advice would you give someone who needs to stand up for themselves?

**Ryoko**

So I think it happens a lot to many of us and, for example, when you’re in school doing group projects, there’s always someone who doesn’t do the work. So, my advice would be tell that person, “Hey, we have a lot of work to do. You need to pick up your work. And it is going to benefit you, and it is going to benefit us as a group as well.” So that’s something you might want to say to stand up for yourself.

**Interviewer** At what age do you think you’re too old to drive?

**Ryoko** I think it depends on the person because we are all different. So, to me, you are too old to drive if you can’t hear well, if you can’t see well, and your reflexes too slow.

**Interviewer** What about going to music festivals?

**Ryoko** I don’t think so. As long as you enjoy the music and the festival, you are young enough to go.

**Interviewer** And voting?

**Ryoko** I don’t think you are ever too old to vote because voting, and the result of voting, will impact your life.

**Interviewer** When are you too young to drive, go to music festivals, and vote?

**Ryoko** OK, for driving, I don’t really feel comfortable – high school students, 15-year-olds, driving around. Maybe it has something to do with me being a mother, and living in New York City and looking at crazy traffic all the time. Music festival. So, if I were to take my child to a music festival, and I suppose he’s a teenager, maybe I don’t feel that comfortable him going there by himself. I’m OK with him going there, but I will probably drive him there. Um, and voting. There was a news, a while ago, saying lowering voting age to 16 somewhere, and I think there are some positives and negatives about it, but 18, which is currently the voting age in the United States, I think that’s not too young.

## Unit 3 Opener

**Interviewer** Tell us about a time when you did something that didn’t end well.

**Andrea** So, I was invited to a party. It was a quinceañera, and I had to look very pretty with a fancy dress. My mom warned me not to wear this set of shoes that were beautiful but looked very uncomfortable. I did, and unfortunately I couldn’t dance all night, they gave me blisters, and it was very painful for about two weeks.

**Interviewer** How did you want to spend the evening?

**Andrea** I wanted to be able to not sit down at all, and I wanted to be rolling on the dance floor, and I couldn’t do that.

**Interviewer** What is “hindsight”?

**Andrea** To me, “hindsight” is the opportunity to reflect.

**Interviewer** Do you think that using hindsight is important?

**Andrea** Absolutely. I think it's always very important to have the opportunity to reflect back on the good or the bad.

### Unit 3

**Interviewer** What do you consider life's little problems to be?

**Andrea** I think sometimes people hold on to emotions for too long, and they tend to overreact instead of just seeing things for what they are. They also don't understand that life is full of choices, and the consequences are the result of those choices.

**Interviewer** Do you go with the flow, or do you blow things out of proportion?

**Andrea** Well, I would say I'm a work in progress. I do check myself a lot to make sure that I'm not blowing things out of proportion, even though it's only human. You know, I try to reflect on the situation and just make sure that I am not overreacting.

**Interviewer** Can you give us an example?

**Andrea** Sure. So I work in a very high-paced environment, and sometimes it's very hard to just leave my, all problems at work. So I'm working very hard to do that. I'm also trying to say no more often without feeling guilty about it.

**Interviewer** You arrive home and realize you've left your house keys on your desk at work. What do you do?

**Andrea** Ah, that's me all the time. I'll probably go back and get them, unless there is somebody with a spare key that is closer to and faster to get to.

**Interviewer** Over lunch, you tell some friends an embarrassing story about your new boss. As you're leaving, you realize she's sitting right behind you. What do you do?

**Andrea** Wow, that's a very bad situation. I would probably just apologize, apologize right there and then. I have to own up to my mistakes and whatever I just did was horrible, so I will apologize.

### Unit 4 Opener

**Interviewer** Tell us about a world famous photograph or painting from history.

**Audrey** Well, my, one of my favorite one is from Leonardo da Vinci, and this is *La Vierge, Sainte Anne et L'Enfant*, which would translate into *The Virgin St Anne and the Child*. I love this painting, especially because of this history I read about it, is that it was offered together with *La Joconde* – the *Mona Lisa* – and with another painting to the king, Francois Premier, at the death of Leonardo Da Vinci. Leonardo Da Vinci was living with the Medici family, which was a very rich family from Italy, from Firenze. But, you know, by the end of his life he was getting old and not that good at painting anymore because he had arthritis. And, so the Medicis were not really nice to him anymore, so he, but Francois

Premier was the king of France, offered him to come to France and to live with him at the Louvre. And Leonardo da Vinci had such a wonderful life that he decided to give his paintings to France.

