

EVOLVE

SECOND EDITION

VIDEO RESOURCE BOOK

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Drama videos produced by People's TV.

Audio

Audio produced by CityVox, New York.

INTRODUCTION: TO THE TEACHER

VIDEO IN THE WORLD – AND IN THE CLASSROOM

Digital video has made a huge impact on all of our lives, both in the professional sphere and in our free time, because now videos can be made and shared through digital devices incredibly easily. New video genres are created all the time; videos go viral; and we can view videos on our phones, tablets, and laptops anytime. It is second nature now for students to see videos on platforms such as YouTube, social media, or news organizations – we are basically documenting our lives through the moving image. These days we communicate, socialize, do business, and learn, all through the medium of video.

“We are basically
documenting our lives
through the moving image.”

For all these reasons, we expect to see video in our courses, and we expect to teach with video. But why is video so important in the first place?

THE IMPORTANCE OF VIDEO

Video is an immersive and immediate medium, and nearly all learners respond well to its inclusion in class. Younger students, who are used to such visual stimuli from an early age, often find it especially engaging and motivating. Because people connect to visual content more immediately than to written text, video can be a perfect vehicle for fostering critical thinking, intercultural awareness, and other life skills. Similarly, information transmitted by visual media can be more memorable for students, and viewing images can ease the perceived cognitive challenge of learning the language.

DIFFERENT WAYS TO USE VIDEO

When video was first introduced in language classrooms, it was largely exploited in the same way as audio. Students would watch a clip and use it as a model for their spoken output or as a way of acquiring new grammar or vocabulary in context. This can be referred to as using video for **language focus**.

Subsequently, video was employed for other kinds of **skills practice** such as listening. Indeed, answering comprehension questions based on a video transcript has remained a very popular task type to this day. Closed-answer questions (e.g., true/false) may be useful, but including open-ended questions as well offers more opportunities for students to negotiate meaning.

While these are still valuable ways to exploit the form, there are other roles that video can play. For example, focusing on **visual stimuli** can be an interesting alternative. For basic level learners, this could take the form of a simple visual memory test in which students have to recall everything that they saw in the clip or check appropriate boxes. For more advanced learners, students could order the visual images, create a narrative based around them (which they could then role play if necessary), or have discussions or debates on the information in the video. Whatever the task, the idea is that students are engaged only with the visual content. This works well with students who are more visual learners and who often do not respond well to standard language-based tasks. Another advantage of this approach is that students take a more active role rather than passively answering questions.

Focusing on the visual aspect of video material can be very straightforward. For example, you could ask students to watch the clip without sound or subtitles, or freeze-frame a clip and ask students to describe what is going on or hypothesize about what will happen next. Working with “image only” also means that students can create their own dialogues based on body language, for example, and then compare that with the original.

Of course, these pedagogical uses – language focus, skills practice, visual stimuli – are not mutually exclusive. They can be combined easily in a longer task sequence that involves different activities. For example, one possible sequence could start with comprehension work, moving on to active response questions based on the visual elements, and then to a review of key vocabulary items that appear in the clip.

Finally, video can be used as a **resource**. In this case, the focus is purely on the content of the clip, and there is no language agenda. Such an approach is useful for a Content and Language Integrated Learning (CLIL) framework, as well as in a “flipped learning” scenario, where students can watch video material at home and then come prepared to work with it in a subsequent face-to-face class. This use of video has multiple benefits: it can make homework seem attractive, it saves classroom time, and it can allow for more interaction in class.

BUILDING ADDITIONAL SKILLS: VISUAL LITERACY

With our society becoming more dependent on the visual image, it is important to bear in mind the importance of **visual literacy** as a skill to be developed with students. The following is a framework of how this can be incorporated in a practical way into task design.

Essentially, we can view all images from three clear dimensions: **affective**, **compositional**, and **critical**. Affective questions ask students how the video made them feel, if they could identify with a particular character, if the clip was positive or negative in nature, and so on. Compositional questions focus on the cinematic elements that the student can see: for example, how the clip is framed, if there is any text that accompanies the image, and from what point of view the clip was shot. Finally, the critical dimension would focus on questions such as: *What message does the video transmit? Who created it? For whom? For what purpose?*

This three-pronged framework may be helpful when working with any moving images, especially for creating your own questions about videos that you find online and want to use in class.

AUTHENTICITY: THE IMPORTANCE OF LEVEL AND GENRE

Video is generally well received in the classroom, but what kind of material will get the best results? Generally speaking, authentic videos – videos that students might watch themselves – are hugely beneficial to learners because they bridge the gap between the classroom world and students' lives outside of class. However, if you are going to use authentic material, think carefully about how much listening comprehension is required on the students' part. It may well be too challenging in terms of language, length, context, or speed of delivery. If, however, the clip is visually rich and doesn't include too much difficult language, then it could be used for a variety of different purposes and levels. This is what is known as "grading the task, not the text."

Combining authentic material with videos deliberately made for the classroom is a good strategy, though the balance will necessarily vary from level to level. From intermediate level and above, it's a good idea to incorporate more authentic material. At more basic levels, students require the support of more language-controlled videos. A happy medium, or "semi-authentic" material, can also work well. For example, an authentic clip could be used with subtitles or have a new graded voice-over in which more simplified language is used. In this way, students get the exposure to authenticity but in a more accessible format.

It is a good idea to choose topics that engage students' interest, using the types of clips that students might watch themselves outside of class. For example, if your students are older teens, then vlog (video blog) categories such as **how-to videos**, **game walkthroughs**, **unboxing**, **react**, or **challenge** videos are all genres that students would love. These videos could then become good models for your students' own video projects.

ENCOURAGING CREATIVITY: STUDENTS' OWN VIDEOS

There is a good chance that motivation and engagement will increase if students are given the chance to work with video in not just a critical but also a creative way. By creative, we refer to students' creative responses to a clip, but also to actually making their own videos and bringing them to class.

So, when using the video material in EVOLVE, consider ways in which the activities can be expanded upon by getting students to produce their own videos. For example, if an EVOLVE video showed an aspiring YouTube chef, students could respond by using that clip as a model for their own favorite video recipes. This is also an excellent way to encourage group work. Students can collaborate to brainstorm ideas and structure, shoot, and edit the clip, with each learner adopting a different role – scriptwriter, actor, filmmaker, editor, and so on.

Once students have made their videos, it can be beneficial to show the videos in class. This allows for a good deal of discussion, evaluation, and peer learning, as well as a lot of fun!

Students now expect video to play an important role in class, but choosing the video content and deciding how best to exploit it can be tricky even for experienced teachers. I hope that this short introduction has provided you with some useful ideas and support to make the most of video in and outside of class.

Ben Goldstein

ABOUT THE EVOLVE VIDEO RESOURCE eBook

EVOLVE

EVOLVE is a six-level American English course for adults and young adults, taking students from beginner to advanced levels (CEFR A1 to C1). Drawing on insights from language teaching experts and real students, as well as being research informed, EVOLVE is a general English course that gets students speaking with confidence. This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English.

What makes EVOLVE special?

- Peer models and content from real students.
- Bite-sized learning and mobile phone activities for inside and outside the classroom.
- Dedicated speaking lessons based on immersive tasks.
- Integrated teacher development in the Teacher's Edition.

The EVOLVE Video Resource eBook supports the course and brings a fresh context to the language presented in the Student's Book.

THE EVOLVE VIDEO TYPES

The EVOLVE Video Resource eBook offers two types of video to provide contextualized use of the language in the Student's Book and engage students' interest.

DOCUMENTARY

These nonfiction videos use dynamic visuals and level-appropriate voice-over narration to bring target language from the Student's Book to life. They extend the theme in the Student's Book in new directions, allowing students to use and personalize the language they've learned in new contexts. The videos cover a range of thought-provoking nonfiction topics, including travel, human interest, and science. Each video is 2 to 3 minutes long.



DRAMA

These delightful fictional episodes feature a cast of four main characters in relatable situations. The scenarios show clear, natural models for the target language from the Student's Book and provide a view into culture and everyday life in North America. Humorous and compelling storylines enhance student engagement and provide springboards for discussion. Each video is 3 to 5 minutes long.



The EVOLVE Level 4 Video Resource eBook contains 18 videos. The following chart shows which videos correspond to each unit of the Student's Book. There are two videos each for Units 2, 4, 6, 8, 10, and 12.

Student's Book Unit	1	2	3	4	5	6	7	8	9	10	11	12
Documentary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Drama		✓		✓		✓		✓		✓		✓

EVOLVE VIDEO RESOURCE eBook

The EVOLVE Video Resource eBook contains worksheets and embedded video content. The teacher's version also includes teaching notes for each of the 18 videos.

WORKSHEETS

The video worksheets focus learners' attention and enable students to get the most out of their video lesson.

- The *Before you watch* section activates students' schema and previews and reviews key language in the video. It often includes a guessing or prediction task to build students' ability to predict or guess what will happen in the video.
- The *While you watch* section scaffolds and supports student understanding of the video. Learners complete comprehension activities, notice key language, and practice their critical thinking skills.
- In the *After you watch* section, students react to the video content and consolidate the target language with communicative, personalized activities. Students practice their critical thinking skills and connect the video's content to their lives and the world around them.

If you wish to add supplementary tasks, the **timing** of these activities is all-important. Always bear in mind *when* you want the learners to carry them out. As a general rule, establish the purpose of the tasks prior to viewing, but don't overload the students while they are actually watching.

TEACHING NOTES

The teaching notes (two pages) for each video provide clear, step-by-step instructions for teaching with the video and the accompanying worksheets. Answer key boxes for each exercise make checking answers easy. A short paragraph summarizes the video's content, while the **Language summary** provides a list of the topics, functions, grammar, and vocabulary from the Student's Book that are used in the video.

VIDEO SCRIPTS

Full video transcripts in the back of the book can be used for reference or as springboards to your own classroom activities, such as role playing, cloze activities, and language focus tasks.

BEFORE YOU WATCH

A **PAIR WORK** Describe what you see in the photos. Discuss the questions.

- 1 What kind of challenge are the people doing?
- 2 How do you think they prepared for this challenge?
- 3 What do you think their goals are for the challenge?



B **PAIR WORK** Match the phrases (1–7) with the definitions (a–g).

- | | |
|---|-------|
| 1 work towards a goal | _____ |
| 2 set a challenge for yourself | _____ |
| 3 prove something to yourself or other people | _____ |
| 4 set out to do something | _____ |
| 5 raise money for ... | _____ |
| 6 inspire somebody to do something | _____ |
| 7 bring attention to an issue | _____ |
| | |
| a collect money usually for an event, a project, or charity | |
| b begin an activity with a particular aim | |
| c do something to inform other people about a problem | |
| d choose to do something that will be difficult for you | |
| e do actions regularly in order to succeed at something | |
| f show that you are strong, able to do something, etc. | |
| g make someone feel that they want to do and can do something | |

C **PAIR WORK** **PREDICT** You are going to watch a video about challenges. Look at the photos. Predict the challenges that these things will be part of. More than one answer may be possible.



a pumpkin



waves



the Antarctic

WHILE YOU WATCH

- A **PAIR WORK** Watch the video. Were your predictions from exercise C on page 1 correct?
- B **PAIR WORK** What challenges did the people in the video set for themselves? Complete each phrase with a word or a number from the video.



1 walking _____ km a day for a month



2 surfing _____ days of big waves



3 growing the world's _____ pumpkin



4 traveling _____ in the Antarctic

- C Check (✓) the purpose of each person's challenge. There may be more than one purpose.

	Carmela Chillery-Watson	Thiago Costa	Stuart and Ian Paton	Preet Chandi
1 to prove something to other people	✓			
2 to inspire other people				
3 to achieve personal goals				
4 to raise money for something	✓			
5 to bring attention to an issue	✓			
6 to break records				



D PAIR WORK Answer the questions.

- 1 What health problem does Carmela Chillery-Watson have?

- 2 What is Carmela raising money for?

- 3 What does Thiago Costa want to prove?

- 4 What does Thiago want to inspire people to do?

- 5 How long have the Paton brothers been working towards their goal?

- 6 Who may take over the challenge from the Paton brothers?

- 7 How many world records does Preet Chandi have?

E Complete each sentence with one or two words from the video.

- 1 When we are children, life is a _____ of challenges.
- 2 When we set challenges for ourselves, we get the best _____.
- 3 We can use challenges to face our fears and grow more _____.
- 4 Challenges can be fun while testing the _____ of our bodies and science.
- 5 This time, they only broke the British record, but they won't _____.
- 6 After all, _____ is the most important thing.
- 7 What kind of challenge would help you _____ where you want to go?

F PAIR WORK Match the speakers' words (1–4) with the correct meanings (a or b).

- 1 "That's mission accomplished." (Thiago Costa)
 - a What I want to achieve takes a lot of skill.
 - b I've achieved what I wanted to achieve.
- 2 "It's all a bit nerve-wracking really." (a Paton brother)
 - a This challenge makes me nervous.
 - b This challenge is very difficult.
- 3 "There's no such thing as a small adventure." (Preet Chandi)
 - a All adventures are important and worth doing.
 - b Some challenges are too small to be called adventures.
- 4 "Even if you don't make the end point, ... there's beauty in that journey itself." (Preet Chandi)
 - a When nobody understands your message, you should keep going.
 - b Working toward a goal is rewarding even when you fail.

AFTER YOU WATCH

A **GROUP WORK** Discuss the questions.

- 1 Which challenge in the video did you find the most inspiring?
- 2 What impact do you think each challenge had on other people?
- 3 What qualities do you think the people in the video share?
- 4 What do you think the people in the video are doing today?
- 5 How would you answer the video's final question, "What kind of challenge would help you get to where you want to go?"

B **GROUP WORK** Read the descriptions of group challenges. Follow the steps (1–4).

Challenge yourselves today!

- Survive for 72 hours in the wild with only basic equipment.
- Plant 1,000 trees to improve the natural world in your area.
- Cook a 500-person meal for a community using only local ingredients.
- Build the world's largest model of a famous landmark.
- Break the world record for the largest number of people dressed as historical figures.
- Climb the highest mountain in your country to bring attention to the issue of mental health.

- 1 Discuss what you might learn from each challenge and how rewarding it would be.
- 2 Choose the challenge that your group would like to do. It can be one from the list or another idea.
- 3 Plan how you will prepare for the challenge.
- 4 Imagine the problems that might happen during the challenge and discuss how to deal with them.

C **PAIR WORK** Imagine that a journalist is interviewing you about a challenge you took part in in exercise B. Use these questions and then ask some more. Take turns role playing each part.

- What challenge did you set yourself?
- How did you prepare for this challenge?
- How did the challenge go? Did you have any problems?
- What did you set out to do? Did you achieve your goals?
- What did you learn during your challenge?
- What will your next challenge be?

BEFORE YOU WATCH

A Complete the sentences with the words in the box.

plane produce reliable system unity vertical waste

- 1 He is very _____. If he says he'll be there at 6 o'clock, he'll be there at 6 o'clock.
- 2 The _____ beam pointed straight up from the ground.
- 3 The London subway _____ is the oldest in the world.
- 4 A _____ is a flat surface.
- 5 The coach believed that team _____ was the key to success.
- 6 Factories _____ millions of pencils a year.
- 7 Parents often teach their children not to _____ food. They should eat all of the food they take.

B **PAIR WORK** Discuss the question with a partner.

The United Nations (U.N.) estimates that the world will have a total of ten billion people by 2050. How can people meet the increased demand for food supply when there is less and less land for farming?

C **PAIR WORK** **PREDICT** Discuss the questions with a partner. Watch the video to check your answers.

- What is *urban farming*?
- What is *vertical farming*?



WHILE YOU WATCH

A Watch the video. Were your predictions from exercise C on page 5 correct?

B Match the beginnings (1–5) with the endings (a–e) to make sentences.



- | | | |
|---------------------|-------|--|
| 1 A food desert | _____ | a gives people land and teaches farming skills. |
| 2 P-Patch | _____ | b is run by Jim Montgomery. |
| 3 Green Faerie Farm | _____ | c is an area where people cannot easily access healthy food. |
| 4 Vertical farming | _____ | d farms over 100 acres inside the city of Milwaukee. |
| 5 Growing Power | _____ | e grows food on multiple levels. |

C Complete the sentences with the correct farm name.

- 1 _____ is a shared space where local people grow their own food.
- 2 _____ is a training program interested in growing food with less space.
- 3 _____ is a private farm owned and operated by one person.

D Circle the correct answers.

- 1 How many people in the U.S. live in big cities?
 - a more than three-quarters
 - b about half
- 2 What is a food desert?
 - a a place far away from supermarkets and grocery stores
 - b a place where people cannot grow healthy food
- 3 What do P-Patch and Growing Power have in common?
 - a They both give people land.
 - b They both teach farming skills.
- 4 Which farm has animals?
 - a Green Faerie Farm
 - b P-Patch
- 5 How many people does Growing Power feed?
 - a 2,000
 - b 10,000



E Watch the video again and listen for details. Write the words or phrases that mean the following.

- 1 animals that are kept on a farm _____
- 2 to support someone or something so it can continue to exist _____
- 3 the right or opportunity to use or see something _____
- 4 to make someone feel they want to do something _____
- 5 the area behind a house _____

F Complete the sentence from the video with the correct words or phrases. What phrase refers to something that is real and can be touched and sensed?

Will Allen It's important to have a concrete ¹ _____ of this type of food system, which I think is a food system of ² _____ and a food system of the ³ _____.

G Check (✓) the sentences that are true. Correct the false ones.

- ☐ 1 The video describes the effects of food deserts. _____
- ☐ 2 The speakers in the video all are urban farmers. _____
- ☐ 3 P-Patch brings neighbors together. _____
- ☐ 4 Growing Power uses every inch of horizontal space. _____
- ☐ 5 These projects show how big companies can solve food supply problems. _____



H Answer the questions about the video.

- 1 What does Green Faerie Farm do with its waste? _____
- 2 What does Jim Montgomery think urban gardening allows people to do? _____
- 3 What do projects like Growing Power prove? _____
- 4 What does Will Allen think is the best thing Growing Power can do? _____

AFTER YOU WATCH

A **PAIR WORK** Look at the photos. Discuss the questions with a partner.

When something is sustainable, it causes little or no damage to the environment and can continue for an extended period of time. Think about the food supply chain where you live. Where and how was your food grown? Is your local food system sustainable? What are two ways that your local food system can be improved?



B **PAIR WORK** Discuss the questions with a partner. Give reasons for your answers.

- Do you think urban farming is a good answer to food supply problems?
- Which method of growing food do you think is best: growing for yourself, growing with your neighbors, or using space to make a farm inside a city?
- Would urban farming work in your hometown?

C **PAIR WORK** With your partner, design two solutions to the problem of food supply. What can ordinary people do to help? What can the government do?

BEFORE YOU WATCH

A **PAIR WORK** Complete the sentences with the words in the box.

anxiety asset attraction bring in connection
iconic loyal mental health

- 1 When people hear the word Paris, they think of its _____ buildings, for example, the Eiffel Tower.
- 2 A clean and safe public transportation system is a great _____ for any city.
- 3 Outdoor events in the parks _____ a lot of money for the city.
- 4 The beautiful buildings of the old town are a world-famous tourist _____.
- 5 Many people feel a personal _____ to the city where they grew up.
- 6 Sports fans are often _____ to a team from their city.
- 7 Parks and green spaces in a city help improve people's _____.
- 8 Loud traffic and crowded streets can cause _____ for some visitors to cities.

B **PAIR WORK** What features are assets to a city, e.g., a port, a bridge, a castle? Make a list.



C Discuss the value of the assets you listed in exercise B for the residents of a city.

Think about:

- economic value
- health and wellbeing
- lifestyle
- aesthetic value (value of how something looks)
- local pride and identity

D **PAIR WORK** **PREDICT** You will watch a video called *The Art of the Underground*. What could this video be about? Predict two or three different ideas.

WHILE YOU WATCH

A **PAIR WORK** Watch the video. Were any of your predictions from exercise D on page 9 correct?

B **PAIR WORK** Check the correct option to complete the main idea of this video.

The London Underground is an asset to Londoners, and one artist

- ☐ is making a lot of money from painting pictures of it.
- ☐ spends all day painting on Underground trains.
- ☐ is creating paintings of every Underground station.

C **PAIR WORK** Check (✓) the sentences that are true. Correct the false ones.

- ☐ 1 The Underground is important for Londoners in different ways.

- ☐ 2 Being close to an Underground station reduces the value of a home.

- ☐ 3 Darren likes different Underground stations for different reasons.

- ☐ 4 People buy Darren's paintings because the buildings are beautiful.

- ☐ 5 Painting often makes Darren feel anxious.

- ☐ 6 Darren will complete his challenge soon.

D Complete the sentences with the numbers in the box.

2.7 3 10 100 272 500 3 million

- 1 More than _____ passengers use the Underground every day.
- 2 The London Underground makes £ _____ billion or more than \$ _____ billion in ticket sales each year.
- 3 Your home can be worth _____ percent more if it is less than _____ meters from an Underground Station.
- 4 There are _____ London Underground stations.
- 5 Darren's paintings sell for less than £ _____ each.



E PAIR WORK Match the sentences (1–6) with the photos from the video (a–f). Think about the meaning of the words in bold.

- 1 I thought Chiswick Park was beautiful inside and out, with all these **sweeping curves**. _____
- 2 Russell Square has a beautiful **platform**. _____
- 3 I also like the **boring and mundane**. I like this assistance booth at Stonebridge Park. _____
- 4 I go somewhere like Highgate and draw a lot of **greenery**. _____
- 5 Blackhorse Road is **not the most attractive** station building. _____
- 6 I think I would **give this 8 out of 10**. _____



F Complete the summary with the words in the box. There are three extra items.

annoying	attractions	bank balance	mental health	online
personal connection	photographs	souvenirs	valuable	

The London Underground is very ¹ _____ to Londoners. It connects their homes to offices, schools, shops, and London's ² _____. Tourists and Londoners enjoy having ³ _____ of the London Underground. Artist, Darren Hayman, has challenged himself to paint all of London's Underground stations. He sells his paintings ⁴ _____. He says they are bought by Londoners who have a ⁵ _____ to a station. The main aim of Darren's painting isn't to make money. He finds it helps his ⁶ _____.

G PAIR WORK Read this extract from the video. What does it mean? Check (✓) the correct answer.

London wouldn't be London without its iconic Underground system.

- ☐ If the Underground was less attractive, people would not use it.
- ☐ The Underground is an important part of London's character.
- ☐ London would have problems if it didn't have the Underground.

AFTER YOU WATCH

A **GROUP WORK** Discuss the questions.

- What are the ways the London Underground is valuable to Londoners?
- What do you think makes the London Underground iconic?
- Which assets of your country might inspire a project like Darren Hayman's?
- What are the ways painting is valuable to Darren Hayman?
- What activities are good for your mental health? How do they help?

B **GROUP WORK** Complete the table individually with places in your town or city. Then tell your group about your personal connection to each place.

A place that is part of your daily journey	
A green space you often visit	
A place you go to for a break	
A favorite place where you eat or drink	
A building or landscape feature that you love	

C **PAIR WORK** Plan an art project to represent a town or city that you know well. Present your ideas.

- 1 Choose four of the most iconic and valuable features of your town or city.
- 2 Explain why these places/features represent your town or city well.
- 3 Decide who you would invite to create the art.
- 4 Discuss the value of having an exhibition of this art for the city.
- 5 Decide where you would exhibit or sell the art.



BEFORE YOU WATCH

A **PAIR WORK** Look at the photos. What do you think is causing these things to happen?



B Match the words (1–8) with the definitions (a–h).

- 1 act _____
- 2 action _____
- 3 campaign _____
- 4 climate change _____
- 5 convince _____
- 6 monument _____
- 7 urgent _____
- 8 World Wildlife Fund _____

- a an old building or place that is an important part of a country's history
- b changes in the world's weather believed to be caused by human activity increasing the level of carbon dioxide in the atmosphere
- c needing attention very soon, especially before anything else
- d to do something
- e an organization that deals with wildlife conservation and endangered species
- f something that you do
- g to persuade someone or make someone certain
- h a group of activities that are planned to get a result

C **PAIR WORK** Read the opinions. Do you agree or disagree? Discuss with a partner.

- Most people understand problems in the world, like climate change.
- To make a difference in the world, everybody needs to take action.
- Advertising campaigns could help change the world.



WHILE YOU WATCH

A Watch the video and circle the correct answers.



- 1 The World Wildlife Fund discovered something *interesting* / *frightening* about the environment.
- 2 People will *damage* / *improve* the planet if they don't find better ways to travel and eat.
- 3 There *is* / *isn't* an urgent need to act on climate change.
- 4 The World Wildlife Fund hired an exciting *advertising* / *real estate* agency.
- 5 How do you *convince* / *discourage* somebody that they have the ability to change the world?
- 6 If people could see *big* / *small* changes, they might be able to imagine the bigger results.

B Check (✓) the sentences that are true. Correct the false ones.

- ☐ 1 Earth Hour has grown since it started in 2004.

- ☐ 2 Earth Hour is an event that happens in April.

- ☐ 3 People spend 60 minutes doing something for the environment.

- ☐ 4 Earth Hour is called a closed-source campaign.

- ☐ 5 Fewer people around the world have started to see the effects of climate change.

- ☐ 6 Four hundred globally known monuments are switched off for Earth Hour.

- ☐ 7 Millions of people go viral online.

C Match the beginnings (1–7) with the endings (a–g) to make correct statements about the video. Which statement is not a speculation?

- | | | |
|---|-------|---|
| 1 One in six species | _____ | a might be able to imagine the bigger results. |
| 2 The World Wildlife Fund thought that climate change | _____ | b might be too big of a problem for people to understand. |
| 3 If people are excited by what they see and do, they are | _____ | c might not be much. |
| 4 The World Wildlife Fund's name and logo | _____ | d could be affected by climate change. |
| 5 If people could see changes themselves, then they | _____ | e could change the world. |
| 6 One hour a year for Earth Hour | _____ | f can be used by anyone. |
| 7 Earth Hour may become one campaign that really | _____ | g more likely to make good choices for the environment. |

D Read the statements below. Check (✓) the one that best summarizes the main idea of the video.



- ☐ Earth's climate has changed over time.
- ☐ Earth Hour is easy to take part in.
- ☐ The Earth Hour campaign could help change the world.

E Complete the sentences with the words in the box.

become continued interested know made started

Earth Hour has ¹ _____ to grow. The effects of climate change have
² _____ clearer. More people around the world have ³ _____
 to see them in their own communities. Now that more people ⁴ _____ about
 the problem, more people are ⁵ _____ in making sure serious changes are
⁶ _____.

AFTER YOU WATCH

- A** Answer the question. Then share your answer with a partner.

In the video, one speaker says there is a chance for all of us to say clearly to government, "Come on, we need action – real actions." What actions could the government in your home country take?

- B** **PAIR WORK** Look at the photo. With a partner, discuss why it is important to turn off the lights on monuments such as the Eiffel Tower.



- C** **GROUP WORK** In small groups, make a list of things you would do that might make Earth Hour fun.



- D** **PAIR WORK** Look at the photos. Write down an idea for a campaign that could help the Earth by changing the way we do things every day.



1



2

BEFORE YOU WATCH

A **PAIR WORK** Match the words in bold in the sentences (1–8) with their definitions (a–h).

- 1 What were your **impressions** of her when you interviewed her? _____
- 2 The **editor** told the journalist to check their facts. _____
- 3 The newspaper won an award for its **investigative journalism**. _____
- 4 The **conditions** in the prison were good. _____
- 5 Newspapers often report on **social issues**. _____
- 6 The news report **led to** problems for the company. _____
- 7 What is the usual **path into** a career as a journalist? _____
- 8 It's sometimes dangerous for journalists to **go undercover**. _____

- a problems that affect many people in a society, such as quality of life
- b safety, food, rules, and treatment by others in a particular situation
- c in-depth reporting that tries to discover hidden information of public interest
- d a person who is in charge of a newspaper or magazine, or of its writers
- e resulted in
- f a possible way to begin a career in a particular field
- g pretend to be someone else in order to secretly find out information
- h an idea or opinion of what something or someone is like

B **GROUP WORK** Discuss the questions.

- 1 What kinds of information can investigative journalism reveal?
- 2 Why can it be dangerous for journalists to go undercover?
- 3 What do you think the usual path into a career as a journalist is today?
- 4 What social issues are in the news today?

C **PAIR WORK** **PREDICT** Look at the photos from the video. How long ago do you think they were taken? Why do you think this woman was unusual for her time?

Nellie Bly, journalist

WHILE YOU WATCH

A **PAIR WORK** Watch the video. Were your predictions from exercise C on page 17 correct?

B Put the events (a–h) in order from 1 (the earliest) to 8 (the most recent).

- _____ a Nellie Bly was inspired by a book.
- _____ b Nellie Bly wrote a letter to a newspaper.
- _____ c Nellie Bly went undercover in a hospital.
- _____ d Nellie Bly went to work in New York City.
- _____ e Nellie Bly got her first job as a journalist.
- _____ f Nellie Bly reported from countries across Asia.
- _____ g Nellie Bly set off on a journey around the world.
- _____ h Nellie Bly's travels inspired songs and games.

C **Circle** the correct answers.

- 1 Why did the editor of a Pittsburgh newspaper offer Bly a job?
 - a She was angry with him.
 - b Her writing impressed him.
 - c He owed her money.
- 2 What subjects did Bly write about in Pittsburgh?
 - a working conditions in factories
 - b fashion and gardening
 - c travel and international politics
- 3 How did Bly first become famous?
 - a She traveled around the world.
 - b She reported from Mexico.
 - c She worked undercover.
- 4 When people read her reports from the hospital they were
 - a shocked
 - b interested
 - c satisfied
- 5 What happened after Bly's work at the hospital?
 - a The hospital closed.
 - b Nothing changed.
 - c The conditions improved.



D PAIR WORK Check (✓) the sentences that are true. Correct the false ones.

☐ 1 Pulitzer came up with the idea for Nellie Bly to travel around the world.

☐ 2 Bly's editors thought she would take a lot of luggage on her journey.

☐ 3 Bly took a lot of luggage on her journey around the world.

☐ 4 Bly met the author, Jules Verne, in France.

☐ 5 Bly always traveled by ship.

☐ 6 Bly had to leave her pet monkey in Singapore.

☐ 7 Hundreds of thousands of people read about Bly's journey.

☐ 8 Bly retired after her journey.

E PAIR WORK Complete the numbers from Nellie Bly's life story.

1 the late _____ – the period when Nellie Bly became world famous

2 _____ years old – the age when Nellie Bly became a journalist

3 _____ days – the length of time Nellie Bly spent undercover in a hospital

4 _____ years old – the age when Nellie Bly had the idea for a new kind of story

5 fewer than _____ days – Nellie Bly's goal for traveling around the world

6 _____ days, _____ hours, _____ minutes, and _____ seconds – the time it actually took Nellie Bly to travel around the world

7 _____ – the year that Nellie Bly died

F Choose the correct options to complete the description of Nellie Bly's career.

In the 1800s, women were not ¹ *allowed / expected* to have a career, but Nellie Bly became ² *an entertaining / a serious* journalist. Bly wanted to write about the ³ *social / international* issues of the day. Her undercover work in a New York mental health hospital was one of the first examples of ⁴ *investigative / detective* journalism. Bly is also well-known for her race around the world, inspired by Jules Verne's ⁵ *article / novel* *Around the World in Eighty Days*. Bly's work created a path into journalism for women. Today, there are journalism ⁶ *awards / schools* as well as ⁷ *an exhibition / a monument* in honor of her achievements.

GLOSSARY

adopt (v) to take an animal from a place and keep it as your pet

in someone's honor (phr) because of the respect you have for a person

the mentally ill (n) an out-of-date term for people who are living with a mental health problem

AFTER YOU WATCH

A **GROUP WORK** Discuss the questions.

- Why do you think Nellie Bly wanted to become a journalist?
- How would you describe Nellie Bly's character?
- What do you think were the biggest challenges of Bly's career? Are they still challenges today? Why or why not?
- Would you say that Nellie Bly changed the world? Why or why not?
- If Nellie Bly were alive today, what issues do you think she would report on?

B **PAIR WORK** Imagine Nellie Bly is alive today and is taking part in a Question and Answer (Q&A) session at a modern journalism class.

Student A: You are a student. Look at the points below and write questions to ask Nellie.

Student B: You are Nellie Bly. Look at the points below and prepare answers to the questions you think Student A will ask.

With your partner, do the Q&A.

- how Bly first got into journalism
- what Bly was going to do in Mexico
- the time Bly went undercover in the hospital
- what Bly was going to do on a journey around the world
- Bly's feelings during these events
- Bly's feelings about what journalists should aim to do in their work

C **GROUP WORK** What is your opinion about this statement? Discuss your ideas and share them with the class.

Journalism is as important today as it has ever been. Investigative journalists are "watchdogs" who warn us of wrongdoing and problems at every level of society.



BEFORE YOU WATCH

A Complete the text with the words in the box.

chessboard	club	game
move	pieces	rook

Chess is very popular in many countries. Players start with 16 ¹ _____ each. These have different names, including king, queen, and ² _____. Players arrange them on their side of the ³ _____ in a certain order. They then ⁴ _____ the pieces in a particular way. The main goal of the ⁵ _____ is to remove the other player's king—this is called "checkmate." People of all ages play chess. Many young people learn to play at school or in a ⁶ _____, where you can play for fun or even take part in tournaments.

B **PAIR WORK** Which three words from exercise A are in the photo? Write the words in the correct place on the photo.



C **PAIR WORK** **PREDICT** Discuss the questions. Then look at the photo, the text in exercise A, and the new vocabulary on this page. What do you think this video will be about?

- 1 In what places or contexts can you play chess?
- 2 What are two situations where chess is used to learn other skills? What kind of skills?
- 3 Why is chess sometimes called "more than a game"?

GLOSSARY

a plus (n) an advantage or a good feature

develop strategies (v) think of a plan or approach to achieve something

abstractly (adv) in a general way, not based on particular examples

know your limits (v) know the level that you feel you cannot go past

WHILE YOU WATCH

A Watch the video. What is it about? Were your predictions from exercise C on page 21 correct?

B Circle the correct answers.

- 1 Chess is becoming increasingly popular ...
 - a online.
 - b online and offline
- 2 The teenagers with autism are playing chess ...
 - a at a medical educational institute.
 - b at their local school.
- 3 Becoming the chess pieces allows the teenagers ...
 - a to make friends in a fun way.
 - b to think about possible chess moves.
- 4 The kids enjoy playing chess in this way and it ...
 - a develops their social skills.
 - b helps them speak more easily.
- 5 Juan Copa set up his club in El Alto ...
 - a ten years ago.
 - b 20 years ago.
- 6 The kids' parents are ...
 - a very pleased with the chess club.
 - b happy their children like chess.
- 7 Juan believes that he has taught the kids ...
 - a to be more sensitive.
 - b to act sensibly.
- 8 One of the most important skills that the kids in El Alto learn is ...
 - a knowing your limits and being patient.
 - b being proud of your achievements.



C Complete what each person says about playing chess.

Jean-François Porcher

The giant chessboard is a ¹ _____ because they have difficulties thinking abstractly. It allows them to ² _____ the pieces and ask ... where can I go?



Maxim

It's true that at the beginning of the year, when I was starting to learn, I was a little ³ _____ of how it was going to go. But now, after several months of playing chess, I'm getting better and better at concentrating and developing ⁴ _____.



Boy

The most ⁵ _____ part is losing, because when I lose, I sometimes get ⁶ _____. After that, I sometimes don't want to play.



Parent

He has ⁷ _____ a lot since they started playing. Now he is more able to ⁹ _____ the things that he can do and things he can't do.



D Check (✓) the best summary of the video.

- ☐ 1 Playing chess teaches kids many other useful life skills.
- ☐ 2 Teaching kids to play chess is hard but it is always rewarding.
- ☐ 3 Kids can learn to play chess without a teacher and become more responsible.

AFTER YOU WATCH

A **PAIR WORK** Think about the video. Discuss the questions.

- What did you learn about chess from the video?
- Have you ever played chess? What do you like and not like about the game?
- Do you agree that chess helps us develop life skills? Why or why not?

B **PAIR WORK** What life skills can chess teach children? Use words in the box to make sentences.

adapt	anticipate	confidence	consequences	critical thinking
know limits	opponent	situations	strategy	

It can teach children how to anticipate situations.

C **GROUP WORK** **CRITICAL THINKING** Discuss the questions.

- Is playing chess online different from playing the game face to face? Why?
- Do humans bring unique skills to the game? If so, which ones?
- Could an AI that imitates human decision-making change how we play chess? Would this be good or bad? Why?



BEFORE YOU WATCH

A **PAIR WORK** Match the words (1–8) with the definitions (a–h).

- | | | |
|---------------|-------|--|
| 1 exhibition | _____ | a a type or version of a product with specific features and functions |
| 2 keyboard | _____ | b show something where people can see it, perhaps in a gallery |
| 3 model | _____ | c things that are made, such as art, writing, or inventions |
| 4 display | _____ | d machines or systems that use electricity to work, like computers or TVs |
| 5 creations | _____ | e an item used for typing on a computer or phone |
| 6 electronics | _____ | f a piece of equipment made for a specific purpose, often electronic, like a phone or tablet |
| 7 tapestry | _____ | g a show of art, inventions, products, or skills for public viewing |
| 8 device | _____ | h a thick piece of fabric with picture designs woven into it, often used for decoration |

B **PAIR WORK** The eight words in exercise A belong to two vocabulary sets: phones and art. Which items belong to each set?

C Complete the texts with the eight words from exercise A.

- 1 I went to an exciting ¹_____ the other day. There were all kinds of amazing ²_____ there. My favorite piece was a beautiful ³_____ made from wool. The event was held in a new gallery downtown where they ⁴_____ really interesting art.
- 2 I'm not usually a big fan of ⁵_____ but I have a brand-new phone; in fact, it's the latest ⁶_____. Why do I like it? Well, the ⁷_____ is well designed and the letters and numbers are much bigger so I can send messages easily. I don't need any other ⁸_____ now!

D **PREDICT** Look at the photo. You are going to watch a video about phones. What do you think the connection between phones and art will be?

WHILE YOU WATCH

A Watch the video. What is it about? Was your prediction from exercise D on page 25 correct?

B Check (✓) the sentences that are true. Correct the false ones.

- ☐ 1 There is so much e-waste these days because a lot of people have more than one phone.

- ☐ 2 There is a problem of e-waste in Ivory Coast because the country receives a lot of used phones.

- ☐ 3 Not all of these used phones work, so they end up as e-waste.

- ☐ 4 Koffi, the artist, uses the whole phone in his art.

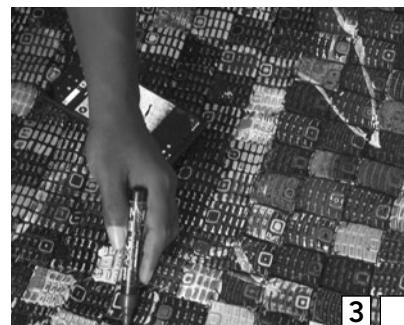
- ☐ 5 He creates tapestries by sewing the old phones' keyboards together.

- ☐ 6 With his art, Koffi helps to persuade phone companies to change their policies.

- ☐ 7 The money Koffi earns from his art goes to local charities.

- ☐ 8 Koffi's art means that fewer new phones will be sold in Ivory Coast.

C Match the images from the video (1–3) with the captions (A–D). There is one extra caption.



A The artist goes to the recycling center to find old phones.

B Koffi draws the design on the keyboard tapestry.

C The keyboards are sewn together.

D He displays the finished art in a gallery.

GLOSSARY

landfill site (*n*) a place where waste material is buried underground

raise awareness (*v*) increase understanding of an issue

sack (*n*) a large bag used for storing or carrying things

sketch (*v*) draw a quick, simple picture of a subject

so-called (*adj*) used negatively to say that a name does not suit the person or thing it belongs to

D Watch the video again. Circle the words you hear. You may hear a different form of the correct word.

- 1 Technology *pulls* / *pushes* us to buy new phones all the time.
- 2 E-waste is a *viable* / *visible* problem in Ivory Coast.
- 3 Phones that don't work there can end up in *landfill* / *land* sites.
- 4 Koffi's art *places* / *puts* some of this waste to good use.
- 5 Koffi *sews* / *sketches* his ideas onto the keyboard tapestry.
- 6 He displays his art to help *spread the message* / *communicate* about e-waste.

E Complete the quotations with the correct preposition or adverb in the box. One preposition is used twice.

about around away even for into of to with



Mounou Désiré Koffi, artist from Ivory Coast

"I think just the act ¹ _____ collecting old phones and breathing new life ² _____ so-called waste, people say ³ _____ themselves, "Ah-ha!" In fact, these things that have been thrown ⁴ _____, that don't work anymore, can be made ⁵ _____ something new."



Christine Tsala, artist from Cameroon

"Doing something useful ⁶ _____ humanity is always encouraging and making it pretty and raising awareness is ⁷ _____ better."

Narrator

"As we continue to buy ⁸ _____ 1.5 billion phones every year worldwide, Koffi's art is a reminder to think ⁹ _____ what we do ¹⁰ _____ our old devices."

F **PAIR WORK** Check (✓) the statement that best summarizes the video. Give reasons with information from the video.