**Interviewer** Do you like the painting?

**Audrey** Well, I love it. I love it first because it's beautiful, and I love usually the painting with the Virgin and the Child. But also I love it because at the time, I mean, long time ago, at the Louvre you had *Mona Lisa* and on the right side of it, you had *The Virgin, St Anne and the Child*. It was way before *Mona Lisa* went in to this big room where now you have a twenty miles of other paintings and you almost cannot see it. So, everybody was basically gathering around *Mona Lisa*, and I would always look at the one that is on the right side of *Mona Lisa*. And that's part of it, I guess. You know, to go into things which are a little bit more into the light but that can be, in a sense, even more beautiful and speak to you in a different way.

**Interviewer** Can you think of an example of a time when you couldn't see the forest because of all of the trees?

**Audrey** Yes, well actually it's a interesting question because through my work, I do a lot of events, a lot of street art events, you know, against slavery. And every day I basically have to think about all the details, but every day I also have to pull back and think about the big pictures and not be caught only in the details. Because what people remember after is the big picture and the inspiration they got.

### Unit 4

**Interviewer** Do you think it's important to see eye to eye on everything with your friends?

**Audrey** I think it's definitely better, and the conversation is richer when you don't necessarily see eye to eye with your friends. But if there is some disagreement, then you can debate and you can grow in your own thoughts.

**Interviewer** Can you give us an example of when you didn't see eye to eye with a friend?

**Audrey** Well, yes, it happened actually a few days ago. We had a conversation around politics, and today there are a lot of conversations about politics in the U.S. ... and eventually the only way to basically stop the conversation was basically moving forward and moving to a different conversation.

**Interviewer** What were your parents strict about when you were younger? What did they turn a blind eye to?

**Audrey** Well, my parents were not very strict because I think I was a pretty easy-going child, but though they were really teaching me manners. You know, how to behave, how to say hello, how to behave when you are eating and this type of thing. And,





for example, with my own children, I see it a little bit differently because we live in the U.S. and expectations are a little bit different.

## Unit 5 Opener

**Interviewer** Where is the farthest from home you've ever traveled?

**Susanne** I went to China and Thailand, and that's the furthest away from home I've ever been.

**Interviewer** What does "remote" mean to you?

**Susanne** There's a couple of things that come to mind when I think of the word "remote". The first one would be that if something is remote, it's very far away from everything. Probably no streets, no public transportation, maybe no internet. I also, of course, think of the remote control, where you can switch on and off something from far away. Or if you are working remotely, that means you actually don't come in to work, you work from home or you work from somewhere else that's not the office. And if somebody says, "I'm not remotely interested in this," this means you're probably not going to change their mind.

**Interviewer** What movies, books, shows, or real-life stories do you know in which people live in some type of isolation?

**Susanne** There is a book called *Robinson Crusoe* where the protagonist is stranded on a deserted island in the Caribbean and has to survive for a couple of years, until he actually manages to escape. There's also the movie *Castaway* with Tom Hanks, which is a very similar situation to *Robinson Crusoe*.

**Interviewer** Can you think of any other types of people who live in isolation?

**Susanne** Another thing I can think of is nuns and monks that are living in isolation in their monasteries, sometimes even with a vow of silence. And of course writers. Writers are often very isolated in their work, when they have to do their research, and they have to do the actual writing. And scientists. Scientists when they have to go and research, and they're so in their work that they forget everything around them.

**Interviewer** Is their isolation a choice or an accident? How do they handle it?

**Susanne** For the castaways, like Robinson Crusoe and the Tom Hanks character, it's definitely an accident. They are having a very hard time with the isolation. They really get desperate, they miss other humans, they almost ... , some of them are almost trying to end their lives because everything is so horrible without other people around them. With the writers and the scientists, they, you would think they have a choice because, of course, they can just open the door and go outside and interact

with people. Some of them are probably so driven by their talent and by their need to write that even so on the outside they seem to have a choice, on the inside they really just have to get out their craft and commit themselves to it a hundred percent.