- 1 When we buy a new phone and throw away the old, we don't stop to think about what could happen to the old one. This video gives us an insight into that.
- 2 We can learn an important lesson from Koffi's work: we should create art with our old phones or other devices.
- 3 This video's message is that we need to stop upgrading our phones so often and be happy with what we have got already.

AFTER YOU WATCH

A **PAIR WORK** Think about the video and discuss the questions.

- Did you discover anything surprising about phones from the video? If so, what?
- What is the video's main message about the life of a phone?
- Do you think that the same ideas expressed here could apply to other electronic devices? Why or why not?

B **GROUP WORK** What other things could we do with the electronic devices that we throw away? Look at the ideas below. Which is the best? Why?

- reuse / repurpose them in a different way (e.g. make jewelry)
- sell them or trade them in for credit towards a new purchase
- take them to local e-waste recycling centers
- donate them to charities, local organizations, or online sites

C **PAIR WORK** What do you need to consider before donating or selling your old electronic device? Make a list of ideas on your own. Then compare with a partner.

D **GROUP WORK** Research other artists who have used waste materials to create works of art or other inventive projects. Report your findings to the class. How is the message of their art like, or not like, that of Koffi's work?

"A good example is El Anatsui, an artist from Ghana who displays his work all over the world. He uses recyclable materials such as wood, bottle caps, and printed labels."



Earth's Skin by El Anatsui

BEFORE YOU WATCH

A Complete the sentences with the words in the box.

burned out business plan crisis fixed permanent running

- 1 A great time of disagreement, confusion, or suffering is known as a _____.
- 2 When someone is _____ from working too hard, they feel tired or very ill.
- 3 _____ a business means "the management or operation of it."
- 4 A _____ work schedule is arranged or decided already and is not able to be changed.
- 5 A _____ is detailed and describes the future plans for a company.
- 6 When something is _____, it lasts for a long time or forever.

B **PAIR WORK** Answer the questions and discuss your answers with a partner. Give reasons for your answers.



- 1 If you could start your own business, would you do it?
- 2 If you had no time for a family life, would you quit your job?
- 3 If you could choose your own hours at work, would you work 9 a.m. to 5 p.m.?
- 4 What do you think makes people happy or unhappy with their work?

C **PREDICT** Look at the photo. What is the woman doing? What do you think the video is about?



WHILE YOU WATCH

A Watch the video. What is it about? Was your prediction from exercise C on page 29 correct?

B Circle the correct words to complete the sentences.

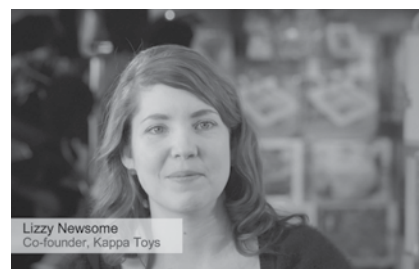
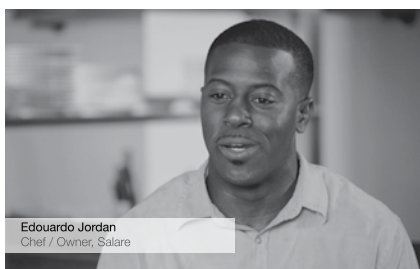


- 1 People spend most of their time and energy _____.
a at work b at home
- 2 Many people are happy working 9 to 5 for _____.
a themselves b someone else
- 3 Edouardo Jordan's _____ was always about opening his own restaurant.
a fear b goal
- 4 The amount of stress made Nikki Closser _____ at her job.
a worse b better
- 5 For Nikki, the decision to own her own business made her life _____.
a harder b easier
- 6 Lizzy Newsome made the _____ decision to move her business to a new place.
a wrong b right

C Match the questions (1–6) with the answers (a–f).

- | | |
|--|-----------------------------|
| 1 What did Edouardo choose from the moment he started his career? _____ | a work |
| 2 What was Edouardo writing while working for others? _____ | b an opportunity |
| 3 What did Nikki have for a long time? _____ | c a fixed schedule |
| 4 What was Nikki taking home with her? _____ | d a hard and busy lifestyle |
| 5 What did Lizzy and her husband not expect when running their own business? _____ | e a business plan |
| 6 What came to Lizzy and her husband after the financial crisis in 2008? _____ | f a lot of changes |

- D** Look at the quotes from the interviewees in the video. Who is speaking? Write *E* (Edouardo), *N* (Nikki), or *L* (Lizzy).



- 1 I went to school for it, and then just decided I was done. _____
- 2 When I want to do something, I go do it. _____
- 3 We knew that Las Vegas needed a toy store. _____
- 4 I was burned out. _____
- 5 I was always thinking about opening my own restaurant; that was my goal. _____
- 6 We picked up everything we had; we sold the house. _____
- 7 I knew that wasn't fair to them, and it wasn't fair to me, either. _____

- E** Watch the video. Complete the sentences with the words in the box. Some words will not be used.

choices common decisions dreamed of lead own wish

Lizzy, Nikki, and Edouardo have made very different ¹ _____ but have one thing in ² _____: Starting their ³ _____ business has allowed them to ⁴ _____ the lives they've always ⁵ _____.

- F** **PAIR WORK** Who made a career choice when it came to running their own business? What about a lifestyle choice? Write *Edouardo*, *Nikki*, or *Lizzy* in the correct column and then give one reason why the person might have made this choice.

Career choice	Lifestyle choice
Name:	Name:
Reason:	Reason:
	Name:
	Reason:

- G** Read the statements below. Check (✓) the one that best summarizes the main idea of the video.

- ☐ Work is an extremely important part of our lives.
- ☐ Starting your own business is not just a career choice. It's a lifestyle choice.
- ☐ Some people choose to start their own business.



AFTER YOU WATCH

A **PAIR WORK** Discuss the questions with a partner. Give reasons for your choices.

- If you were Edouardo, would you start your own restaurant?
- If you were a social worker like Nikki, would you start your own photography business?
- If you were Lizzy, would you move to a different state and start all over again?

B Look at the list of what makes people happy in their jobs. Put the items in order from what would make you most happy (1) to least happy (5) at a job. Discuss your reasons with a partner.

- doing a variety of tasks _____
- being paid well _____
- having flexibility with days and hours _____
- having a good boss _____
- working close to home _____

C **GROUP WORK** Look at the photos. If you were working at this job for a long time, what business could you start? What things could you learn in these jobs that would help you run a successful business?



1 _____



2 _____



3 _____

BEFORE YOU WATCH

A **PAIR WORK** Complete the sentences with the word(s) in the box.

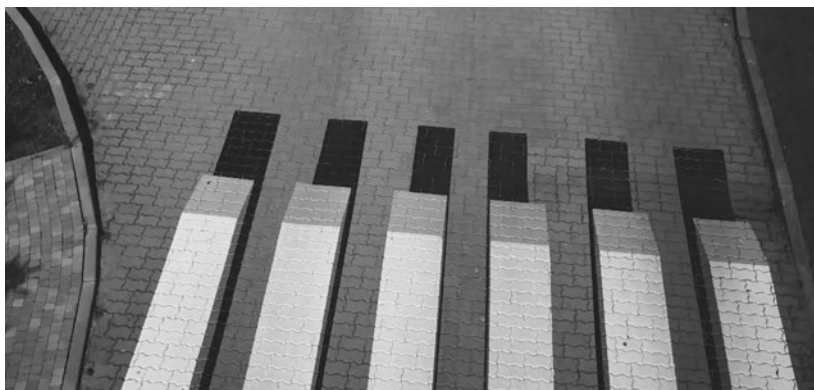
crosswalk	distractions	drivers	pedestrians	protection
slow down	speed	traffic light		

- 1 Always use the _____ when you want to get to the other side of the road safely.
- 2 That _____ turns red quickly, so there's always a terrible traffic jam there.
- 3 It's important for _____ to look both ways before crossing the street.
- 4 Some _____ don't respect the rules and drive too fast near schools.
- 5 A helmet offers good _____ for cyclists in case of accidents, but many people don't wear them.
- 6 The police will stop you if you _____ in a residential area.
- 7 The sign warns cars to _____ because children play nearby.
- 8 When you're driving you need to be free of _____ and focus on the road.

B **PAIR WORK** Which two things from exercise A can you see in each photo?



C **PAIR WORK** **PREDICT** Look at the photo and answer the questions. Then look at all the photos and vocabulary on this page and make a prediction. What will the video be about?



- 1 What can you see in the photo?
- 2 How is it different from most crosswalks?
- 3 Why did the Polish design this kind of crosswalk?

WHILE YOU WATCH

- A **PAIR WORK** Watch the video. What is it about? Were your predictions from exercise C on page 33 correct?
- B **Circle** the correct answers.



- 1 According to the video, when cars first appeared ...
 - a crossing guards made it impossible to cross the road.
 - b no one knew the best way for people to cross a road.
- 2 The first crossings consisted of shiny metal blocks on the road with ...
 - a painted white arrows.
 - b black and white stripes.
- 3 So-called "zebra" crossings became familiar sights around the world because ...
 - a many included traffic lights.
 - b they were easier to see.
- 4 "Toucan" crossings were named *toucan* because ...
 - a two people could cross at the same time.
 - b they were for people cycling and walking.
- 5 Phones are a great distraction for ...
 - a pedestrians.
 - b pedestrians and drivers.
- 6 South Korea uses lights at zebra crossings that are ...
 - a inserted into the ground.
 - b inserted near the crossing.
- 7 Despite all the advances, it is always a good idea ...
 - a to not cross the road while on your phone.
 - b to look both ways when you cross the road.

GLOSSARY

block (n) a solid, straight-sided piece of hard material

be glued to (v) be unable to stop watching or looking at something

optical illusion (phr) an image that you seem to see but isn't really there

C **PAIR WORK** Check (✓) the best summary of the part on Poland in the video.

- ☐ 1 In Poland, a 3D crosswalk was created to stop traffic. It looks like a barrier across the road. The illusion makes drivers stop and is not dangerous.
- ☐ 2 In Poland, a 3D crosswalk was created to slow down traffic. It looks like it is hanging in the air. The illusion makes drivers more cautious and is not dangerous.

D Match the first word (1–6) with the second word (a–f) to create expressions used in the video.



- | | | |
|---------------|-------|------------|
| 1 pedestrian | _____ | a rule |
| 2 optical | _____ | b screen |
| 3 phone | _____ | c areas |
| 4 familiar | _____ | d crossing |
| 5 important | _____ | e part |
| 6 residential | _____ | f illusion |

E Complete the sentences with the expressions from exercise D. You may need to change the form of a word.

- 1 There are lots of _____ out there; magicians are experts at creating them.
- 2 If I'm in a hurry, I don't always stop at _____ or check both ways before I cross the street.
- 3 Traffic can be a big problem in _____ because many people drive too fast.
- 4 Many people are distracted by their _____, especially while walking or driving.
- 5 They left a _____ of town, got lost, and didn't know how to get back.
- 6 An _____ for all drivers is to stay alert and stop if you feel tired at the wheel.

AFTER YOU WATCH



A **PAIR WORK** Think about the video and discuss the questions. Give reasons for your answers.

The video discusses the topic of pedestrian safety in cities.

- Is this a big issue in your country?
- Would you say the situation is better or worse than it used to be?
- Is this a more serious concern in cities and towns or in the country?

B **GROUP WORK** What could be done to lower the number of road accidents where you live? Rank the ideas 1–5, with 5 the best option. Give examples.

- ☐ Introduce new traffic laws (e.g., about using phones when driving, speed cameras)
- ☐ Encourage the use of public transportation (e.g., to improve services, introduce cheaper fares)
- ☐ Improve road design and infrastructure (e.g., lighting, speed bumps)
- ☐ Raise public awareness (e.g., conduct regular road safety campaigns)
- ☐ Use technology (e.g., management systems to control traffic)

C **GROUP WORK** Discuss your ideas with another group. Which are the best? Which could work best where you live? Why?



BEFORE YOU WATCH

A **PAIR WORK** Look at these photos. Match them with the words in the box.

bone digger* DNA research skeleton

*This is a British English term. In American English, this is called a *backhoe*.



1

2

3



4

5

B **GROUP WORK** Discuss the questions. For each situation, think of a real-life situation or a fictional one (from a movie, book, etc.).

Can you think of a time when ...

- you or someone else put something somewhere safe and then lost it? What happened?
- a mystery wouldn't have been solved if scientists hadn't tested DNA?
- a question or mystery from the past wouldn't have been answered if modern technology hadn't existed?
- something we thought was true about the past turned out to be untrue?

C **PAIR WORK** **PREDICT** Look at the photo from the video and think about the words from exercise A. What do you think this photo represents? Check (✓) all the options that might be correct.

- ☐ 1 An important discovery was made.
- ☐ 2 Scientists made a breakthrough.
- ☐ 3 Researchers made a connection with the past.
- ☐ 4 A discovery provided information about the past.
- ☐ 5 People noticed a trend.
- ☐ 6 Historians learned about an old king.
- ☐ 7 Archaeologists carried out research.



WHILE YOU WATCH

- A** Watch the video. Were your predictions about the photo in exercise C on page 37 correct?
- B** Read the statements below. Check (✓) the one that best summarizes the main idea of the video.
- ☐ 1 Scientists announced they had found some lost bones of an old king.
- ☐ 2 A king's bones were found in a parking lot.
- ☐ 3 Scientists proved that bones were from an old king by using his relative's DNA.



- C** Circle the correct words to complete the sentences.

- Michael discovered _____ that he might be a relative of Richard III.
a recently b a short time ago c several years ago
- Richard III _____ children.
a didn't have any b had two c had many
- Anne was Richard III's _____.
a mother b aunt c sister
- Richard III is probably Michael's great _____ from generations ago.
a uncle b nephew c grandson
- There are _____ generations of family between Richard III and Michael.
a seventeen b seventy c seven
- Scientists compared small pieces of _____.
a bone b skull c skin
- It _____ to compare Michael's DNA to Richard III's DNA.
a was easy b didn't take long c took some time
- Michael was _____ that the DNA matched.
a worried b unsurprised c amazed



D Check (✓) the sentences that are true. Correct the false ones.

- ☐ 1 Richard III died in 1485.

- ☐ 2 After the building was destroyed, nobody could find Richard III's grave.

- ☐ 3 Scientists found some bones under a church in Leicester, England.

- ☐ 4 Researchers expected to find all of the bones in the same place.

- ☐ 5 Scientists took small pieces of bone from Michael and compared them to the bones that they found.

- ☐ 6 The discovery of the bones wasn't considered to be very important.

E Complete the sentences with the words in the box.

breakthrough carried out connection researching solving

- 1 It could be the beginning of _____ a medieval mystery.
- 2 Michael had been contacted in 2004 by an expert who was _____ Richard III's family.
- 3 Michael wasn't too interested in this _____ to a king at the time.
- 4 Research was _____ on small pieces taken from Michael's bones.
- 5 The project's manager, Richard Buckley, shared the _____ that had been made with the media.

F Look at the photos from the video. What is happening in each photo? How do you think the people are feeling?

AFTER YOU WATCH

- A **PAIR WORK** Read the final line of the video. What do you think this means?
Can you think of any other real-life stories that seemed too strange to be true?

Life can be stranger than fiction.

- B **PAIR WORK** Discuss the questions with a partner.

How would you feel if you found out
you were related to royalty?

If you could go back in time,
what period would you visit?

What would you do if you
accidentally dug up some bones?

- C **PAIR WORK** Role play the conversation between Michael and the researchers when they tell him that he is related to King Richard and they need to test his bones. Think about what Michael would feel and say. What would the scientists say so that they could take a little piece of his bone?



BEFORE YOU WATCH

- A** **PAIR WORK** Look at the photos. Use the words in the box to describe them. Use a dictionary for words you don't know.



concrete
nomads

construction boom
pollution

economic possibilities
steppe

grasslands
tents

- B** **PAIR WORK** Complete the sentences with words from exercise A. Use each word once.

- 1 The _____ in East Asia is a long flat plateau covered by grass and shrubs.
- 2 Some people live in _____, which they carry around as they go from place to place.
- 3 The country is experiencing a _____, with new buildings appearing everywhere.
- 4 Many traditional _____ have given up their lifestyle to move into towns and cities.
- 5 As cities expand, they threaten to destroy the _____ where nomads and animals live.
- 6 Heavy traffic and factories are causing serious _____ levels in the capital.
- 7 The government is promoting tourism and trade to increase _____ for young people in the region.
- 8 Today, most buildings are made of steel and _____ instead of wood.

- C** **PAIR WORK** **PREDICT** Look at the photo and answer the questions.



- 1 What country do you think the video will be about?
- 2 What do you imagine life is like there?
- 3 Do you think there are fewer or greater economic possibilities in the countryside than in the city?

WHILE YOU WATCH

A Watch the video. What is it about? Were your predictions in exercise C on page 41 correct?



Khulan Bat-Erdene



Battsetseg Chagdga

B Check (✓) the sentences that are true. Correct the false ones. Explain why they are false.

☐ 1 Khulan Bat-Erdene's family moves from one place to another with their farm animals.

☐ 2 Khulan was born in Ulaanbaatar but now lives in the countryside again.

☐ 3 Over 50% of Mongolians live in the capital Ulaanbaatar.

☐ 4 In Mongolia, there is now some migration from the city to the country.

☐ 5 At first, Battsetseg Chagdga was frightened about her change in lifestyle.

☐ 6 She set up an online group when she arrived in the countryside.

☐ 7 Her online group grew slowly but steadily.

☐ 8 Group members want to retain elements of Mongolian cultural traditions.

C Watch the video again. Match the first word (1–6) with a second word (a–f) to form collocations used in the video. You may hear them in a different form.

- | | | |
|-----------------|-------|--------------------------|
| 1 look for | _____ | a a business |
| 2 run | _____ | b an online group |
| 3 get away from | _____ | c a dream |
| 4 set up | _____ | d the pollution |
| 5 share | _____ | e a better life |
| 6 maintain | _____ | f the country's heritage |

- D** **PAIR WORK** Complete the text about the video. Use three of the six expressions from exercise C in their correct form.



"People move from one place to another for different reasons and the video shows this in an interesting context. People in Mongolia are reversing the trend of recent years and leaving the city to ¹ _____ in the countryside. Some have even ² _____ to share their opinions and experiences of living as nomads. It's a very positive thing to see people ³ _____ like this together and it challenges some cultural stereotypes as well."

- E** **PAIR WORK** What conclusions from the video can you draw about Mongolia today?
Check (✓) the best summary.

- ☐ 1 It shows how current-day Mongolian culture is split between city life and country life. It suggests that both lifestyles have positive aspects.
- ☐ 2 It describes how people are moving from the city to the country. It suggests that this has negative consequences for city life.
- ☐ 3 It tells two stories about migration to show the reality of current-day Mongolian life. It suggests that country life may have more positive aspects.

AFTER YOU WATCH

A **PAIR WORK** Discuss the statements.

- Are cities getting larger or smaller? If people are moving out of the city in your country, where are they going and why?
- Do you agree with the text in exercise D on page 43? In what way could the video's message challenge cultural stereotypes about Mongolia?
- Who does the term "digital nomad" refer to these days? Where do these people live? What kind of lifestyle do they have?

B **GROUP WORK** Imagine you work in local government. Make an action plan to stop people from moving out of your city. Use the ideas in the box and your own ideas.

accommodation costs (rents, etc.)	public housing schemes	greater job opportunities
more efficient transportation links	greater security in neighborhoods	

C **GROUP WORK** Present your action plan to the class. Which groups' ideas do you think were the most interesting or effective?



BEFORE YOU WATCH

A **PAIR WORK** Complete the sentences with the correct form of the verbs in the box.

bring evoke fill make remind retain

- 1 That song _____ me with happiness and joy every time I hear it; it's wonderful!
- 2 A lot of elderly people _____ long-term but not short-term memories in their brains.
- 3 Looking at old photos _____ back memories of my childhood vacation.
- 4 The smell of freshly baked bread always _____ memories of my grandparents' house.
- 5 When I see the park, it _____ me of when I was a kid; I played with my dog there.
- 6 Going to the movie theater _____ me remember my childhood, I loved going as a kid.

B Put the verbs in exercise A in the correct category.

To cause you to remember something	To keep a memory of something
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

C **PAIR WORK** **PREDICT** You are going to watch a documentary about memory. Look at the photos and answer the questions.



- 1 What can you see in each photo?
- 2 What do you think is each photo's connection with memory?
- 3 The video discusses a "reminiscence box." What is it?

WHILE YOU WATCH

A Watch the video. How do the photos in exercise C on page 45 connect to memory? Was your prediction for question 3 correct?

B Match the words (1–8) with the definitions (a–h). Use the meanings in the video.

- | | | |
|----------------|-------|---|
| 1 nerves | _____ | a names of products or companies that are well known |
| 2 condition | _____ | b people you care deeply about, such as family or close friends |
| 3 dementia | _____ | c materials used to wrap or protect products |
| 4 brands | _____ | d fibers that carry information between the brain and other body parts |
| 5 reminiscence | _____ | e the act of remembering and talking about past experiences |
| 6 packaging | _____ | f an illness or health problem that affects the way someone lives or functions |
| 7 tactile | _____ | g a health problem that affects the brain and makes it difficult to remember things |
| 8 loved ones | _____ | h related to the sense of touch; something you can feel physically |

C Put these facts in the order they are presented in the video.

- ☐ 1 Retro packaging is one way to bring back memories of childhood.
- ☐ 2 As we grow older, the nerves in our brain can get harmed.
- ☐ 3 Hearing our mother is our first memory from childhood.
- ☐ 4 Dementia has no cure, but we can help those who suffer from it.
- ☐ 5 Sometimes, a simple thing like chocolate can evoke memories of being young.
- ☐ 6 One way to help people with dementia is by using "reminiscence boxes."
- ☐ 7 At the Pepper Pot Centre, family members enjoy listening to stories.
- ☐ 8 The day we graduate is an important memory for some people.

GLOSSARY

retro (*adj*) an original style or design from the past, or one that copies that





D Complete the paragraph with words from the video. The first letter of each word is given for you.

As we grow up, our ¹ b _____ fill with memories. Happy ² t _____ with our friends and family and times when ³ t _____ were more difficult. We eventually become adults, with yet more important moments to remember: the day we graduate, the day we buy our ⁴ f _____ home, the day we do something ⁵ s _____. Our memories make us who we are. But what ⁶ h _____ if they start to ⁷ d _____?

E Are the statements about The Pepper Pot Centre true (T), false (F) or not mentioned (NM)? Correct the false statements.

☐ 1 It treats people of all ages and with different conditions.

☐ 2 The Centre is in London.

☐ 3 The Centre is the only place that has reminiscence boxes.

☐ 4 It can be very difficult to evoke memories even with the boxes.

☐ 5 The sight, smell, and touch of products can all aid memory recall.

F Check (✓) the main message of the video.

☐ 1 We can't cure dementia, but we should try to convince doctors to use things like reminiscence boxes.

☐ 2 Our memories are part of who we are, so we must help people with dementia retain them. Reminiscence boxes are one way of doing this.

☐ 3 It is sometimes more effective to use techniques like reminiscence boxes for people with dementia than traditional medicine.

AFTER YOU WATCH

A **PAIR WORK** Discuss the questions.



- 1 What does the reminiscence box contain?
- 2 Why is it proving to be an effective way of bringing back memories?
- 3 What other things can commonly evoke memories?
- 4 What would you include in your personal reminiscence box?

B **GROUP WORK** Think about your memory. Discuss the questions.

- What do you most easily forget, e.g., people's names or faces, events in the past, things you have to do? Why do you think you forget these things?
- How do you help yourself remember things?

C **GROUP WORK** Think about the video and discuss the questions. Give reasons for your answers.

- 1 Do you know of a center like Pepper Pot that works with dementia patients? If so, how do they help patients? If not, research one to find out.
- 2 If you ran a center like Pepper Pot, what activities would you organize to help patients? Could you have patients use your own methods for remembering?

I would ask young people to visit patients with dementia and listen to their stories. Talking to young people can bring a lot of hope to elderly people.

D **GROUP WORK** Compare your ideas and findings with another group. Report the most interesting ideas to the class.

BEFORE YOU WATCH

A Write the words in the box next to the correct definitions.

croutons	head	interview	kale	leek
major corporation	recipe	start-up company		

- 1 _____ : small pieces of dried bread that taste good in soups and salads
- 2 _____ : the person who is in charge at an organization
- 3 _____ : a large company
- 4 _____ : a type of cabbage with green leaves
- 5 _____ : a vegetable in the onion family with long, straight leaves
- 6 _____ : a set of instructions that explains how to make a dish
- 7 _____ : a new business
- 8 _____ : a meeting in which a person is asked questions

B **GROUP WORK** Discuss the questions.

Some dishes have a "secret ingredient" – something that gives a dish its special taste. Do you or does anyone in your family make a dish with a secret ingredient? Who knows the secret?



C **PAIR WORK** Write a recipe.

Individually, choose four to ten ingredients from the list. Write a recipe. Include ingredients and how to make it. Then share your recipe with your partner. Are your recipes similar? Who has the most interesting recipe? The most delicious?

beef	lemon	peas
bread	lettuce	pepper
carrot	noodles	potato
cheese	nuts	rice
chicken	onion	salt
fish	orange	tomato

WHILE YOU WATCH

A Who does each thing? Check (✓) the correct people.

Who ... ?	 Sara	 Carolina	 Robert	 Jeff
1 hosts a cooking show				
2 arrives first				
3 practiced something all week				
4 was at a teacher's meeting				
5 wants to work at a start-up company				
6 really likes the croutons				
7 went to an interview				
8 figures out the secret ingredient				

B Complete the sentences with information from the video.

- 1 Jeff's cooking show is called _____. Today he's going to cook _____.
- 2 Jeff's soup has a _____ ingredient. He learned the recipe from his _____.
- 3 Carolina has a _____ feeling about the job at the _____ company.
- 4 Jeff's friends are surprised to find out the secret ingredient is _____ – or animal _____.

C Circle the correct answers.

- 1 The web design company is ...
a big. **b** small.
- 2 The company has been around ...
a for just a few years. **b** for a long time.
- 3 Carolina ...
a knows she will get the job. **b** doesn't want to get her hopes up.
- 4 Jeff's grandmother is from ...
a Florida. **b** Brazil.
- 5 Jeff is making the soup because ...
a it's his favorite. **b** his viewers left comments.
- 6 Sara thinks the secret ingredient is ...
a unhealthy. **b** delicious.

D Watch the video again and listen for details. Write the words or phrases with the following meaning.

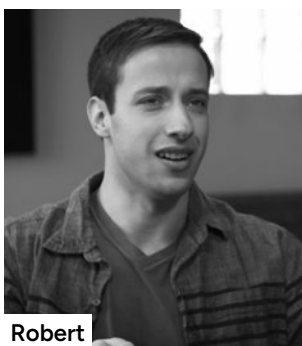
- 1 not modern _____
- 2 to be enthusiastic that something is going to happen _____
- 3 no _____
- 4 yes _____
- 5 no longer fashionable _____
- 6 currently very popular _____
- 7 to serve something to someone or to take some yourself _____

E Who says each thing? Write *Jeff, Robert, Sara, or Carolina*.

- 1 I asked you to put some suggestions in the comments. And guess what?
I listened. _____
- 2 It's not something weird, is it? _____
- 3 Sorry we're late! _____
- 4 So, I've got some good news. _____
- 5 You're quitting your job at the community center and leaving me with no help? _____
- 6 Wait! Don't forget the croutons! _____
- 7 I guess I should have kept the secret ingredient a secret. _____



Jeff



Robert



Sara



Carolina

F Answer the questions about the video.

- 1 What did Jeff ask his viewers to do?

- 2 How does Carolina know that the start-up is interviewing a lot of people?

- 3 What vegetable does Sara say is popular these days?

- 4 Why doesn't Sara like the secret ingredient?

- 5 What does Jeff tell Sara about the croutons?

AFTER YOU WATCH

A **GROUP WORK** Discuss the questions in small groups.

Carolina had a job interview at a start-up company.

- What questions do you think she was asked?
- What skills do you think are important for a web designer at a start-up?
- What personal qualities are important for a web designer?



B **PAIR WORK** Role play Carolina's interview.

Take turns being Carolina and her interviewer. As the interviewer, decide if she did well enough to get called back for a second interview. Why or why not?

C Look at the jobs in the box and decide what qualities, talents, and skills are needed for each one. Then compare with a partner. Do you agree?

accountant
marketer

chef
professional athlete

computer programmer
teacher

entrepreneur
writer



BEFORE YOU WATCH

A Complete the sentences with the words in the box.

devices inspired manager marketing prototype solution

- 1 Before a company makes a new product, it must make a _____ to test the design.
- 2 Smartphones, MP3 players, and headphones are all electronic _____.
- 3 She was confident that if they all worked together, they could find a _____ to the problem.
- 4 Successful products don't just sell themselves. They have the help of a _____ team.
- 5 As the night _____ at the Aldon Hotel, she was responsible for the staff from 9 p.m. to 5 a.m.
- 6 Watching the World Cup _____ Leslie to start playing soccer.

B Look at the photos. Write what each device is and what problem it solves.



C **PAIR WORK** Work with a partner. Think of an everyday problem and design a product for it. Decide how much it will cost. Then share your invention with your classmates and see if they would buy it.

D **PREDICT** Look at the photo to the right. What do you see? What do you think it is for? Make a prediction.



WHILE YOU WATCH

- A** Was your prediction in exercise D on page 53 correct? What is the invention?
- B** Who does each thing? Check (✓) the correct people.

Who ... ?				
1 comes down from upstairs				
2 unlocks the door				
3 is working on projects				
4 feels inspired				
5 thinks people might buy the invention				
6 has been stressed out lately				
7 got help from Carolina				
8 is a great roommate				
9 has a messy room				

- C** Watch the video and complete the sentences with the missing information.

- When Sara opens the door, Jeff asks her if she wants his _____.
- Sara thinks she can make a _____ of her invention to send out to product design companies.
- Sara tells Jeff he can be her _____.
- Robert is _____ about seeing Megan again.
- Carolina is _____ with messes.

- D** Look at the first sentence in exercise C again. Why does Jeff ask this? Is he being serious? How do you know?

E Watch the video again and listen for details. Write words or phrases with the following meanings.

- 1 a performance acted on stage _____
- 2 someone you are no longer dating _____
- 3 a person who always wants things to be orderly and neat _____
- 4 to phrase something in a particular way _____

F Match the beginnings (1–5) with the endings (a–e) to make sentences.

- | | | |
|--|-------|------------------------------------|
| 1 The school play inspired Sara | _____ | a to send out to design companies. |
| 2 Sara thinks she can make a prototype | _____ | b Carolina's messiness. |
| 3 Robert's not sure how to feel about | _____ | c Robert at work. |
| 4 Carolina has been helping | _____ | d to work on more projects. |
| 5 Sara can't complain about | _____ | e Megan moving to the city. |

G Put the sentences in the order they happen in the video (1–7).

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

H Answer the questions about the video.

- 1 What change does Jeff say something about when he enters the apartment?

- 2 What does Jeff suggest Sara call her company?

- 3 Are there bad feelings between Robert and Megan?

- 4 Does Carolina keep her room clean? Does Sara mind?

- 5 Why does Sara say she can't complain about Carolina?

AFTER YOU WATCH

A **GROUP WORK** Why does Sara have the door double-locked? What does Jeff think?

Discuss the questions.

- Jeff uses the expression *better safe than sorry*. What do you think this means?
- Is there a similar expression in your country?



B Who do you think would say these sentences? Write *Sara, Robert, Jeff, Megan, or Carolina*.

- 1 I really hope the school play goes well!
- 2 It's good being able to call and ask your advice about living in the city.
- 3 I'm so mixed-up. I thought I was over what happened ... but now I don't know!
- 4 Oh, no. Where did I put my phone? I hate losing my stuff.
- 5 Sure, she leaves her projects everywhere, but I don't mind.

C **PAIR WORK** Write one sentence each for Sara, Robert, Jeff, and Carolina. Tell your partner the sentences. Your partner should guess who might say the sentences. Think about what each person is like when you write your sentences and when you guess.

D **PAIR WORK** Discuss the questions with a partner.

- Have you ever had a roommate? What was it like?
- What are the benefits of having a roommate? What are the downsides?
- What do you think makes a good roommate?

GLOSSARY

downside (n) the negative part of a situation

BEFORE YOU WATCH

A Complete the sentences with the words in the box.

appreciate paperwork	break up road trip	clients service	engaged temporary
-------------------------	-----------------------	--------------------	----------------------

- 1 She got _____ in August, and her wedding will be in February.
- 2 Tom's dream is to quit his job and take a _____ from New York to California.
- 3 _____ is the part of a job that involves writing letters, organizing information, and so on.
- 4 "I'm sorry, but I'm just not happy anymore. I think we should _____!"
- 5 "Thanks so much for helping me move to my new apartment. I really _____ it."
- 6 The company has taken steps to improve its customer _____.
- 7 "We'll have to use a _____ website until the new one is done."
- 8 As a celebrity lawyer, Diane had many famous _____.

B Answer the questions. Then discuss with the class.

In this episode, you will hear Robert tell Carolina about a hard decision he had to make.

- What is a hard decision you had to make?
- What made it so hard?
- Did you make the right decision?
- If you had to do it over again, would you do it differently?



C Answer the questions. Then discuss your answers.

Imagine you have a friend moving to your hometown. What types of questions do you think your friend would have? What kind of help would you want to give to your friend?

WHILE YOU WATCH

A Who does these things? Check (✓) the correct people.

Who ... ?	Carolina	Robert	Megan
1 looks really tired			
2 has some questions about paperwork			
3 went on a big road trip			
4 is moving to New York			
5 is really nervous			
6 needs help getting settled			
7 has a temporary job			
8 is full of ideas			
9 has been thinking the website needs a redesign			
10 is loved by the clients			

B Watch the video. Correct the sentences.

Robert ...

1 has a professional problem.

2 went on a big trip before his breakup.

3 thinks about Megan all the time.

4 hasn't spoken to Megan in years.

5 is going to start on the website.



C Match the beginnings (1–5) with the endings (a–e) to make sentences.

1 Robert _____

a needs help moving to a new city.

2 Megan _____

b appreciate how helpful she is.

3 Carolina _____

c is getting help with her paperwork.

4 Carolina's clients _____

d doesn't know what to do.

5 Maiza _____

e needs to think about being in the videos.

D Complete the conversation with the words you hear from the video.

- Carolina** This is a great idea! And video – that is ¹ _____! We could really
² _____ the place.
- Robert** Well, we wouldn't have much ³ _____, so we'd have to do
 everything ourselves. Will you be, like, the ⁴ _____ of them?
- Carolina** Me? In the videos? I don't know. Let me think about that part, but I will
⁵ _____ do the ⁶ _____ work. That'll be fun!
- Robert** ⁷ _____! Then we'll start there. You can get started on the
 website whenever you want, and I'll start working on the video stuff.
- Carolina** Great! I already have, like, ⁸ _____ ideas. Robert, don't
⁹ _____ about Megan. It's all going to be ¹⁰ _____.

E Put the sentences in the order they happen in the video (1–8).

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

F Answer the questions about the video.

1 Why does Carolina go to Robert's desk?

2 Why does Robert say that breaking up with Megan was the right decision?

3 Why is he thinking about her now?

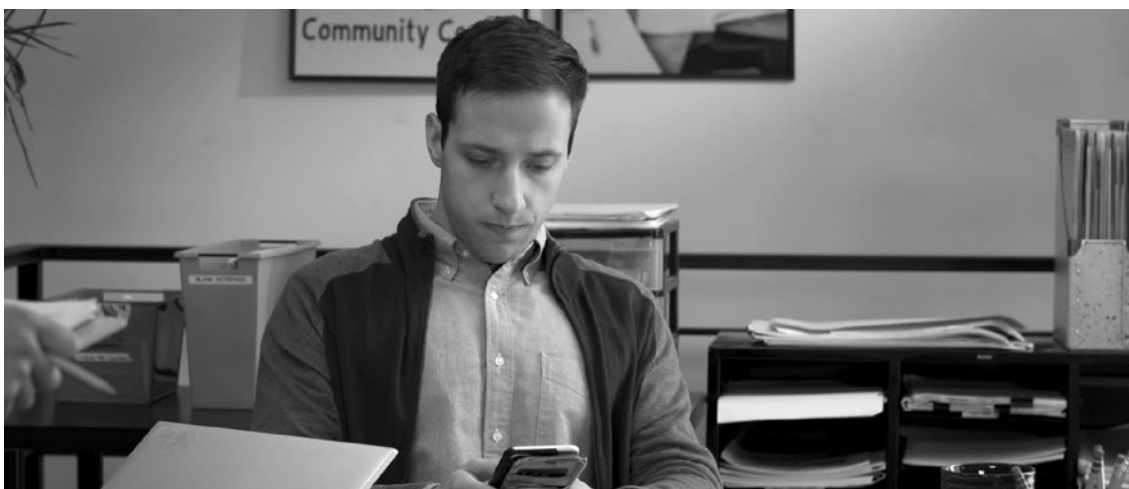
4 Why does the community center need a new website?

AFTER YOU WATCH

A **PAIR WORK** Discuss the questions with a partner.

- Why is Robert feeling stressed out?
- Why is Megan calling? Do you think this is appropriate? Why or why not?
- What other ways could Megan get the information she needs?
- Robert wonders if Megan really needs his help or if she is calling for another reason. What other reason would she have for calling?

B **PAIR WORK** Imagine you are Robert's friend. What advice can you give him so that he doesn't feel so stressed out? With your partner, take turns giving and receiving advice.



C **PAIR WORK** Discuss the questions with a partner.

- Who do you go to when you need advice?
- What type of advice do you look for?
- What makes good advice and bad advice?



BEFORE YOU WATCH

A Complete the sentences with the correct form of the words in the box.

agree busy cheer up make time motivate perform redo

- 1 Broadway actors often _____ two plays a day.
- 2 The factory workers were _____ because the company had a lot of orders.
- 3 Some people are _____ by a desire to do good in the world.
- 4 " _____ ! It's not the end of the world."
- 5 He _____ to do extra work on the project when his boss asked.
- 6 He was upset to find out there was a mistake, and he would have to _____ the report.
- 7 If you want to get personal projects done, sometimes you have to _____ to do them.

B Discuss the questions.

- What do you do to cheer yourself up when you are feeling upset?
- Do you have any special tips or tricks to make yourself feel better?



C Look at the example scenarios below and imagine you are giving advice to a friend. What would you say to help your friend cheer up?

- lost phone
- mistake on an important project
- missed an important deadline
- did not get a job

GLOSSARY

deadline (n) when something is due to be finished

D PREDICT Sara has a problem. Can you predict what it is?



WHILE YOU WATCH

A Watch the video. Who does each thing? Check (✓) the correct people.

Who ... ?	Sara	Jeff	Sara's students	Sara's boss
1 baked				
2 worked hard on the play				
3 has to make time				
4 changed the date of the play				
5 must finish everything by next week				
6 wants everything to be perfect				
7 asked for help on the play				
8 redid a sign				

B Was your prediction from exercise D on page 61 correct? What is Sara's problem? Why is she so upset?

C Complete the sentences with information from the video.

Sara has had a ¹ _____ day. She just learned that the play has to be ² _____ a whole month early. She feels like there aren't enough ³ _____ in the day. She still hasn't finished her device holder ⁴ _____, and now she won't have enough time. Jeff says it doesn't need to be ⁵ _____ and suggests that she just send it out as it is. Then he gives her a ⁶ _____ that he had made and encourages her to find the time she needs to work on her own ⁷ _____.

D Complete the missing words. Then match the beginnings (1–3) with the endings (a–c) to make sentences.

Jeff ...

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





E Watch the video. Complete the conversation with the words you hear.

Jeff Hey, what's ¹ _____ ? I thought you were going to
² _____ as your prototype.

Sara It isn't finished. And how am I ever going to finish it with a ³ _____,
the play, and my ⁴ _____ next month?

Jeff If I were you, I'd send it out just like this. It doesn't have to be perfect. Just get it
⁵ _____. See what happens. Oh, I almost forgot!
I know what will get you ⁶ _____.

F Watch the video again and listen for details. Write the words or phrases with the following meaning.

- 1 The door is unlocked. _____
- 2 There is not enough time to get everything done. _____
- 3 Used to express surprise or shock. _____
- 4 Used to show someone something in a way that is surprising. _____

G Answer the questions about the video.

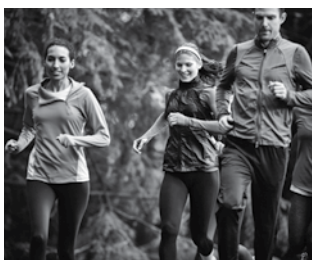
- 1 Why does Sara leave the door unlocked?

- 2 If Sara was so busy, why did she agree to help with the play?

- 3 What does Sara say she has to learn to do?

- 4 What does Jeff think will get Sara motivated?

AFTER YOU WATCH

**A** **PAIR WORK** Discuss the questions.

- What does it mean to have good *work/life balance*?
- What do you need to feel happy and satisfied both at work and at home?

B Read the list. What items are the most and least important to you?
Number them from 1 (most important) to 9 (least important).

school/work assignments _____	time to relax _____	family time _____
time with friends _____	exercise _____	entertainment _____
personal projects _____	meals _____	sleep _____

C Imagine your friend is overwhelmed at work and needs help finding a better work/life balance.
Read about your friend's weekly routine. Make suggestions for changes and offer warnings about what to avoid.