**Interviewer** Have you ever isolated yourself voluntarily?

**Susanne** For me to be isolated is very difficult because I'm really social. I love having people around me. But while I was in university there were a lot of times where I just had to study for an exam, and during those times you just hunker down and be by yourself and get all the things you need to know for the tests into your head. So, I have had periods where I was very isolated, and I did not enjoy them so much.

## Unit 5

**Interviewer** Where do you work and who do you work with?

**Susanne** I work in real estate, which means that I have colleagues that are also in real estate, that are real estate agents. We work together in an office. Some of them prefer to work from home. I like to be in the office and talk to everybody. And then you also go out all the time, and you meet with people that want to buy and sell real estate. So you meet with them, you show them around, you look at their real estate, and basically you're talking to people all day long.

**Interviewer** Can you think of a job where people work on their own?

**Susanne** Professions that I can think of that are working by themselves would be writers and also scientists. I think that they work alone out of necessity and of choice. It could be both, but they are probably being more productive if they are by themselves and they can concentrate better.

**Interviewer** Would you like to do those jobs? Why or why not?

**Susanne** For me it would probably not be a perfect profession because I would feel very lonely, and I like for every day to be different. So if I had to sit down all day and write a book, I don't think it would be for me.

**Interviewer** What ways can people who work remotely communicate with their teams?

**Susanne** There is a myriad of ways that people who work remotely can talk to their teams. You can, of course, do it electronically via email, you can do it over the phone, you can do video conferences, Skype, FaceTime, WhatsApp. The possibilities are endless. And it's always better if you see the other person when you communicate because so many things get lost when you just hear the other person, or if you just do an email or a text.

## Unit 6 Opener

- Interviewer** When was the last time you were pleasantly surprised?
- João** I think it was last week when I got upgraded flying back from Portugal. That was awesome.
- Interviewer** Have you ever had an unpleasant surprise?
- João** I actually did. Yesterday my doorman called me when I was at work because I had a leak in my apartment, so the water was flowing downstairs.
- Interviewer** Would you say that you are a spontaneous person?
- João** I like to have good surprises, it's true, so I'm more spontaneous. But at the same time because of work, I tend to have everything planned, so I think it's my nature, just to have everything planned.

## Unit 6

- Interviewer** Tell us about a time when an underdog won something.
- João** I can think about my nephew when he was trying to get to university in Brazil, and he, he was able to get into one of the best one in the country and he comes from a small town, so we didn't really expect that he would make that achievement.
- Interviewer** Have you ever been the underdog?
- João** I think I was, especially coming to work in the States. I didn't manage the language from the beginning, and being able to get to where I got, I think it was a big achievement also.
- Interviewer** Why do you think people cheer for the underdog?
- João** I think you really look at them, and they don't have the same chances that everybody else, and it's more like it's deep in your heart, you have that feeling that you really hope they could do better.
- Interviewer** Why might some people not cheer for the underdog?
- João** I can think of during Carnival in Brazil when you have the big parade, and each one of the people over there, they have their own school to support. Those schools, they are part of the neighborhood. So you're basically part of the neighborhood, and it makes a lot of sense to support your own neighborhood.

## Unit 7 Opener

- Interviewer** How many generations of your family have you met?
- Andrea** So from my mom's side I met up to my great-grandmothers. From my dad's side, only my grandmother, or my grandparents, yeah.
- Interviewer** Is there anything interesting in your family's history?

- Andrea** My grandfather from my dad's side only went to school up to second grade. However, he taught himself many, many subjects. He was a salesman for a book company, and he used to learn all of these books that he sold, and that's how he learned. He talked, he could talk pretty much about anything.
- Interviewer** Who in your family would you like to know more about and why?
- Andrea** So, I never got to meet my grandfather from my mom's side. He died when my mom was really young, so I never got the opportunity to meet him. My mom tells me that he was a loving and great family man, so he will be one person that I would like to know more about.
- Interviewer** Does all of your family come from the same area?
- Andrea** My city is Pereira, and that's where my parents and my grandparents come from. It's a small city in the mountains that produces, it's very big on coffee. Once we came to the United States, a lot of us came when we were really young, so we have moved on to marry people from, like, different backgrounds. So my family here in the United States is very diverse.
- Interviewer** Would you ever be interested in doing a DNA test to learn more about your family history?
- Andrea** Absolutely. I'm always very curious about learning more about my heritage and where I come from so, yeah, that would be a great opportunity.