On weekdays, Casey wakes up at around 7:00 a.m. She takes the subway to her office and starts work a little before 9:00. She eats lunch at her desk while she works and leaves the office by about 6:00 p.m. – but sometimes as late as 7:00 or 8:00. The first thing she does when she gets home is feed her cats and clean up the apartment. Then she makes herself dinner, which she eats while she works on projects that she didn't finish that day at the office. If she has enough energy, she might call a friend, but often she's too tired, and after she is done with work, she watches a bit of TV and then goes straight to bed. On weekends, Casey sometimes goes into the office to work. She tries to go to the gym when she can, but it's hard to find time. She enjoys playing the flute, but she hasn't practiced in ages. Lately, Casey feels like all she does is work!

Have you considered ... ?

What about ... ?

Have you tried ... ?

I wouldn't do ... if I were you.

You might not want to do ...

I'd avoid ... if I were you.

BEFORE YOU WATCH

A Write the words in the box next to the correct definitions.

accessible	approve	arrange	blame
inventor	portable	promote	workstation

- 1 _____ : someone who designs or makes new things
- 2 _____ : to put objects in a particular order or position
- 3 _____ : easy to find or reach
- 4 _____ : a computer and the area around it where you work in an office
- 5 _____ : to advertise something
- 6 _____ : to officially allow something
- 7 _____ : able to be carried
- 8 _____ : to say or think that someone is responsible for something bad that happened

B **PAIR WORK** Give your opinion about the items. Then compare with a partner.

I really like the way these look. They're so fun and modern.
And they seem like they'd be really useful.

I don't like these at all. They're a bit old-fashioned.
And they seem like they'd be really uncomfortable.



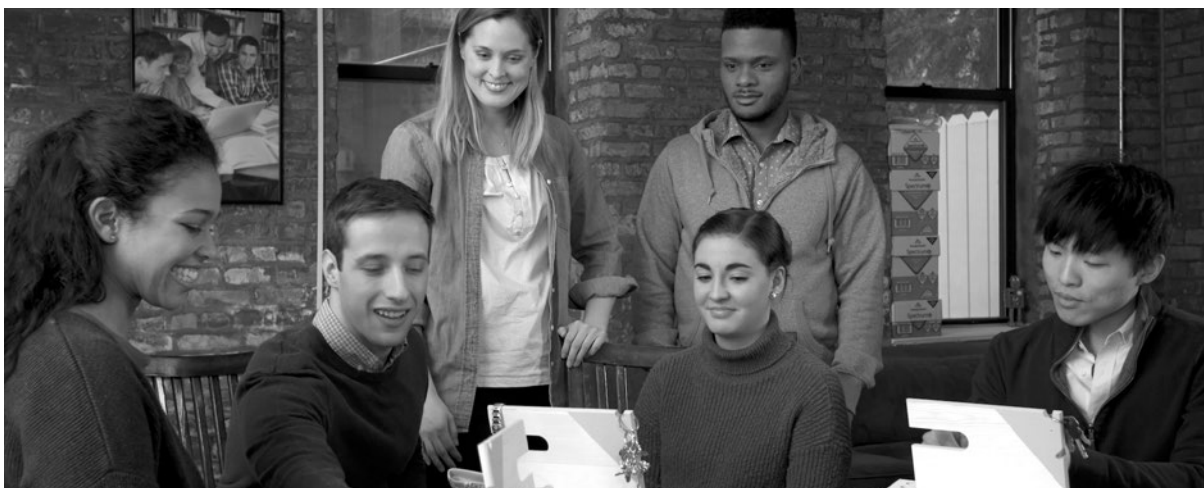
C Look at the photo and imagine what feedback you might give to Sara about her prototype. Do you have any suggestions to make it better?



D **PREDICT** Predict what Sara named her product. Watch the video to find out.

WHILE YOU WATCH

- A** Was your prediction from exercise D on page 65 correct? Why did Sara choose this name for her product?
- B** Who does these things? Check (✓) the correct people. There may be more than one answer.



Who ... ?	Sara	Robert	Jeff	Carolina
1 just finished making a video				
2 has a sister who was an actress				
3 arrived early				
4 made a few different styles				
5 bought some device holders				
6 will email details				

C Watch the video. Put the events in order (1–7).

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

D Complete the sentences with information from the video.

- 1 The East Village Community Center's _____ is to provide support and advice.
- 2 The Career Services office can help you _____ your résumé.
- 3 Sara finished the design, so she made a few different _____.
- 4 Sara was hoping she could _____ her prototypes at the center.

E Watch the video again and complete the conversation with the words in the box.

accessible	arranged	inventor	messy
nice	organized	personal	safe

Robert Sara is an ¹ _____, and she has something she'd like us to try here at the center. What do you think?

Leon OK, what is it?

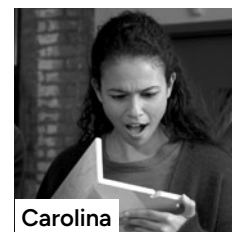
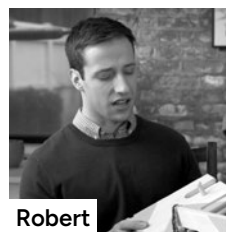
Sara Well, it's for your ² _____ things, to keep them safe and ³ _____ while you work.

Maiza Oh, this is ⁴ _____!

Sara The new Table Pocket from Sara's Solutions is the *device* for all *your devices*. Now you can have all your personal things ⁵ _____, neatly ⁶ _____, and easily ⁷ _____ as you work. No more ⁸ _____ workspaces with the new Table Pocket!

F What does everyone think about Sara's invention? Match each person with their feedback. One answer can be used for two people.

- 1 turned out well
- 2 really cool
- 3 useful
- 4 nice
- 5 light
- 6 so colorful
- 7 fun and modern

**G Check (✓) the sentences that are true. Correct the false ones.**

- ☐ 1 Sara wants the clients to try out her prototypes.
- ☐ 2 Robert and Carolina have finished making all of the videos.
- ☐ 3 Carolina wants to show her friends the video.
- ☐ 4 Not many people visit the center now.
- ☐ 5 Once the website goes live, there will be more clients.

H Answer the questions about the video.

- 1 Who was Carolina's acting teacher?
- 2 Why did Sara and Jeff show up early?
- 3 Why does Robert decide to buy Table Pockets, and what does he want to do with them?
- 4 What is Robert going to put on the Table Pockets, and why does he have to do this?

AFTER YOU WATCH

A Do you think Sara's invention will be a success? Why or why not?

B **PAIR WORK** Discuss the questions.

- What do you think have been the most important inventions of the past 25 years?
- What technologies do you think are going to have the biggest impact on the future?
- Use the ideas in the box or think of your own.

artificial intelligence
robotics

automation
self-driving cars

gene editing
social media

IOT (internet of things)

C **PAIR WORK** Make and give your own sales pitch.

A sales pitch is a speech that's given to persuade someone to buy something. In the video, Sara gives a sales pitch about her Table Pocket. Choose a popular product and make up your own sales pitch – but don't copy the product's real ad language, and don't say the name of the product. Then give your sales pitch to your partner. Can your partner guess what product it is?



BEFORE YOU WATCH



- A** How much do you remember about Sara, Carolina, Jeff, and Robert? Complete the sentences with the correct form of the words in the box.

audience	channel	ex-	move on	part-time
permanent	product	prototype	settle	start-up

- 1 Carolina is working _____ at the community center. She wants to find a full-time, _____ job. She interviewed at a web _____ and is waiting to hear back from them.
- 2 Robert is nervous because his _____ girlfriend, Megan, moved to New York. She wants his help getting _____. He is having a hard time _____.
- 3 Jeff has his own internet video _____. He makes cooking videos and is trying to build an _____.
- 4 Sara designed a _____ of a _____ she wants to sell.

- B** Answer the questions about Sara, Carolina, Jeff, and Robert.

- 1 Who's waiting for an offer from an exciting new company? _____
- 2 Who's waiting for a big break to become a famous chef? _____
- 3 Who hasn't gotten over a painful breakup? _____
- 4 Who submitted her invention to several companies? _____

- C** Sara, Carolina, Jeff, and Robert have helped one another in different ways. Can you remember some of the different ways they have helped each other? Write some ideas and then discuss.

Example: Robert / Carolina *Robert gave Carolina a job at the community center.*

Jeff / Sara _____

Carolina / Robert _____

Robert / Sara _____

- D** **PREDICT** Can you guess what's going to happen to Sara, Carolina, Jeff, and Robert? Imagine how their stories will end and compare with a partner. Did you predict the same endings?

WHILE YOU WATCH



- A Were your predictions from exercise D on page 69 correct? Who didn't have anything happen?
- B Who does these things? Check (✓) the correct people.

Who ... ?	Robert	Jeff	Carolina
1 got a job as a web designer at a big company			
2 is going to be a design executive one day			
3 is finally moving on			
4 will have a ten-minute TV spot			
5 received a second job offer			

- C Check (✓) the sentences that are true. Correct the false ones.

- ☐ 1 Carolina interviewed at the start-up over a month ago.
- ☐ 2 Robert looks happy and relaxed.
- ☐ 3 Robert got back together with Megan. They've started dating again.
- ☐ 4 Jeff has been submitting recipes to the cooking show for a year.
- ☐ 5 Out of more than 100 candidates, the design start-up offered Carolina the job!

- D Answer the questions about the video.

- 1 What is Jeff's big break?
- 2 Why is this his big break?

GLOSSARY

big break (n) an event or opportunity that leads to a successful career



E Watch the video again and listen for details. Write the words or phrases with the following meaning.

- 1 looking happy _____
- 2 to say something without saying it directly _____
- 3 to finally stop thinking about something that happened _____
- 4 to resume dating someone after a breakup _____
- 5 a short TV or radio presentation _____

F Who says these sentences? Write J (Jeff), C (Carolina), or R (Robert).

- 1 I'm sure they hired someone else. _____
- 2 I guess we're both finally moving on. _____
- 3 If the audience likes me, I'll get more spots! _____
- 4 They want me! _____

G Complete the missing words. Then put the events in order (1–7) to summarize the video.

- _____ a We find out that although Carolina is still waiting to hear back from the s _____ company, she has received an offer for a full-time, p _____ job at a big company.
- _____ b Megan is d _____ someone new, and Robert feels he has finally closed the d _____ on the past.
- _____ c Sara and Jeff are sitting in a café together talking about the p _____ she made when Robert and Carolina join them.
- _____ d Jeff tells Robert he looks relaxed, and Robert says he is not mixed up about M _____ anymore.
- _____ e Jeff has just finished telling his story when Carolina gets a c _____ from the place where she i _____ almost three weeks ago.
- _____ f Great news! Carolina got the j _____ !
- _____ g Then we learn that Jeff got a s _____ on a cooking show, and this might be his big b _____ .

H Answer the questions about the video.

- 1 What was Jeff's winning recipe? _____
- 2 What kinds of websites would Carolina make if she worked at Johansson-Durst Incorporated? _____
- 3 Why does Robert say he feels like he's finally ready to move on? _____
- 4 What does Carolina have to decide now? _____

AFTER YOU WATCH



A What do you think are the pros (+) and cons (–) of each job?

Start-up company	(+)	(–)
Johannson-Durst Incorporated	(+)	(–)

- B **PAIR WORK** Which job should Carolina choose? Why? Discuss the questions with a partner.
- C **PAIR WORK** Role play giving Carolina advice about what to do. Take turns giving Carolina advice and trying to convince her to follow your recommendation.
- D Imagine it is one year later. Make up a story from the point of view of Jeff, Sara, Carolina, or Robert about what has happened over the past year.

TAKING UP THE CHALLENGE

Documentary summary

This video describes the ways challenges help us grow and learn from an early age. It introduces four challenges attempted by real people around the world. In interviews, they share the purposes and motivations for taking on the challenges. The final speaker reflects on the fact that working toward challenges is more valuable than succeeding at them. The video ends posing a question to viewers: What kind of challenge would help you get to where you want to go?

Language summary

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

BEFORE YOU WATCH p. 1

A PAIR WORK Introduce the task Read the instructions and the questions aloud. Ask Ss to look at the photos and say what they can see.

Do the task Ss work in pairs to discuss their ideas. Encourage pairs to be prepared to report back to the class.

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

B PAIR WORK Introduce the task Read the instructions, phrases, and definitions aloud. Explain that Ss will hear phrases 1–7 in the video.

Do the task Ss work in pairs to match the phrases with the correct definitions. Allow them to use a dictionary to check the meaning of the words if necessary.

Review answers Ask volunteers to share their answers. Elicit examples of the phrases that relate to the photos in exercise A.

Answers

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

C PAIR WORK PREDICT Introduce the task Ask Ss to look at the photos. Read the instructions and the labels aloud.

Do the task Ss work in pairs to predict the challenges they will learn about in the video.

Review answers Ask volunteers to share their predictions. Do not confirm answers.

WHILE YOU WATCH pp. 2–3

A PAIR WORK Introduce the task Read the question and the instructions aloud.

Do the task Play the video. Ss compare their predictions to the correct answers.

Review answers Ask volunteers to say if they got their predictions right or wrong and which photo could be part of more than one challenge.

Answers

a pumpkin – growing the largest
waves – surfing
the Antarctic – surviving there alone
Answers will vary as each photo could have multiple challenges.

B PAIR WORK Introduce the task Ask Ss to look at the photos. Read the instructions and the people's names aloud. Confirm understanding of any unfamiliar words in the phrases.

Do the task Ss work in pairs to complete the descriptions of the challenges. Play the video again for Ss to check their answers.

Review answers Ask volunteers to read the description of each challenge aloud. Elicit or explain the meaning of "solo."

Answers

1 10 2 100 3 largest 4 solo

C Introduce the task Read the instructions and the purposes of the challenges in the table aloud. Indicate the column for each person. Remind Ss that purposes are often stated as “to” + verb, e.g., I wanted to ... or I decided to ...

Do the task Play the video again. Ss check the purposes that they hear in the video.

Review answers Ask volunteers to give the correct answers.

Answers

Thiago Costa 1, 2, 5
Stuart and Ian Paton 3, 6
Preet Chandi 2, 3, 6

D PAIR WORK Introduce the task Read the instructions and the questions aloud.

Do the task Ss work in pairs to complete what they can from memory. Play the video again. Then they compare answers in pairs.

Review answers Ask volunteers to give the correct answers.

Answers

- 1 a muscle disease
- 2 research into her condition
- 3 Brazil has great waves for surfing
- 4 practice sports, especially water sports like paddling, bodysurfing, bodyboarding, or surfing
- 5 50 years
- 6 their granddaughter
- 7 four

E Introduce the task Read the instructions and the sentences aloud. Elicit possible answers for the first gap, but do not confirm answers.

Do the task Ss work individually to complete the sentences. Then they compare answers in pairs. If necessary, replay the video.

Review answers Ask volunteers to give the correct answers.

Answers

- | | | | |
|-----------|-----------|-------------|----------|
| 1 series | 2 results | 3 confident | 4 limits |
| 5 give up | 6 trying | 7 get to | |

F PAIR WORK Introduce the task Read the instructions and the sentences aloud. Clarify that the ellipsis in item 4 only marks the deletion of unnecessary words in the quote. Explain that most of the ideas are expressed idiomatically (i.e., they use or combine words in an unusual way to express meanings different from dictionary definitions). Do the first example together if necessary.

Do the task Ss work in pairs to match the sentences with their meanings.

Review answers Volunteers give the correct answers.

Answers

- 1 b 2 a 3 a 4 b

AFTER YOU WATCH p. 4

A GROUP WORK Introduce the task Read the instructions and the questions aloud.

Do the task Ss work in groups to discuss their ideas. Encourage groups to be prepared to report back to the class.

Review answers Ask volunteers to share the most interesting answers from members of their group with the class.

B GROUP WORK Introduce the task Read the instructions and the challenges aloud. As a class, discuss the first challenge in relation to step 1. Explain or elicit types of “the wild” e.g., the jungle or desert. Alternatively, briefly brainstorm with the class answers to each of the four steps.

Do the task In groups, Ss discuss the challenges and work on a plan for their chosen challenge. Circulate and encourage groups to take notes of their ideas.

Review answers Invite volunteers to share their plan with the class. The other groups give feedback on the ideas and offer suggestions.

C PAIR WORK Introduce the task Read the instructions aloud. Encourage Ss to also think of real experiences they could talk about.

Do the task Ss spend several minutes preparing ideas for their own interview. Ss work in pairs and take turns role playing to interview one another. They keep notes or record their partners’ answers.

Review answers Ask for volunteers to describe anything their partners talked about which was surprising or inspiring. For homework, Ss could write up their interviews.

Documentary summary

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

Language summary

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

BEFORE YOU WATCH p. 5

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

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

Review answers Ss read their answers aloud.

Answers

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

B PAIR WORK Introduce the task Read the instructions aloud.

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

Review answers Ss share their answers with class.

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

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

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

WHILE YOU WATCH pp. 6–7

A Introduce the task Read the instructions aloud.

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

Review answers Ss share their answers with the class.

Answers

Urban farming is the practice of cultivating, processing, and distributing food in or around urban areas.

Vertical farming is the practice of producing food in vertically stacked layers or vertically inclined surfaces.

B Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

1 c 2 a 3 b 4 e 5 d

C Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

1 P-Patch 2 Growing Power 3 Green Faerie Farm

D Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

1 a 2 a 3 b 4 a 5 b

E Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

1 livestock 2 sustain 3 access
4 inspire 5 backyard

F Introduce the task Read the instructions aloud.

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

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

Answers

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

G Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

Phrasing to answers may vary.
1 F, solutions to food deserts
2 ✓
3 ✓
4 F, horizontal vertical
5 F, big companies individuals / citizens / ordinary people

H Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

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

AFTER YOU WATCH p. 8

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

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

Review answers Pairs share their answers aloud.

B [PAIR WORK] Introduce the task Read the instructions aloud.

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

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

C [PAIR WORK] Introduce the task Read the instructions aloud.

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

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

THE ART OF THE UNDERGROUND

Documentary summary

The London Underground is a beloved icon and valuable asset of one of the busiest cities in the world. Darren Hayman, an artist, has challenged himself to paint all the Underground stations. The value of the project to Darren is about sharing his love of the Underground and also doing something that improves his mental health and wellbeing. In his view, the iconic rail system is about more than convenience and saving money. Londoners love the Underground and buy his postcard paintings because, like him, they feel connected to the stations they use.

Language summary

Grammar	Vocabulary	Functional language
<i>Too and enough</i>	Talking about work-life balance	Make an apology and explain what happened
Modifying comparisons	Talking about prices and value	

BEFORE YOU WATCH p. 9

A [PAIR WORK] Introduce the task Read the instructions aloud. Explain that the words in the box are in the video.

Do the task Ss work in pairs to complete the sentences with the correct words. Allow them to use a dictionary to check the meaning of the words if necessary.

Review answers Ask for volunteers to share their answers. Practice the pronunciation of the words.

Answers

1 iconic 2 asset 3 bring in 4 attraction
5 connection 6 loyal 6 mental health 6 anxiety

B [PAIR WORK] Introduce the task Read the instructions aloud. Confirm Ss' understanding of asset in this context as a benefit that provides economic and/or cultural value. Encourage Ss to name the assets they can see in the photos to get their lists started. Write these on the board.

Do the task Ss work in pairs to list of assets in a city.

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

Possible answers

public transportation systems, libraries, schools, hospitals, roads, bridges, bike lanes, parks and green spaces, community centers, galleries, museums, theaters, affordable housing, iconic buildings, landmarks, walkable streets, public art

C Introduce the task Read the instructions and the types of value aloud.

Do the task Do the activity as a class discussion. Encourage members of the class to volunteer ways in which different assets are valuable.

Example answer

Walkable streets are valuable for health and wellbeing as well as for bringing in tourism, which makes money for a city – so walkable streets have economic value. Another way they have economic value is that people don't need to pay for every journey. They are also valuable for lifestyle as people can be part of stronger communities when they walk and meet others in their neighborhood.

D [PAIR WORK] [PREDICT] Introduce the task Read the instructions and the title of the video (*The Art of the London Underground*) aloud.

Do the task Ss work in pairs to make predictions about the video.

Review answers Volunteers share their predictions. Do not confirm answers.

WHILE YOU WATCH pp. 10–11

A [PAIR WORK] Introduce the task Read the question and the instructions aloud.

Do the task Play the video. Ss compare their predictions to the correct answer.

Review answers Ask volunteers to say if they got the prediction right or wrong.

Answer

The video is about the London Underground system and an artist who is painting its stations.

B [PAIR WORK] Introduce the task Read the instructions and the options aloud.

Do the task Ss work in pairs to circle the correct main idea. Play the video again if necessary.

Review answers Ask for a volunteer to give the correct answer.

Answer

One artist is creating paintings of every underground station.

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

Do the task Play the video again. Ss work in pairs to check the true sentences and correct the false ones.

Review answers Volunteers give the correct answers.

Answers

- 1 T
- 2 F Being close/adds to the value of a home.
- 3 T
- 4 F People don't buy Darren's paintings because the buildings are beautiful.
- 5 F Painting makes Darren feel less anxious.
- 6 F Darren is taking his challenge slowly.

- D **Introduce the task** Read the instructions and the numbers in the box aloud.

Do the task Ss complete the facts with the correct numbers. See what Ss remember after two viewings. Then replay the video for them to check their answers.

Review answers Volunteers give the answers.

Answers

1 3 million 2 2.7, 3 3 10, 500 4 272 5 100

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

Do the task Ss work in pairs to match the sentences with the photos from the video. Play the video again for them to check.

Review answers Volunteers give the correct answers. Discuss the meaning of the words in bold as a class in relation to the photos and the video content.

Answers

- 1 b elegant lines that bend
- 2 c where people wait and trains arrive and depart
- 3 f things that you see every day, not special
- 4 e trees and plants with leaves
- 5 a ugly
- 6 d rate the picture quite good but not perfect, a score of 8/10

- F **Introduce the task** Read the instructions and the words in the box aloud.

Do the task Ss work individually to complete the summary. If necessary, play the video again.

Review answers Volunteers read the paragraph aloud.

Answers

1 valuable 2 attractions 3 souvenirs 4 online
5 personal connection 6 mental health

- G **PAIR WORK** **Introduce the task** Read the instructions and the extract aloud.

Do the task Ss work in pairs to decide which meaning is correct.

Review answers Volunteers give the correct answer and explain why it is correct.

Answers

The Underground is an important part of London's character.
'Iconic' means very famous or popular, and 'wouldn't be London' means would not have the same character.

AFTER YOU WATCH p. 12

- A **GROUP WORK** **Introduce the task** Read the instructions and the questions aloud. Have Ss incorporate vocabulary from the Student's Book, e.g., having had *enough* of a stressful situation, noise becomes *too* much, striking a good *work-life balance*, choosing transportation you *can afford*.

Do the task Ss work in groups to discuss their ideas and prepare to report back to the class.

Review answers Ask volunteers to share the most interesting answers with the class.

- B **GROUP WORK** **Introduce the task** Read the instructions and the types of places in the table aloud. Give an example response for the first place (e.g., the library where I study).

Do the task Ss work individually to complete the table. Then they share their personal connections with their groups.

Review answers Invite volunteers to share interesting answers with the class.

- C **PAIR WORK** **Introduce the task** Read the instructions and the steps aloud. Explain that students will present their plans and need to take notes on each step. Brainstorm with the class and write ideas on the board. (e.g., Iconic places: Hagia Sophia in Istanbul, Akihabara for pop culture in Tokyo. Iconic artists: Frida Kahlo of Mexico City (self-portraits), Osamu Tezuka of Japan (manga art)). Alternatively, allow Ss to search online.

Do the task Ss work in pairs to come up with ideas and prepare to present them. Ss join another pair and give their presentations.

Review answers Ask volunteers to comment on the value of having an art exhibition for the city (question 4).

SAVING THE WORLD, ONE HOUR AT A TIME

Documentary summary

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

Language summary

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

BEFORE YOU WATCH p. 13

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

Do the task Ss discuss their ideas in pairs.

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

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

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

Review answers Ss read their answers aloud.

Answers

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

C PAIR WORK Introduce the task Read the instructions aloud.

Do the task Ss discuss their opinions in pairs.

Review answers Ss share their opinions with the class.

WHILE YOU WATCH pp. 14–15

A Introduce the task Read the instructions aloud.

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

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

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

C Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

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

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

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

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

Review answers Check the answer as a class.

Answer

The Earth Hour campaign could help change the world.

E Introduce the task Read the instructions aloud.

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

Review answers Check answers as a class.

Answers

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

AFTER YOU WATCH p. 16

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

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

Review answers Check some answers as a class.

B PAIR WORK Introduce the task Read the instructions aloud.

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

Review answers Ss read their ideas aloud.

C GROUP WORK Introduce the task Read the instructions aloud.

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

Review answers Ss read their ideas aloud.

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

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

Review answers Ss share their ideas with the class.

NELLIE BLY: BREAKING THE MOLD

Documentary summary

This video profiles Nellie Bly, the young 19th-century woman credited as the first female investigative journalist. After relating facts about her birth and the unusual way she broke into newspaper writing, the video focuses on the main events in her career and her place in history as one of the forerunners of investigative journalism. Bly broke into the field at a time when women were not expected to have careers. Her time spent undercover in a hospital for the mentally ill and her race around the world brought her to the public's attention and made her famous. Her work is still celebrated today.

Language summary

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

BEFORE YOU WATCH p. 17

A [PAIR WORK] Introduce the task Read the instructions and the text aloud. Explain that the words in bold are in the video.

Do the task Ss work in pairs to match the words with the correct definitions. Allow them to use a dictionary to check the meaning of the words if necessary.

Review answers Ask for volunteers to share their answers. Practice the pronunciation of the words.

Answers

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

B [GROUP WORK] Introduce the task Read the instructions and the questions aloud.

Do the task Ss work in groups to discuss their ideas. Encourage groups to be prepared to report back to the class.

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

C [PAIR WORK] [PREDICT] Introduce the task Read the instructions aloud. Ask Ss to look at the photos from the video and read the label aloud.

Do the task Ss work in pairs to make a prediction about the video.

Review answers Volunteers share their predictions. Do not confirm answers.

WHILE YOU WATCH pp. 18–19

A [PAIR WORK] Introduce the task Read the instructions and the questions aloud.

Do the task Play the video. Ss compare their predictions to the correct answers.

Review answers Ask volunteers to say if they got the prediction right or wrong.

Answers

the late 1800s
being a journalist was unusual for women at that time – she did a lot of things that weren't typical for women then

B Introduce the task Read the instructions and the sentences aloud.

Do the task Play the video again. Ss work individually to number the events. Then they discuss their answers in pairs.

Review answers Ask volunteers to give the correct answers.

Answers

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

C Introduce the task Read the instructions, the questions, and the options aloud.

Do the task Play the video from the start until the end of the section about Bly's undercover work (01:55). Ss circle the correct answers.

Review answers Volunteers give the correct answers.

Answers

1 b 2 a 3 c 4 a 5 c

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

Do the task Play the video from 01:56 to the end. Ss work in pairs to check the correct sentences and correct the false ones.

Review answers Ask volunteers to give the correct answers.

Answers

- 1 F Bly was inspired by Jules Verne's novel.
- 2 T
- 3 F Bly took two small bags of essential travel and writing equipment.
- 4 T
- 5 F Bly traveled by ship, by train, and even on horseback.
- 6 F Bly's monkey traveled back to New York with her.
- 7 T
- 8 F Bly continued to work as a journalist until she died in 1922.

E PAIR WORK **Introduce the task** Read the instructions and the phrases aloud. Elicit possibilities for the first number and confirm correct ideas.

Do the task Ss work in pairs to write the numbers. If necessary, replay the video.

Review answers Ask volunteers to give the correct answers.

Answers

- 1 1800s 2 20 3 10 4 24 5 80
6 72, 6, 11, 14 7 1922

F Introduce the task Read the instructions aloud.

Do the task Ss work individually to choose the correct options and complete the paragraph. If necessary, play the whole video again.

Review answers Volunteers read the paragraph aloud.

Answers

- 1 expected 2 a serious 3 social 4 investigative
5 novel 6 awards 7 a monument

AFTER YOU WATCH p. 20

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

Do the task Ss work in groups to discuss their ideas. Encourage groups to be prepared to report back to the class.

Review answers Ask volunteers to share the most interesting answers from members of their group with the class.

B PAIR WORK **Introduce the task** Read the instructions and the bulleted list aloud. Encourage Ss to use their ideas from exercise A to help them.

Do the task Ss take on the role of student or Nellie Bly and prepare their questions or answers. Then they conduct the Q&A together. Fast finishers can swap roles and do the Q&A again.

Review answers When the activity is finished, invite one of the stronger pairs to perform the interview for the class. Ask Ss what the journalism students of today would find inspiring about these exchanges with Bly.

C GROUP WORK **Introduce the task** Read the instructions and the statement aloud. Confirm Ss' understanding of the comparative phrase "as ... as it has ever been" and the term "watchdogs."

Do the task Ss discuss the statement in groups. Monitor and prompt students to consider the ways that people consume news today and how this affects their understanding of society's problems. If students struggle, briefly discuss with the class. Ask: "How do we get the news today?" (sample answers: mainstream news outlets, social media, and podcasts) "How is social media 'news' different from news from mainstream news agencies?" (The former may be based on personal opinion and consist of reactions to events.)

Review answers Ask volunteers to summarize the opinions of their group on the issue.

Documentary summary

This video looks at how playing chess can develop important life skills. It focuses on two types of context. The first is the Medical Educational Institute in Villiers, France, where teenagers with autism learn how to play with the help of a giant chessboard. The second is a chess club set up in the streets of El Alto, Bolivia. The club gives local children something to do as they wait for their parents after school. Viewers learn that chess can teach children valuable skills, like dealing with failure and learning to think before they act. Both contexts show that chess can be much more than just a game.

Language summary

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

BEFORE YOU WATCH p. 21

A Introduce the task Read the instructions aloud.

Do the task Ss complete the text with the words in the box. Check that Ss understand all the vocabulary. You could bring in a chessboard to class to help with understanding.

Review answers Ss share their answers with the class.

Answers

1 pieces 2 rook 3 chessboard 4 move
5 game 6 club

B PAIR WORK Introduce the task Read the instructions aloud. Make sure Ss look at the photo carefully and note where the three write-on lines are.

Do the task Ss answer the questions in pairs. If necessary, point out the items in the photo.

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

Answers

1 chessboard 2 pieces 3 club

C PAIR WORK PREDICT Introduce the task Read the instructions and questions aloud. Review the Glossary with Ss. Stress to Ss that they must consider the picture, text, and new vocabulary on the page to make a prediction.

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

Review answers Ss read their answers aloud, but do not go into detail; Ss check predictions in the next exercise.

WHILE YOU WATCH pp. 22–23

A Introduce the task Read the instructions aloud.

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

Review answers Ss share their predictions with the class.

Possible answers

The video is about how chess can teach young people key life skills. OR The video is about kids who learn life skills from playing chess.

B Introduce the task Read the instructions aloud.

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

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

Answers

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

C Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

1 plus 2 represent 3 afraid 4 strategies
5 difficult 6 angry 7 developed 8 analyze

D Introduce the task Read the instructions aloud. Make sure Ss read the summaries carefully before making their choice.

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

Review answers Ss read their answers aloud.

Answers

Summary 1

C **GROUP WORK** **CRITICAL THINKING** **Introduce the task** Tell Ss that playing chess online was mentioned in the video and explain that they are going to discuss the differences between playing online and face to face. Read the instructions.

Do the task Ss work in small groups of three or four and discuss the questions. They should try to provide specific examples to support their viewpoints.

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

AFTER YOU WATCH p. 24

A **PAIR WORK** **Introduce the task** Read the instructions aloud. Tell Ss they will discuss the questions with a partner. If Ss haven't played chess, they can just choose to discuss the first and third questions. Those who have played can contribute their opinions about the game.

Do the task Ss discuss the questions.

Review answers Pairs share their ideas with the class. Allow time for Ss to ask the other pairs questions.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Share the example sentence for "anticipate" (It can teach children how to anticipate situations.) and explain that students need to come up with sentences about four other life skills chess can teach children, using some of the other words in the box. Check understanding of the words; Ss can check online if they aren't sure.

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

Review answers Ss share their sentences with the class.

FROM TRASH TO TREASURE

Documentary summary

Ivory Coast receives a large number of used phones from around the world but many do not work and end up as e-waste. This video explores the recycling of old phones and the consequences of discarding electronic devices that can hurt the environment. Ivory Coast artist Mounou Désiré Koffi shows how he uses the parts of old phones to create beautiful and interesting artworks and giant tapestries. The artist works to raise awareness about the need for people to update their phones and help prevent toxic e-waste. Students learn about something important that most of us don't stop to consider.

Language summary

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

BEFORE YOU WATCH p. 25

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

Do the task Ss do the task in pairs.

Review answers Ss read their answers aloud.

Answers

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

B PAIR WORK Introduce the task Read the instructions and question aloud. Elicit or explain that Ss put the items in Exercise A into two categories: phones or art.

Do the task Ss categorize the words. Monitor pairs' work. If they are struggling, ask questions to stimulate thinking (e.g., for *exhibition*: *What do we go to museums to see: phones or art?*).

Review answers Ss share their answers with the class.

Answers

Phones: keyboard, model, electronics, device
Art: exhibition, display, creations, tapestry

C Introduce the task Read the instructions aloud.

Do the task Ss complete the texts individually.

Review answers Volunteers share their answers with the class.

Answers

1 exhibition 2 creations 3 tapestry 4 display
5 electronics 6 model 7 keyboard 8 device

D PREDICT Introduce the task Read the instructions aloud.

Do the task Ss discuss the question in pairs or groups.

Review answers Ss share their predictions with the class.

WHILE YOU WATCH pp. 26–27

A Introduce the task Read the instructions and questions aloud.

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

Review answers Ss watch the video, then check their predictions for exercise D on page 25.

B Introduce the task Read the instructions aloud. Have Ss skim the sentences. Discuss unknown words (e.g., *persuade*, *whole*, or *sewing*) or allow Ss to use a dictionary to check their meaning. For the false statements, give Ss the option of rewriting the whole sentence with the correction or crossing out the error in the sentence and correcting it.

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

Review answers Ss read their answers aloud.

Answers

- 1 F, everybody wants the latest model
- 2 ✓
- 3 ✓
- 4 False, he uses the keyboards only
- 5 ✓
- 6 False, he wants to do something useful and raise awareness of e-waste
- 7 False, the money goes to open recycling centers and education
- 8 False, the narrator says that his art is a reminder to think about what we do with our old phones

C Introduce the task Read the instructions aloud.

Do the task Ss work individually and write the letter of the correct sentence on each photo.

Review answers Ss read their answers aloud.

Answers

1 D 2 C 3 B
A is not needed.

D Introduce the task Read the instructions and sentences aloud. Explain that Ss are going to listen for specific information and need to discriminate between options that sound and look similar. Note that Ss may hear a different form of the word on the video. Direct Ss' attention to the Glossary on p. 26. Alternatively, have Ss check on their own for unknown words in this and following exercises.

Do the task Play the video. Ss work individually.

Review answers Ss read their answers aloud.

Answers

1 pushes 2 visible 3 landfill 4 puts
5 sketches 6 spread the message

E Introduce the task Read the instructions aloud. Explain that Ss should read the quotations carefully before watching the video again. This will help them anticipate the correct prepositions.

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

Review answers Three volunteers read out the answers for each quotation.

Answers

1 of 2 into 3 to 4 away 5 into 6 for
7 even 8 around 9 about 10 with

F PAIR WORK Introduce the task Read the instructions aloud.

Do the task Ss do the task in pairs. Tell them to read the summaries carefully.

Review answers Volunteers share their answers, explaining why two of the summaries are wrong.

Answers

1 correct
2 incorrect The video does not suggest that viewers create art with their old phones.
3 incorrect The video's message is about what can be done with old phones, although there is an implicit criticism of how we buy and use phones.

AFTER YOU WATCH p. 28

A PAIR WORK Introduce the task Read the instructions aloud. Tell Ss they will discuss the questions in pairs.

Do the task Ss discuss the questions.

Review answers Pairs share their ideas with the class. Allow time for Ss to ask other pairs questions.

B GROUP WORK Introduce the task Read the instructions and questions aloud. Lead a class discussion about the best things to do with our unwanted devices.

Do the task Encourage Ss to rank these ideas in order of preference and to come up with ideas of their own. Consider having Ss research organizations (both local and global) that repurpose old technology.

Review answers Groups share their ideas with the class and vote on which idea is the best and why.

C PAIR WORK Introduce the task Read the instructions and question aloud.

Do the task Ss work in pairs to develop a list of things to consider. Circulate and monitor discussions. If Ss are struggling, prompt with questions e.g., *What do you have to think about? If you throw the phone away, what are the consequences?*

Review answers Ss compare their ideas with a partner.

D GROUP WORK Introduce the task Read the instructions and question aloud. Then read or ask a volunteer to read aloud the example. Briefly discuss the photo and elicit Ss' responses to the art. Ask: *If El Anatsui has used bottle caps and labels, what makes this work art?*

Do the task Ss do the task in groups if they have access to their phones or computers to research online. If not, you may wish to assign this exercise as homework: Ss can report their findings in the next class period and, if possible, present examples of the art to the class.

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 29

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

Do the task Ss do the task individually.

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss share their answers with the class.

C PREDICT Introduce the task Read the instructions aloud.

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

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

WHILE YOU WATCH pp. 30–31

A Introduce the task Read the instructions aloud.

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

Review answers Ss share their predictions with the class.

B Introduce the task Read the instructions aloud.

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

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

Answers

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

C Introduce the task Read the instructions aloud.

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

Review answers Ss read their answers aloud.

Answers

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

D Introduce the task Read the instructions aloud.

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

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

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

1 choices 2 common 3 own
4 lead 5 dreamed of

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

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

Review answers Ss share their answers aloud.

Answers

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

G Introduce the task Read the instructions aloud.

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

Review answers Ss share their answers with the class.

Answer

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

AFTER YOU WATCH p. 32

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

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

Review answers Volunteers share their answers with the class.

B Introduce the task Read the instructions aloud.

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

Review answers Volunteers share their answers with the class.

C GROUP WORK Introduce the task Read the instructions aloud.

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

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

MAKING OUR ROADS SAFER: FROM TOUCANS TO ZEBRAS

Documentary summary

This video takes an historical perspective to analyze the topic of road safety. It shows how certain inventions evolved, such as traffic lights and zebra crossings, to make life on the road safe for all: cyclists, pedestrians, and, of course, drivers. It examines two particular ideas, one from South Korea and another from Poland. In the latter, we see how a new type of 3D crosswalk helps to slow down traffic. The invention looks like it is hanging in the air. This illusion makes drivers more cautious and is not dangerous.

Language summary

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

BEFORE YOU WATCH p. 33

A PAIR WORK Introduce the task Read the instructions and the words in the box aloud. If necessary, complete the first missing word with the whole class as an example.

Do the task Ss work in pairs to complete the sentences.

Review answers Volunteers share their answers with the class.

Answers

1 crosswalk 2 traffic light 3 pedestrians
4 drivers 5 protection 6 speed 7 slow down
8 distractions

B PAIR WORK Introduce the task Read the instructions aloud. Tell Ss to look at the photos carefully to identify examples of the target language. Clarify that Ss choose two terms for each photo.

Do the task Ss work in pairs to find items in the photos.

Review answers Volunteers read aloud their answers.

Answers

Photo 1: crosswalk, pedestrians
Photo 2: traffic lights, driver

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

Do the task Ss discuss the questions and review the photos and vocabulary on p. 33 in pairs.

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

WHILE YOU WATCH pp. 34–35

A PAIR WORK Introduce the task Read the instructions aloud.

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

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

Possible answer

The video is about the history of the crosswalk and how people are updating it for better safety.

B Introduce the task Read the instructions aloud. Give Ss some time to read the questions and options. Check their understanding.

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

Review answers Volunteers give the correct answers.

Answers

1 b 2 a 3 b 4 b 5 a 6 a 7 b

C PAIR WORK Introduce the task Read the instructions aloud. Make sure Ss understand that they have to choose the best summary of the last part of the video. Direct Ss' attention to the Glossary and remind them to check it for unknown words in the exercise.

Do the task Play this part of the video again. Ss work in pairs to choose the best summary.

Review answers Volunteers share their answer and support it with reasons.

Answers

Summary 2

D Introduce the task Read the instructions aloud and check Ss' understanding. Clarify that Ss match words from the first and second columns to create two-word phrases they hear in the video.

Do the task Play the video. Ss work individually to identify the correct expressions.

Review answers Volunteers share their answers. It's important here for Ss to realize that these are the exact expressions used in the video and that other collocations could in theory exist, e.g. "familiar rule."

Answers

- 1 d (pedestrian crossing) 2 f (optical illusion)
3 b (phone screen) 4 e (familiar part)
5 a (important rule) 6 c (residential areas)

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

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

Review answers Volunteers say the correct expressions aloud. Extend the activity by asking Ss to create their own sentences with the expressions.

Answers

- 1 optical illusions 2 pedestrian crossings
3 residential areas 4 phone screens
5 familiar part 6 important rule

AFTER YOU WATCH p. 36

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

Do the task In pairs, Ss discuss the questions.