## Unit 7

- Interviewer** Does your family often get together?
- Andrea** Yes, we do get together a lot. We enjoy family gatherings, and we spend a lot of time together.
- Interviewer** What kinds of occasion usually bring your family together?
- Andrea** Obviously we celebrate holidays, but we also make it a point to celebrate anything, pretty much. We get together for dinners, barbeques, birthdays.
- Interviewer** Do you have any rituals that are unique to Colombia?
- Andrea** So we're very traditional when it comes to, you know, the holidays. There is this particular celebration that Colombians follow that not a lot of any other countries do it, which is el Día de las Velitas. So, it's around the beginning of December where we all go out in the streets and light up candles, and we get together and do fireworks if they're allowed and, you know, it's a family, it's kicking off the holidays for us, and we still do that here in the United States.
- Interviewer** Do you enjoy big family get-togethers?



**Andrea** Yeah, absolutely. I treasure the time I spend with my family. We are a big family, and we always have fun, and I try to also teach my kids that, you know, this is the time that we get to spend with our loved ones. So we're all very big on that.

**Interviewer** Does your family ever visit you in New York for big family get-togethers?

**Andrea** Yes. We, luckily we've had the opportunity that for them to come and visit us, and it's great to have them over. They bring a little bit of our family over the years so, you know, with one of them, we feel like the rest of the family comes and visits. We create great memories, and we always, I mean, it's been 21 years and we feel like we always have a big family and we stay in touch. So it's great to have them over.

## Unit 8 Opener

**Interviewer** Are you easily distracted at work? What kinds of things distract you?

**Eric** I am easily distracted at work. I usually go into this tunnel of cat videos a lot. I'm obsessed with that. And I think that's it.

**Interviewer** What kind of things do you do in order to avoid working?

**Eric** Is my boss gonna see this? Well, hopefully no. So, what I would do is, I would go on the internet and not research whatever it is that I'm supposed to be researching. I would just go on, you know, the newsletters, or pop culture stuff just to read about stuff. Or if I'm trying to figure out, like, random questions like why is the sky blue, it'll pop up in my head, and I would have to Google it or, you know, go through all these things, just random trivia that I need to know for whatever reason.

**Interviewer** What do you do to avoid distractions and stay focused?

**Eric** Hopefully my boss is seeing this part of the video? What I've learned that helps me is just do, like, quicker tasks. Like, doing, completing point A and point B to get to point C. So it's like little tiny milestones to accomplish something, so there is not as like, you don't see the finish line. You don't focus on the finish line, you just focus on, like, the one step at a time situation.

**Interviewer** What other techniques do you know about?

**Eric** Well, some of my friends have said to me that they listen to a lot of classical music while they're doing work. They tell me that it helps them calm down, so they can focus on the task at hand.

## Unit 8

**Interviewer** Describe in your own words what "you have the attention span of a goldfish" means.

**Eric** For me it means that you are easily distracted by whatever it is in your vicinity. It could be, like, a blinking light. It could be a random noise in the background, and it'll just interrupt the task that you're doing at that time.

**Interviewer** In a typical day, what responsibilities demand most of your attention?

**Eric** Usually the tasks that I feel like I'm 100 percent there in presentations, when I'm presenting to a client, because I have to be very descriptive about the work that I'm presenting. But also I have to be very attentive to what the client is asking, or what they're talking about when they talk about the work, just because I wanna feel like I need to absorb everything that they're telling me. And usually in meetings, like, with other of my peers, if there's something that, like, if we're doing a brainstorm of sorts we would talk about the work and see if we can get, like, a common thread of, like, is this meeting going places and stuff like that.

**Interviewer** What tasks do you find most difficult to focus on?

**Eric** Tasks that I find most difficult to focus on is, sometimes they're self-initiated ones, like, just taking that first step to accomplish something. Sometimes I kinda, like, lag, or I feel like it'll take me forever to get to that first step. But as soon as I take that first step, everything is like, smooth sailing.

**Interviewer** Think about the tasks you had intended to do in the last few days at home. Which of them did you concentrate on, and why?

**Eric** So for home I usually tend to bucket these priorities as you have laundry, cleaning the apartment, grocery shopping, and just relaxing watching TV. Usually how I attack these is that whatever needs to be done at a certain time, I'll see them, but the one thing that would trump all of it is, like, if there's no food in the fridge, I can't do any of the other three. So, you know, you can't clean with an empty stomach is, you know, what I think.

**Interviewer** What distractions or interruptions did you have to deal with?

**Eric** Well, my roommate, who I love, and hopefully he sees this, is, sometimes he is very needy when it comes, as soon as he comes in to the apartment. So he likes to talk a lot about his day and, like, all this stuff, and usually if I'm, like, in the zone and, like, doing things, it's hard for me to, like, I'm trying, I'm trying to be as nice as possible, to listen to him and, like, you know, be there for him, but there are some instances where I just wanna, like, just focus on my own things.



**Interviewer** Did you manage to get everything done?  
**Eric** Well, my fridge is full and as I, you know, I watch my TV shows as, like, as I'm eating, but I think I still have some laundry to do. So.

## Unit 9 Opener

**Interviewer** What might be the disadvantages of living in a big city?  
**Audrey** Well, the disadvantage would be that there is maybe a lot of noise, so it's harder to rest.  
**Interviewer** What do you think the advantages are?  
**Audrey** The advantages, there are actually a lot of advantages like being able to see Broadway shows, to go to the museums, to go to the parks, to meet new people. There's always unexpected things happening around you and this is always very exciting.  
**Interviewer** What factors are most important for a good quality of life in the city?  
**Audrey** Well, what is really the most important is to be able to be in a restful area when you need to, and to be able to get the excitement and the movement of the city when you want to.  
**Interviewer** What defines a good quality of life for someone who lives in the suburbs?  
**Audrey** Well, I would say for the suburb is to be able to go to the city whenever you want to, and to have the possibility to have a bigger house to accommodate your family.  
**Interviewer** What about for someone who lives in the countryside?  
**Audrey** And for the countryside, I would say that it's to be really close to the nature and be able to hear the bird and enjoy the beauty of the nature.  
**Interviewer** How does living in Paris compare to living in New York City?  
**Audrey** Well, Paris in a sense is quieter. It's more of a village spirit, where in New York and Manhattan is bigger. So this is, I guess, the most important difference.

## Unit 9

**Interviewer** Do you think you get enough sleep?  
**Audrey** I don't think I really get enough sleep, because I work a lot on all these events, so I sleep probably at midnight and wake up at six thirty. And usually for me, I would need to go to bed around ten thirty, eleven, and up to seven. So those days, I don't.  
**Interviewer** Do you ever try to catch up on lost sleep?  
**Audrey** I do usually over the weekend when I can. I try to catch up on Sunday morning, though my children often have activities on Sunday morning, so it's not easy every time.  
**Interviewer** What do you think is the main reason why people don't get enough sleep?

**Audrey** Well, I think that people, you know, when they go back from work they just want to enjoy their family, to have some quality time, to have a better balance between their work life, you know, and their family life. And because of that, they will basically have a, try to get a longer time at night with the people they love, so they cannot sleep as much as they would.

**Interviewer** What do you understand by FOMO?  
**Audrey** Well, I think that it's true that people have the feeling that they are missing out all the time, again because there is such a workload, a load of information that comes all the time and you can be stressed out to miss any information, whether it's a Facebook post, or an email, or a call, or a text, or a WhatsApp. It's crazy the level of demand that is around you today.  
**Interviewer** How much do you think FOMO is a factor in bad sleeping habits?  
**Audrey** Well, I think that it has a huge impact on the lack of sleep because, again, people feel like they should be not missing out anything so they forget to sleep.  
**Interviewer** They forget to sleep?  
**Audrey** Yes, I think they do. I mean at least I do because, you know, I am caught up in to reading an email or an article or exchanging with someone, and then I realized already one a.m. And I'm all excited when I should not be.  
**Interviewer** Do you think that FOMO is a factor in bad sleeping habits for you?  
**Audrey** Well, for me not really. What is really impacting my sleep is all the work I do and the excitement about the mission that I have with my non-profit, so it's more that that prevents me from sleeping. I'm not really obsessed by Facebook or this type of social media, so I don't think that they really impact my sleep.