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

B [GROUP WORK] Introduce the task Read the instructions and the ideas. Check Ss' understanding of the words and encourage Ss to reflect on examples from their own town or city. If necessary, model the activity by giving an example of a particular initiative.

Do the task In small groups, Ss rank the ideas. Encourage Ss to think of additional ideas. Give them plenty of time for this task as it is cognitively challenging.

Review answers Ask volunteers to share their group's ranking with the class.

Answers

Answers will vary.
Suggested additional ideas:
Protect vulnerable road users, promote driver education, change laws regarding license renewal, build cycle lanes in towns and cities.

C [GROUP WORK] Introduce the task Read the instructions and questions.

Do the task In the same groups as exercise B, Ss evaluate their ideas from exercise B and decide which have the most potential.

Review answers Groups present their decisions to the class. Encourage other Ss to ask questions and make comments.

Documentary summary

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

Language summary

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

BEFORE YOU WATCH p. 37

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

Do the task Ss work in pairs to match the words with the photos.

Review answers Volunteers share their answers with the class.

Answers

1 digger 2 skeleton 3 bone
4 DNA 5 research

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

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

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

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

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

Review answers Volunteers share their opinions with the class.

WHILE YOU WATCH pp. 38–39

A Introduce the task Read the instructions aloud.

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

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

Answers

Checked: 1, 3, 4, 6, 7

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

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

Review answers A volunteer gives the correct answer.

Answer

3

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

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

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

Answers

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

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

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

Review answers Volunteers share their answers.

Answers

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

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

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

Review answers Ss read the sentences aloud.

Answers

1 solving 2 researching 3 connection
4 carried out 5 breakthrough

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

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

Review answers Volunteers share their answers.

Possible answers

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

AFTER YOU WATCH p. 40

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

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

Review answers Volunteers share their opinions.

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

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

Review answers Ss share their answers to the questions.

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

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

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

RETURNING TO THEIR ROOTS

Documentary summary

This video looks at the topic of shifting populations and the global reverse trend of people migrating from the city to the country, focusing on Mongolia as a case in point. Nomads on the steppe moved to the capital Ulaanbaatar to seek a better life, but the city's growing population and pollution are sending them back to the grasslands. Successful business woman Battsetseg Chagdga moved back, despite warnings that there were no benefits in returning. She set up an online group with the many others who shared her goal of changing their lifestyle and they formed their own village. Succeeding at their change, they are happy with their new cleaner way of living.

Language summary

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

BEFORE YOU WATCH p. 41

A PAIR WORK Introduce the task Read the instructions and the words in the box aloud. Model the pronunciation of the words and allow Ss time to practice saying them. Clarify that Ss describe each place with words that we associate with these places. Lead with an example, e.g., *Buildings in the city are often made of concrete.*

Do the task Ss work in pairs to use the words in the box to describe the images.

Review answers A volunteer reads their descriptions of the photos aloud.

Answers

- 1 grasslands, nomads, steppe, tents
- 2 concrete, construction boom, economic possibilities, pollution

B PAIR WORK Introduce the task Read the instructions aloud and check that Ss understand the task. Encourage Ss to read the sentences first for context and to anticipate the words that best complete the sentences.

Do the task Ss work in pairs to complete the task.

Review answers Volunteers share their answers with the class. You may want to ask which of these sentences is true about where they live.

Answers

- 1 steppe 2 tents 3 construction boom
- 4 nomads 5 grasslands 6 pollution
- 7 economic possibilities 8 concrete

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

Do the task Ss make predictions in pairs and take notes. Monitor and help Ss with vocabulary as necessary. You may want to write the new words on the board for Ss to refer to in making predictions.

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

WHILE YOU WATCH pp. 42–43

A Introduce the task Read the instructions and questions aloud.

Do the task Play the video. Ss check their predictions and decide if they were correct.

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

Answers

The video is about the reverse trend in rural and urban Mongolia where some nomads are now moving away from the city back to the grasslands to find a better way of life.

B Introduce the task Read the instructions aloud.

Do the task Play the video. Ss decide which sentences are true or false. Ss work individually and then compare in pairs.

Review answers Volunteers share the answers.

Answers

- 1 True
- 2 False, she was born in the countryside and now lives in Ulaanbaatar
- 3 False, the figure is 45%
- 4 True
- 5 True
- 6 False, she set it up before she moved
- 7 False, it grew fast: from 400 to 17,000
- 8 True

C Introduce the task Read the instructions aloud. Give Ss some time to read the the two columns of words and then check their understanding. Clarify that Ss match one word in the first column with a word in the second column to make an expression they will hear in the video.

Do the task Play the video. Ss match the words. If Ss struggle, do the activity as a class, giving examples of how the verbs are used in other similar expressions (e.g., “run” = manage. Ask: *What kinds of things do we manage?* (a business, a shop, a program or organization).

Review answers Volunteers read aloud the completed expressions, Compare answers as a class. Correct misunderstandings.

Answers

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

D PAIR WORK Introduce the task Read the instructions aloud and give Ss some time to read the text.

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

Review answers Volunteers share their answers. If they have difficulty, allow Ss to watch the video again to double-check their answers.

Answers

- 1 look for a better life
- 2 set up an online group
- 3 share / sharing a dream

E PAIR WORK Introduce the task Read the instructions aloud and give Ss some time to read the three summaries. Point out that the summaries are close in meaning so Ss need to read carefully.

Do the task Play the video. Ss work with a partner to choose the correct summary. Remind them to discuss their reasons for their choice.

Review answers A volunteer reads the correct summary aloud. Elicit the reasons the other summaries are incorrect.

Answers

Summary 3 is correct

Summary 1: The video focuses on the negative aspects of city life that have caused Mongolians to return to the steppe.

Summary 2: The video doesn't look at the consequences of reverse migration for the city.

AFTER YOU WATCH p. 44

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

Do the task Ss work in pairs to discuss the questions. Monitor and help them with new vocabulary as necessary. Note: A “digital nomad” refers to somebody who works remotely while traveling.

Review answers Volunteers report on their discussions. Encourage Ss to say if they agree or disagree. If appropriate, use the questions for a mini class debate, with Ss presenting arguments and counterarguments.

B GROUP WORK Introduce the task Read the instructions aloud. Elicit that the plan involves thinking about housing, jobs, transportation, safety, and expenses.

Do the task Ss discuss and develop their action plan in groups.

Review answers Go around the room and have each group explain their plan to you. Encourage Ss to think of examples. Correct any errors or misunderstandings.

C GROUP WORK Introduce the task Read the instructions and question aloud. Give Ss a few minutes to prepare before starting the activity.

Do the task In groups, Ss present their action plans.

Review answers Each group evaluates the other groups' ideas and decides which ones are the most interesting or effective in their local context.

Documentary summary

This video focuses on the topic of dementia, an illness in which nerves in our brain can become damaged, affecting our memory. The condition affects 55 million people worldwide and there is no cure. However, there are centers that help patients with dementia and their family members. The Pepper Pot Centre of London is one of these. The Pepper Pot uses a "reminiscence box," an invention that helps trigger childhood memories. The boxes feature elements that dementia patients can touch and smell to help them recall things from their past, and restore memories.

Language summary

Grammar	Vocabulary	Functional language
Adding emphasis	Talking about the senses	Recall a memory
Substitution and referencing	Describing memories	

BEFORE YOU WATCH p. 45

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

Do the task Ss work in pairs to complete the sentences with the correct words.

Review answers Volunteers share the complete sentences with the class.

Answers

1 fills 2 retain 3 brings 4 evokes
5 reminds 6 makes

B Introduce the task Read the instructions and explain the task. Give Ss time to read the sentences in exercise A again and work out the meaning of the verbs in context.

Do the task Ss work individually to categorize the words in the chart. Monitor Ss and help them as necessary.

Review answers Volunteers share their answers with the class.

Answers

To cause you to remember something
bring, evoke, fill, make, remind
To keep a memory of something
retain

C PAIR WORK PREDICT Introduce the task Read the instructions aloud and check Ss' understanding. Explain that Ss need to look at the different photos, describe each one, and then make predictions.

Do the task Pairs discuss the questions and make predictions.

Review answers Volunteers share their ideas with the class.

WHILE YOU WATCH pp. 46–47

A Introduce the task Read the instructions and questions aloud.

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

Review answers Ss share their answers with the class.

Possible answers

They show events people usually remember: buying your first home and learning to ride a bike, the loneliness the elderly feel when they lose their memory, and the reminiscence box that helps dementia patients recall memories.

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

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

Review answers Volunteers give the correct answers.

Answers

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

C Introduce the task Read the instructions aloud. Tell Ss to take notes as they watch the video. Remind Ss to listen for key words. Give an example e.g., sentence 7: "Pepper Pot Centre," "family," "listening," and "stories."

Do the task Play the video. Ss put the sentences in order individually and then compare their answers in pairs. If Ss have difficulty, consider previewing the key words in the sentences before Ss begin.

Review answers Volunteers say the correct order.

Answers

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

D Introduce the task Read the instructions aloud. Have Ss skim the paragraph for context.

Do the task Play the video from 00:10 to 00:38. Ss work individually to complete the paragraph and then compare answers in pairs. Play the video again for them to check their answers.

Review answers Volunteers read the completed paragraph.

Answers

1 (b)rains 2 (t)imes 3 (t)hings 4 (f)irst
5 (s)cary 6 (h)appens 7 (d)isappear

E Introduce the task Read the instructions and the sentences aloud. Check Ss' understanding of the sentences and the task. Note the difference between missing information (not mentioned) and incorrect information.

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

Review answers Volunteers share their answers with the class.

Answers

1 NM 2 True 3 NM 4 False, a bar of chocolate may be enough 5 True

F Introduce the task Read the instructions aloud.

Do the task Ss work individually to choose the main message and then compare answers in pairs.

Review answers Volunteers share their answers, explaining why the other answers are incorrect.

Answer

2 is correct
1 and 3: The video focuses on the Pepper Pot Centre and does not mention doctors or traditional medicine.

AFTER YOU WATCH p. 48

A [PAIR WORK] Introduce the task Read the instructions aloud. If needed, check understanding of the questions by having Ss restate the questions in their own words.

Do the task Ss discuss the questions in pairs.

Review answers Volunteers share their ideas. You may wish to extend this activity by asking Ss to prepare their reminiscence boxes at home and share them with the class the next day. Ss can discuss the value and importance of the objects.

B [GROUP WORK] Introduce the task Read the instructions aloud.

Do the task Ss work in groups to discuss their own memory. Ss identify things they often forget and the methods they use to remember them.

Review answers Volunteers share their ideas.

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

Do the task Ss discuss ideas in small groups.

Review answers Volunteers share their answers with the class.

D [GROUP WORK] Introduce the task Read the instructions aloud. Direct Ss to work with a new group.

Do the task Groups compare their ideas from exercise C and choose the most interesting.

Review answers Volunteers report their group's most interesting ideas to the class.

THE FUTURE OF FOOD

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 49

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

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

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

Do the task Ss complete the exercise in pairs.

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

WHILE YOU WATCH pp. 50–51

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

AFTER YOU WATCH p. 52

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

Do the task Ss complete the exercise in small groups.

Review answers Ss read their answers aloud.

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

Do the task Ss complete the exercise in pairs.

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

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

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

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

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 53

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

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss share their answers with the class.

Possible answers

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

C PAIR WORK Introduce the task Read the instructions aloud.

Do the task Ss complete the exercise in pairs.

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

D PREDICT Introduce the task Read the instructions aloud.

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

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

WHILE YOU WATCH pp. 54–55

A Introduce the task Read the instructions aloud.

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

Review answers Ss share their answers with the class.

Answer

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

- 1 d 2 a 3 e 4 c 5 b

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

AFTER YOU WATCH p. 56

A GROUP WORK Introduce the task Read the instructions aloud.

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

Answers

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

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

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

- 1 Sara 2 Megan 3 Robert 4 Sara 5 Carolina

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

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

Review answers Ss read their answers aloud.

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

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

Review answers Ss read their answers aloud.

COMMUNITY ACTION

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 57

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

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

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

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

Do the task Ss complete the exercise individually.

Review answers Ss discuss as a class.

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

Do the task Ss complete the exercise individually.

Review answers Ss discuss answers as a class.

WHILE YOU WATCH pp. 58–59

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

1 d 2 a 3 e 4 b 5 c

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

AFTER YOU WATCH p. 60

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

Do the task Ss complete the exercise in pairs.

Review answers Ss read their answers aloud.

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

Do the task Ss complete the exercise in pairs.

Review answers Ss share advice with the class.

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

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

Review answers Ss read their answers aloud.

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 61

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

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

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

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

Do the task Ss complete the exercise individually.

Review answers Ss talk about their answers with the class.

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

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

Review answers Ss share their answers with the class.

D PREDICT Introduce the task Read the instructions aloud.

Do the task Ss predict what problem Sara has.

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

WHILE YOU WATCH pp. 62–63

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss share their answers with the class.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

AFTER YOU WATCH p. 64

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

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

Review answers Ss read their answers aloud.

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

Do the task Ss complete the exercise individually

Review answers Ss compare answers in pairs.

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

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

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

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 65

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

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

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

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

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

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

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

Do the task Ss complete the exercise individually.

Review answers Ss share answers as a class.

D [PREDICT] Introduce the task Read the instructions aloud.

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

Review answers Ss share answers as a class.

WHILE YOU WATCH pp. 66–67

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

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

Review answers Ss share their answers with the class.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

E Introduce the task Read the instructions aloud. Ss watch the video again and complete the sentences with the words in the box.

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

AFTER YOU WATCH p. 68

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

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

Review answers Ss read their answers aloud.

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

Do the task Ss complete the exercise in pairs.

Review answers Ss read their answers aloud.

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

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

Review answers Ss may volunteer to share pitches with class.

LOOKING BACK

Story summary

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

Language summary

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

BEFORE YOU WATCH p. 69

A Introduce the task Read the instructions aloud.

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

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

B Introduce the task Read the instructions aloud.

Do the task Ss complete the exercise individually.

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

Answers

- 1 Carolina 2 Jeff 3 Robert 4 Sara

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

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

Review answers Ss read their answers aloud.

Answers

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

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

Do the task Ss complete the exercise individually.

Review answers Ss compare answers as a class.

WHILE YOU WATCH pp. 70–71

A Introduce the task Read the instructions aloud.

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

Review answers Ss share their answers with the class.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

- 1 Carolina 2 Carolina 3 Robert
 4 Jeff 5 Carolina

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

- 1 C 2 R 3 J 4 C

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

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

Review answers Ss read their answers aloud.

Answers

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

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

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

Review answers Ss read their answers aloud.

Answers

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

AFTER YOU WATCH p. 72

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

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Answers

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

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

Do the task Ss complete the exercise individually.

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

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

Do the task Ss complete the exercise in pairs.

Review answers Pairs perform their role for the class.

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

Do the task Ss complete the exercise individually.

Review answers Ss read their answers aloud.

Unit 1: Taking up the challenge

Narrator When we are children, life is a series of challenges. Each challenge is a goal that tests our abilities.
As we work towards that goal, we learn, and we improve. We challenge ourselves to run faster than yesterday, lift a heavier weight than last week, play a more difficult musical piece.

Each little success feels great.

When we set challenges for ourselves, we get the best results.

We can use challenges to face our fears and grow more confident.

Challenges help us prove something to ourselves or prove something to the world.

At six years old, Carmela Chillery-Watson, who has a muscle disease, set out to walk 10 kilometers a day for a month. She wanted to show the world her strength and raise money for research into her condition.

Like Carmela, Thiago Costa is using a challenge to bring attention to an issue. The Brazilian surfer wants to prove that Brazil has great waves for surfing. He decided to surf 100 days of big waves there. He wants others to share his love of the ocean.

Thiago Costa If I can inspire someone to practice sports, be at sea, even if it's to paddle, bodysurf, bodyboard, or surf, that's mission accomplished.

Narrator Challenges can be fun, while testing the limits of our bodies ... and science.

Paton brother We're trying to grow the biggest fruit to sit on this planet. What's, you know, what's not cool about that?

Narrator Twins Stuart and Ian Paton want to break the world record for the world's largest pumpkin.

Paton brother It's all a bit nerve-wracking really. It's years of work, loads of hours, lots of money.

Narrator This time, they only broke the British record, but they won't give up. They've been trying for 50 years, and their granddaughter may be next. After all, trying is the most important thing. Just ask Preet Chandi. She has achieved four world records for her solo challenges in the Antarctic.

Preet Chandi I want to show people that there is just so much, so much that you can do, and you can achieve, and there's no such thing as a small adventure. And you know what? Even if you don't make the end point, that's OK. Like the journey, there's beauty in that journey itself.

Narrator What kind of challenge would help you get to where you want to go?

Unit 2: Green cities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Unit 3: The art of the underground

Narrator London wouldn't be London without its iconic underground system – also known as the Tube. It's one of the British capital's most valuable assets.

More than three million passengers use the underground every day. Tickets bring in nearly 2.7 billion pounds or more than three billion dollars every year.

The Tube connects Londoners' homes to their offices, schools, shops, and all of London's many attractions.

In fact, being less than 500 meters from an underground station can add around 10 percent to a home's value.

Many London tourists bring back souvenirs showing the world-famous underground map or logo.

And Londoners too, enjoy having souvenirs of their favorite stations.

That's been the experience of Darren Hayman, an artist who has decided to paint all 272 of London's Underground stations.

Darren appreciates different things in the stations he paints.

Darren Hayman A beautiful inside and out, with all these sweeping curves. Likewise, Russell Square has a beautiful platform. I also like the boring and mundane. I like this assistance booth at Stonebridge Park. And then sometimes, because London is so green, you can draw somewhere like Highgate and draw a lot of greenery.

Narrator He sells his postcard-sized paintings online.

Darren says his customers don't buy the paintings because the buildings are beautiful. They buy them because of a personal connection to the station they use the most.

Blackhorse Road is not the most attractive station building, but Darren says many people wanted to buy that painting.

Darren Hayman I think people are fiercely loyal to their underground station.

Narrator Darren's paintings sell for less than £100 each, but he isn't doing this simply for the money. Painting is improving his mental health.

Darren Hayman I can even hear that I'm talking more slowly than I usually do. I find it very ... very anxiety-relieving.

Narrator Darren still has a long way to go to paint all 272 stations. But he's taking it slowly, painting some of them several times.

Darren Hayman I think I'm finished now. I think I would give this, I think I would give this, 8 out of 10.

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

Narrator In 2004, the environmental group World Wildlife Fund discovered something frightening. Their research into how the Earth's climate had changed over time showed that if we didn't find better ways to live – from how we travel, to what we eat – then we would damage the planet forever.

Naomi Hicks What we are seeing from the climate science is we urgently need to act on climate change. We're seeing in the U.K., this is the hottest year on record globally for the third year in a row. We're seeing that one in six species could be affected by climate change, so we know that we've got to act, and we've got to do that right now.

Narrator To make a real difference, everybody needs to help. But how do you convince somebody that they have the ability to change the world? The World Wildlife Fund hired an exciting advertising agency to find a way. They thought that climate change might be too big a problem for most people to understand. But they realized that if people could see small changes for themselves, then they might be able to imagine the bigger results. And so they created Earth Hour, an annual event at the end of March that asks people to spend 60 minutes doing something to help the environment. It happens all over the world.

Jim Leape It is all of us coming together as a community.

Narrator Earth Hour is what's called an open source campaign. That means that anyone can use the World Wildlife Fund's name and logo to endorse their own event, anywhere in the world. Excited by what they see and do, people become more likely to make choices that are good for the environment. And because it's so easy to take part, Earth Hour has grown every year since it started in 2007. Countries that join usually do something big, like turning off the lights on famous monuments.

Pascal Canfin We switched off the Eiffel Tower, part of a movement where 400 monuments that are known globally, are switched off today.

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

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

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

Unit 5: Nellie Bly: Breaking the mold

Narrator Have you heard of Nellie Bly? She's not well known today. But at one time she was world famous. That time was the late 1800s. In those days, women were not expected to have a career.

But that didn't stop Nellie Bly. She became a serious journalist, and her work is still important today.

At just 20 years old, Nellie Bly got into journalism. She wrote an angry letter to a Pittsburgh newspaper. The editor was so impressed with her writing that he offered her a job.

At that newspaper, Nellie Bly – real name Elizabeth Cochran – wrote stories about social issues like the poor pay and conditions for women in factories.

But when the newspaper encouraged her to write stories on fashion and gardening instead, she left – first to report from Mexico, and then to work in New York City.

In New York, Bly became famous after going “undercover” at a hospital for the mentally ill. She spent 10 days there writing about the conditions for patients. People were shocked by some of the things they read in her reports. They led to real changes in conditions in hospitals across America. Today, her work is considered one of the earliest examples of investigative journalism.