## Unit 10 Opener

**Interviewer** Are there any restaurants that serve food from your culture in New York City?  
**Ryoko** Yes, there are many Japanese restaurants in New York City. I feel very few of them are actually authentic. Many of them, I feel, change the way food taste to please the people here.  
**Interviewer** How have they adapted?  
**Ryoko** For example, sushi restaurants in New York City, I notice that many of them just serve rolls. In sushi restaurants in Tokyo you wouldn't see dragon rolls, or California rolls, that's just very different. We will often see things called "nigiri" in rest ... , sushi restaurants in Tokyo. So those are the ways they adapt it here, I think.  
**Interviewer** What are "nigiri"?





- Ryoko** Nigiri is a kind of sushi that has small rice ball on the bottom and raw fish on top.
- Interviewer** “California rolls”?
- Ryoko** So California rolls are a kind of sushi that’s rolled. That has imitation crabs, avocados, cucumbers, seaweed, and sesame seeds outside, sesame seeds outside of the sushi. Actually, I’ve never really seen it in Japan, probably because avocados are very expensive in Japan.
- Interviewer** And “dragon rolls”?
- Ryoko** It’s, again, rolled sushi. I really, really like them. I’m not 100 percent sure what’s inside, but I think it’s shrimp tempura, cucumbers, eel, maybe sometimes avocados inside of the roll.
- Interviewer** Do you cook? If so, have you updated the way you cook since you’ve been in New York?
- Ryoko** Yes, I do cook, and sometimes I cook traditional style, and sometimes I update my recipes.
- Interviewer** What changes do you make to traditional Japanese recipes?
- Ryoko** So, for example, tofu, we eat a lot of it in Japan. The flavor is not the same here in the United States, so I feel the tofu I get here in the U.S. has no taste. So what I have to do to just, you know, to be able to eat, is add some spices, maybe stir fry it, just cook it very differently than how we usually eat in Japan.
- Interviewer** What’s the most noticeable difference between food in New York and in Japan?
- Ryoko** First I came here, I couldn’t believe the size of the hamburgers. I would eat, like, two bites, and eat a couple of fries and I was full. And every time my friends come over they do the same thing. I can eat it all now, but French fries are so much better here.

## Unit 10

- Interviewer** Do you eat more or less meat than you used to?
- Ryoko** I think I eat less meat than I used to, primarily because I’m concerned about environment. Cows releases a lot of gases, and chickens, pigs, any animals actually, they pollute water sources. So I started eat less.
- Interviewer** Can you name any alternative sources of protein? Do you like them?
- Ryoko** So, some of the alternative sources of protein I know are tofu, tempeh, seitan, beans. I think that’s about it. And, for example, soy, they are mostly soy-based, seitan and tempeh, and tofu. I like tofu. I like regular beans, but I don’t like seitan and tempeh, which are also soy-based, because of their texture and the smell.
- Interviewer** Why are alternative sources of protein becoming more common these days?
- Ryoko** I think people are becoming more conscious about the environment. And that’s one of the reasons people eat less meat. Also, people are more

health-conscious, so a lot of people avoid eating red meat all the time. But you can’t eat chicken every day, you are going to get sick of it.

- Interviewer** How would you define a superfood?
- Ryoko** Superfood is something that is packed with nutrition and something good for you.
- Interviewer** Can you give us some examples?
- Ryoko** So I think some of the examples are blueberries, kale, salmon. I like blueberries, I like salmon. Not so much kale. I would eat it only if it’s in the soup when I cannot smell it, and I cannot really taste it.
- Interviewer** Do you think they really are super foods?
- Ryoko** I don’t think so. I think it’s actually better to eat a small amount of regular food from a lot of different sources than eating just a few superfoods.

## Unit 11 Opener

- Unit opener**
- Interviewer** Do you have a favorite color?
- João** My color is blue.
- Interviewer** What are Brazil’s team colors?
- João** That’s easy, that’s yellow and green with a little bit of blue also.
- Interviewer** Think of a group you’re connected to in some way. How do you show your affiliation with the group?
- João** I think an example is a World Cup. We always get to wear yellow and green whenever Brazil is playing. And sometimes we paint our faces also.
- Interviewer** Think of another type of group that you’re connected to. Do you do the same with them?
- João** Yeah, I think so. I think especially in social media. Now on Facebook or Instagram you can put different colors in your profile and that show your support for a social cause or a health cause, and then you see other people doing the same, and you feel that you are part of the same group.