Then at 24 years old, she had an idea for a different kind of story. Inspired by Jules Verne’s famous novel, “Around the World in Eighty Days,” Nellie Bly suggested to her editor, Joseph Pulitzer, that she try to travel around the world in fewer than eighty days – reporting on her journey along the way.

The editors at Bly’s newspaper didn’t believe she could do this journey alone. They said a woman would need too much luggage to travel quickly.

However, after a year of arguing, Bly finally set off, with just two small bags of essential travel and writing equipment.

Bly sailed from New York straight to Europe, where she met the writer, Jules Verne in France.

Next stop was Egypt and then Yemen, where she met Red Sea pearl divers.

From Sri Lanka, she continued to eastern Asia, traveling by ship, by train, and even on horseback.

In Singapore, she adopted a monkey who traveled back to New York with her.

All her impressions and adventures were shared in her reports and read by hundreds of thousands of people worldwide.

Nellie Bly arrived back in New York 72 days, 6 hours, 11 minutes, and 14 seconds after she had set off.

By now, Nellie Bly was extremely famous. Songs were written about her. While a board game and advertisements featured her name.

More importantly, her work created a path into serious journalism for women, and she continued to work as a journalist until she died in 1922.

Today, awards for journalists are named after her and a monument in her honor stands in New York City.

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

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

Unit 6: More than a game

Narrator With millions of games played every day both online and offline, chess has never been more popular.

Here at the Medical Educational Institute in Villiers in France, teenagers with autism are learning how to play, with the help of a giant chessboard. Instead of moving pieces, they are the pieces.

Specialist teacher Jean-François Porcher explains how this unusual board is helping them.

Jean-François Porcher The giant chessboard is a plus because they have difficulties thinking abstractly. It allows them to represent the pieces and ask ... If I am a rook, what are the possible movements? Where can I go?

Narrator Student Maxim is finding it useful.

Maxim It’s true that at the beginning of the year, when I was starting to learn, I was a little afraid of how it was going to go. But now, after several months of playing chess, I’m getting better and better at concentrating and developing strategies.

- Narrator** The teens enjoy playing a lot, developing their social skills together.
Ten thousand kilometers away in El Alto, Bolivia, the game is helping other children. This is shopkeeper Juan Copa. Twenty years ago, he set up a chess club in the street. The club gives local children something to do as they wait for their parents after school. Not only that, it also teaches the children valuable skills, like dealing with failure.
- Boy** The most difficult part is losing, because when I lose, I sometimes get angry. After that, I sometimes don't want to play.
- Narrator** Parents are very pleased with Juan's club, which helps their children learn to deal with difficult situations they may experience in real life.
- Parent** He has developed a lot since they started playing. Now he is more able to analyze the things that he can do and things he can't do.
- Narrator** Juan feels proud of what he has achieved with the children. He believes he has taught them to act sensibly, and to think before they act.
Learning to lose, knowing our limits and being patient are just some of the things chess can teach us. With the game's growing popularity around the world, chess is likely to go on teaching us, and helping our communities, for years to come.

Unit 7: From trash to treasure

- Narrator** Phones are an essential part of our lives. They allow us to communicate, keeping us connected at all times. But, as technology advances, pushing us to buy newer, faster models, today's mobile devices quickly become a thing of the past.
Electronic waste, or e-waste, is a big problem these days. And it's an especially visible problem in some parts of the world. The Ivory Coast receives a large number of recycled and second-hand electronics. But if these do not work properly, they become e-waste, ending up in landfill sites, or simply left in the street.
Here, in the city of Abidjan, artist Mounou Désiré Koffi has found a way to put some of this waste to use.

- An assistant brings him sacks. Inside these are hundreds of keyboards from old phones.
Koffi takes them back to his studio, where they are sewn together into a giant tapestry. Koffi then takes the tapestry, sketches his idea, and starts cutting. The image takes shape. It will eventually become a work of art.
Koffi explains why he chose this material. I think just the act of collecting old phones and breathing new life into so-called waste, people say to themselves, "Ah-ha!" In fact, these things that have been thrown away, that don't work anymore, can be made into something new.
- Narrator** Koffi is putting on an exhibition here at the Fondation Donwahi in Abidjan. The exhibition is helping to spread Koffi's message.
- Christine Tsala** Doing something useful for humanity is always encouraging, and making it pretty and raising awareness is even better.
- Narrator** Some of Koffi's works have sold for up to fifteen hundred dollars. He hopes to use this money to open recycling centers and to help educate Ivorians and other people in the region about the issue of electronic waste.
As we continue to buy around 1.5 billion phones every year worldwide, Koffi's art is a reminder to think about what we do with our old devices.

Unit 8: Start-up life

- Narrator** Work is an extremely important part of our lives. We spend most of our time and our energy at work. And while many of us are happy working nine to five for someone else, some people choose to start their own business. If you could start your own business, would you do it? It's not just a career choice; it's a lifestyle choice.
Edouardo Jordan has a restaurant in Seattle called Salare. He's the owner and the chef. Managing a restaurant is hard work. Especially on the weekends! Early on Saturdays, his work day begins

at the market, where he buys the food he needs. He buys fresh local produce – fruits and vegetables – and designs his menus based on what he can find there. His restaurant, Salare, is quite new, but Edouardo chose this lifestyle a long time ago. From the moment he started his career as a professional cook, he knew he wanted to open his own restaurant.

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

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

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

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

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

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

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

Narrator Now, she's a professional photographer. She has a successful business, makes a good living, and enjoys her job every day. For Nikki, the decision to own her own business made her life easier and happier. For Lizzy and her husband, on the other hand, running their own business has brought a lot of changes to their lives that were not part of the plan. They used to live in Texas, where they owned a toy store. But when the financial crisis came in 2008, they lost their business. However, very soon after this happened, they got the opportunity to

open a similar store in Las Vegas. It meant making a big change. They had to pack up everything, sell their house, move to a different state, and start all over again.

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

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

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

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

Unit 9: Making our roads safer: From toucans to zebras

Narrator When cars started speeding around towns and cities in the early 20th century, it created a new problem: how could we safely cross the road?

Traffic police and crossing guards were two options, but unfortunately they were not always there to help. Another solution was needed.

The first pedestrian crossings appeared in London in the 1930s in the form of painted white arrows and shiny metal blocks, which were inserted into roads. But with car numbers increasing rapidly in the 1940s, pedestrians needed even more protection. On October 1st 1951, the crosswalk or "zebra crossing" arrived. The black-and-white stripes were far more visible. They became standard worldwide and have been a familiar part of our towns and cities ever since.

It isn't the only crossing that takes its name from an animal – the toucan crossing can be used by both cyclists and pedestrians. Why toucan? Because two can cross!

As our world continues to change, new distractions arrive. We are now glued to

our phone screens, even during the few seconds it takes us to cross the street. South Korea has come up with an idea to solve this problem – crosswalks with traffic lights inserted into the ground. But it's not always the pedestrians who don't pay attention; sometimes it's the drivers.

In quiet residential areas like this one in Poland, cars often drive too fast. A new type of crosswalk helps make pedestrians even safer. Extra shadow lines create an optical illusion. It looks as if the whole crosswalk is floating. This may seem dangerous, but as drivers get confused, they slow down, making the road safer. Our roads, streets, and distractions have changed a lot in the last 100 years. But for the pedestrian, the most important rule has not changed at all – always look both ways before you cross the street.

Unit 10: Game of bones

Narrator This is Leicester, a city in England. And this is a parking lot in Leicester, the final resting place of a famous English King. It's not quite the ending we expect for the powerful leader of a country. So, what happened, and how was this discovery made?

Richard III was King of England from 1483 to 1485, and the last king from a family called the Plantagenets. In 1485, he died at the Battle of Bosworth and was quickly buried in Greyfriars Church, here in Leicester. But 40 years later, the building was destroyed, and, centuries later, nobody could remember exactly where it had been. In 2012, however, scientists from the University of Leicester thought they had discovered its location: underneath this parking lot. Could they be right?

Reporter The diggers arrive today and the actual digging starts tomorrow, and it could be the beginning of solving a medieval mystery.

Narrator The mystery seemed to be solved very quickly, as the team did find a body. But that's not where this story ends, even though all the information suggested that the bones belonged to the missing King Richard.

Dr. Jo Appleby The chances of them being both of them on the same skeleton and in the same place, you know, it would be a fairly unlikely series of coincidences.

Narrator There was only one way to know for sure: Michael Ibsen. Michael had been contacted in 2004 by an expert who was researching Richard III's family. Though Richard himself had no children, his elder sister Anne did. Michael is her great-grandson, from 17 generations ago, which makes Richard III his uncle. Michael wasn't too interested in this connection to a king at the time. But when he found out that *his* DNA was the key to checking if the body in the parking lot was, in fact, the king, it suddenly became very exciting.

Michael Ibsen The only line that they were able to follow through to, to current times was the line that led to my mother, or so I'm told. Obviously it would be a great disappointment if there was no DNA match.

Narrator Research was carried out on small pieces taken from Michael's bones and those in the parking lot. There was a difficult wait while the two sets of DNA were studied to see if they were a match – and they were. Michael was amazed.

Michael Ibsen Perfect match.

Narrator The project's manager, Richard Buckley, shared the breakthrough that had been made with the media, and finally solved one of England's biggest historical mysteries.

Richard Buckley Beyond reasonable doubt, the individual exhumed at Greyfriars, in September 2012, is indeed Richard III, the last Plantagenet king of England.

Narrator If the researcher hadn't contacted Michael, we might never have known the true identity of the king in the parking lot. It's an amazing story, which shows that sometimes life *can* be stranger than fiction.

Unit 11: Returning to their roots

Narrator In the grassland area of Mongolia called the steppe, Khulan Bat-Erdene is visiting her family. They are farmers and nomads. Their home is a ger, a type of tent that they can move as they take their animals to other grasslands.

This is where Khulan grew up. But now she lives in Ulaanbaatar, along with 45% of the country's population. She came here to study and to find work, like so many others.

Over just a few decades, the population of Ulaanbaatar has tripled, to almost two million people, as nomads like Khulan arrive, looking for a better life. But as the population grows, so does the city. In recent years, a construction boom has transformed the face of Ulaanbaatar, filling it with concrete, and with noise.

After years of countryside-to-city migration, some people are now choosing to go in the opposite direction.

Battsetseg Chagdga used to run a successful business in Ulaanbaatar, but she moved to the countryside to get away from the pollution of the big city.

Battsetseg Youngest baby goat, this year.

Narrator These days, she works as a goat herder. She's also a beekeeper.

At first, Battsetseg was afraid of such a big change in lifestyle.

Battsetseg And most of the people, like especially the friends and families, were saying that you must be crazy, and there is no life in the countryside, no jobs, no economic possibilities, no business opportunities.

Narrator Before moving, Battsetseg set up an online group to find out if other people shared her dream. And they did. In a short time, the group had 400 members. These people all moved to the countryside and made a new village. They came here for clean air and good food. They also wanted to feel safe and to maintain their country's heritage and culture. Today, Battsetseg's group has 17,000 members. They are proving that you don't need to live in the city to be successful or happy.

Unit 12: Unboxing memories

Narrator Our first memory is the sound of our mother's voice. As we grow up, our brains fill with memories. Happy times with our friends and family and times when things were more difficult. We eventually

become adults, with yet more important moments to remember: the day we graduate, the day we buy our first home, the day we do something scary.

Our memories make us who we are. But what happens if they start to disappear? As we get older, the nerves in our brain can become damaged, affecting our ability to remember everyday things. This condition is called dementia, and it affects over 55 million people worldwide.

Anne Sometimes I just can't remember how to spell a word, and other times I actually can't even write a letter, a single letter, and then a few minutes later it may come to me and I can write it immediately, and I just never know when that's going to happen.

Interviewer Yeah, it must be quite frustrating.

Anne Yes, it's frustrating, and embarrassing.

Narrator There is no cure for dementia, but organizations are finding interesting new ways of helping people with the condition. At the Pepper Pot Centre in London, dementia sufferers are interacting with something called a "reminiscence box." It's filled with items from their youth. The goal is to help them remember.

The box was created by the Museum of Brands. As well as using retro-packaging, the smell and the feel of the items are designed to bring back memories from childhood. For patients like Anne, who's had dementia for eight years, the boxes are a success.

Anne Um, when I was at school, it reminds me of when I was at school.

Narrator Family members enjoy listening to stories of when their loved ones were young. And staff at the Pepper Pot Centre are pleased with them, too.

Sandra It evokes memory, and it's about retaining the memory, so, I think I welcome these types of products. It's very important that they have these types of products. That they can ... that are tactile with, that they can smell, and to bring back good memories.

Narrator Sometimes all it takes is a bar of chocolate from our childhood to make us feel young again!

Episode 1: The future of food

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

Robert Hey! How's it going?

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

Robert Is this the new dish for your cooking show?

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

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

Jeff Just taste it!

Robert I'm trusting you, man! Mmm!

Carolina and Sara Hey guys!

Sara Sorry, we're late!

Carolina This smells so good!

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

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

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

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

Carolina So, I've got some good news.

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

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

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

Carolina Thanks!

Robert Hey! Thanks.

Sara Mmm, these croutons!

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

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

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

Robert Yeah, but what's the secret ingredient? Rice, carrots, leeks ...

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

Jeff Nope.

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

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

Sara It isn't sugar, is it?

Jeff Nope. No sugar.

Carolina Oh, I know what it is!

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

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

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

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

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

Jeff But what?

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

Carolina Yeah, too bad.

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

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

Jeff Carolina?

Carolina Oh, no. I can't.

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

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

Sara Huh ...

Episode 2: Going global

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

Episode 3: Community action

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

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

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

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

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

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

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

Robert Yeah, the one I was supposed to marry.

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

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

Carolina So why are you thinking about her now?

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

Carolina I can see why you're stressed.

Robert Yeah. So did you have questions?

Carolina Oh, that's all right.

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

Carolina Really?

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

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

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

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

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

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

Robert I hope so.

Episode 4: Lifestyles

Jeff Hi, Sara, it's Jeff.

Sara Door's open.

Jeff What's up? You never leave the door unlocked.

Sara My arms were full. I had a really bad day.

Jeff Well, let me cheer you up. Cupcakes for Teacher of the Year.

Sara Teacher of the Year? Right.

Jeff Don't you want one? Ginger, lemon ... mmm ... peanut. Not bad at all. OK, I'm ready. What happened?

Sara Well, you know how I've been working on the school play along with all my other work? Well, today they told us the play has to be performed a whole month early. So I have to finish everything by next week. The kids have worked so hard on this play. I wanted everything to be perfect for them, but there just aren't enough hours in the day.

Jeff If you were so busy, why did you agree to help with the play at all?

Sara Because they asked me to. It was the kids. I know, I know. I have to learn to say no to things.

Jeff What do you think?

Sara Oh my gosh, Jeff. This is delicious.

Jeff Well don't look so surprised. There is no problem in life a good cupcake can't fix, and this is a good cupcake. Hey, what's going on here? I thought you were going to send this off as your prototype.

Sara It isn't finished. And how am I ever going to finish it with a full-time job, the play, and my brother's wedding next month?

Jeff If I were you, I'd send it out just like this. It doesn't have to be perfect. Just get it out into the world. See what happens. Oh, I almost forgot! I know what will get you motivated. Ta-da!

Sara Jeff, where did you get this?

Jeff I was redoing the sign for my show, so I ordered this at the same time.

Sara I can't believe this. That's so nice of you. Thank you.

Jeff You're welcome. But you know what this means, right? It means you have to make some choices. Make time to work on your own stuff. Finish this prototype. This is the moment.

Sara You really think I can do this?

Jeff Absolutely. Come on. Big smile.

Episode 5: What if ... ?

Carolina Here at the East Village Community Center, our mission is to provide our clients with the best support and advice for their career goals. If you need help preparing your résumé or doing a job search, our Career Services office is here to help you.

Robert This is great.

Carolina Do you really think so?

Robert You're a natural.

Carolina No, I'm not. But if I'm terrible, blame my sister Eva, the actress. She was my teacher.

Robert I think you did a great job.

Jeff Hey, guys.

Robert Hey, Jeff. Hi Sara. What are you doing here? Aren't we meeting at your place later for dinner?

Sara Yes, but I couldn't wait. I just had to show everyone.

Robert Wait, is this your invention that I've heard so much about?

Sara Yes. I think the design is done, so I made a few different styles.

Carolina Cool. So colorful. Sara, these turned out so well.

Robert I really like the way these look. They're so fun and modern, and they seem like they'd be really useful. Have you tested them?

Sara Well, no, not yet, but I was hoping that we could test them here at the center. Do you have some clients that might be interested?

Robert Sure. I think they'll love this. Come on. Maiza, Leon, this is my friend Sarah.

Maiza Hi.

Leon Hello.

Sara Hi, nice to meet you.

Robert Sarah is an inventor, and she has something she'd like us to try here at the center. What do you think?

Leon OK, what is it?

Sara Well it's for your personal things, to keep them safe and organized while you work.

Maiza Oh, this is nice.

Sara The new Table Pocket from Sara's Solutions is the device for all your devices. Now you can have all your personal things safe, neatly arranged, and easily accessible as you work. No more messy workspaces with the new Table Pocket.

Robert These really are cool. They're useful, they look nice, they're light.

Sara And portable.

Robert You know these would be great to have here. People are coming and going all the time, and they're always losing stuff. This could really help. I could put one at every workstation. Could I order some of these now?

Sara What? Wow, great. Yes. Yes. My first sale.

Jeff And it won't be your last.

Robert So, I'll use the center's money to buy them, so we're required to have the name of the center on them. Would that be possible?

Sara Of course it's possible. Sure, just give me the exact words you want.

Robert Great. I'll email you the details. You know, this is actually good timing. Carolina is almost finished with the new design for the website, and we just finished our first video to promote the center. Once the website goes live and we start posting videos on social media, we're definitely going to get a lot more clients. So these Table Pockets will really help us.

Sara The first video is done? That's fantastic. I want to see it.

Robert Yeah, sure. Come over here. Thank you both.

Maiza and Leon Thank you.

Carolina No, no, no. Please you guys, you don't have to do this now. We can watch it tomorrow. Robert, we haven't approved it yet. I don't know if we can show people.

Robert OK, everybody ready?

Carolina Please, no. You guys!

Robert Action!

Episode 6: Looking back

- Carolina** Hey guys.
- Sara** Hey.
- Jeff** Hi Carolina. What are you so smiley about?
- Sara** Don't tell me. You got the job at that cool start-up company.
- Carolina** No. They never called me back in. I'm sure they hired someone else. That interview was three weeks ago. No, no. I'm not upset about that because ... I got an offer from Johansson-Durst Incorporated for a full-time, permanent job in their design department.
- Jeff** Wow, Carolina, that is a huge company. What kinds of things will you do there?
- Carolina** Honestly, I don't know. They're involved with a lot of different businesses, so it will mostly be business websites. I've looked at some of them and they're nothing exciting, but they're well done. And it's a job as a web designer. A really good one.
- Sara** Carolina I'm so proud of you. It's amazing.
- Robert** Yes, our Carolina is going to be a design executive one day.
- Jeff** What's up with you man? You look so relaxed.
- Robert** Well, what can I say? It's a beautiful day. Let's just say I closed the door on the past, and it feels really good.
- Carolina** Did you get back together with Megan?
- Sara** Carolina.
- Robert** No, Carolina, but it's all fine. We had a long talk and we're good. She has a new job, she's made some new friends, she's even dating someone. She's happy, and I'm happy for her. I guess we're both finally moving on.
- Jeff** Well, that is good news, man. And speaking of good news, I have some of that myself.
- Carolina** No way. What is it?
- Jeff** OK, so, remember that soup I made for you a few weeks ago?
- Carolina** Magic Winter Soup?
- Jeff** That's right. So, you know that cooking program on The Cooking Channel? *Saturday Morning Cook-off*? Well, I've been submitting my recipes every week for, like, six months trying to get on there. But no luck. Well, a couple of weeks ago, I submitted my recipe for Magic Winter Soup, and I got in.
- Carolina** That's amazing!
- Jeff** I'll have a ten-minute spot next Saturday morning, and if they like me, and if the audience likes me, I'll get more spots.
- Sara** Then you'll definitely get more spots.
- Robert** And your own show.
- Carolina** This is it, Jeff. Your big break.
- Jeff** Maybe. We'll see what happens. But, yeah, I think it is.
- Carolina** Hello? Yes, this is Carolina Sousa. Yes, of course I remember. How are you? Fine, fine. And, uh, a little surprised, honestly. Uh-huh. Uh-huh. Yes. OK, sure. Yes, yes. Of course. By Friday, absolutely. And thank you Leticia, really. Bye ... I got it! The job at the start-up. That amazing start-up design company. They want me! Out of more than a hundred candidates, they just offered me the job. I got it! I got it!
- Robert** What is it, Carolina?
- Carolina** What do I do now?