## Unit 11

- Interviewer** What does the color red mean to you?
- João** That would be passion. Roses are red. But it could also mean a stop sign. For status reports, if you see red, it’s not a good thing. But when you see someone with their face red, it could be anger, it could be embarrassment. So yeah, a lot of things.
- Interviewer** What about green?
- João** Let’s just say that everything is on course. We use a lot of green in the status reports at work, and usually green, it’s a good sign.
- Interviewer** Can you tell us an expression in your language that uses color?
- João** Yes, *sorriso amarelo*, which is “yellow smile”. And that means a fake smile or somehow forced.
- Interviewer** Can you tell us another one?

**João** Yeah, *esta tudo azul*, which means, which is “everything is blue.” Different than the States, blue doesn’t mean sad, but it means that everything is all right.

## Unit 12 Opener

### Unit opener

**Interviewer** Can you name some of the important life milestones that many people experience?

**Susanne** First you are born, then you start kindergarten. You start school, then you go to higher school usually. You graduate school. During that time you have your first kiss and your first relationship usually. After school, you choose a profession. You do an apprenticeship or you go to university and get a degree. And then you work in that profession but you also, at the same time probably, find your life partner. You get married, have children, and then maybe you change your profession at one time or another. And at some point you retire, and then your golden years start where you get to travel a lot, hopefully, have grandchildren, enjoy life, and then you die.

**Interviewer** Of the life milestones that you have experienced, which has been the most challenging? Why?

**Susanne** The most challenging life milestone for me has been to find a profession that I really love. I have changed professions a couple of times which, for a German, is very hard because usually the Germans stay in the same profession throughout their whole life. And I am a teacher by training, I did not enjoy teaching. And then I was in book publishing for a while, and now I’m in real estate and I absolutely love it. But it took me a while to find the right profession for me.

**Interviewer** How did you discover your career?

**Susanne** I am a teacher by training, so I have a masters in teaching, and when it came to actually being a teacher, I found out that I absolutely did not even remotely like it, a little bit. And, but I, when I came over here, I figured I should be doing something that’s a little bit at least in line with what my degree is. So I went in to book publishing, which I enjoyed well enough but I didn’t love it. And my husband always told me, “You would be great in real estate, why don’t you just try it?” But at that point I didn’t want to disappoint my parents and do something that is just not in line at all with my degree. Then in 2008, I just said, “This is what I wanna do and I’m just going to do it, and if I follow my nose, then at least I’m gonna, I will have tried it. I will have given it my best shot.” And so I’ve been in real estate now for ten years and I absolutely love it. There’s nothing I can imagine loving more.

**Interviewer** How have you found the experience of moving to another country?

**Susanne** For me, moving to another country has been a big adventure. In my family, everybody lives within four streets in the same area of Munich, and they might go away for a year or two to study, but they always come back and live in that same area. So, it’s definitely been a big adventure for me. I can only recommend it because it gives you the chance to start fresh and to be who you want to be. And keep the things you like and do the others new and fresh. You do need a sense of adventure, you do need to be able to adapt. But I can only recommend it.

## Unit 12

**Interviewer** How well do you deal with change?

**Susanne** Well, I have to say now based on my life, I deal very well with change. I’m surprised that I am dealing as well with change as I have, because in Munich things don’t really change that much, ever. But it’s a much more exciting life, with change.

**Interviewer** What does “If it isn’t broken, don’t fix it” mean?

**Susanne** It means that you’re not supposed to rattle the boat, or you’re not supposed to change course as long as it seems to kind of still be working.

**Interviewer** Is it good advice?

**Susanne** I think this is terrible advice because then nothing is ever going to change. You’re not going to discover new things, and you’re just gonna to keep doing the same old things that might not be working that well anymore. Just because something isn’t broken doesn’t mean it’s great.

**Interviewer** Is it advice you follow?

**Susanne** No, not in this life.

**Interviewer** What advice would you give to someone who’s contemplating a change in their life?

**Susanne** I would say prepare as much as you can, but then just do it. Things are gonna be fine, don’t over-analyze everything. Just be prepared, make sure you know all the laws and all the rules, and you’re gonna be all right.

**Interviewer** What would your life have been like if you had stayed in Germany and not moved to the U.S.?

**Susanne** Well, my life in Germany was not broken. I had a very nice life there, but I think I just always would have felt like my pond is too small. So I don’t think I would have been very happy there. Even though it’s beautiful and my family is lovely and everybody’s great but, for me, I needed the excitement of moving to another country.

