

# EVOLVE

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## VIDEO RESOURCE BOOK

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and Noah Schwartzberg

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# 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 smartphones, 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.”

English language learning is, of course, no different; many students now study online with learning management systems, download apps that help them in class or with studying, and even (for good or bad) choose a teacher they learn from on video chat.

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 to 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. 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, when an EVOLVE video shows 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 BOOK

## 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, 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 Book with DVD 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 Book with DVD 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 Book with DVD 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 BOOK

The EVOLVE Video Resource Book, for use by teachers only, contains photocopiable worksheets and 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 videos' 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 Complete the sentences with words from the box.

candidates    degree    employers    recruiter    résumé

- 1 It's important to keep your \_\_\_\_\_ up to date in case you find out about a new job opportunity.
- 2 His department recently hired a \_\_\_\_\_ to target colleges in the Northeast.
- 3 Many \_\_\_\_\_ consider hands-on experience to be just as useful as academic experience.
- 4 There were so many good \_\_\_\_\_ for the position that she did not know which one she should hire.
- 5 He earned his \_\_\_\_\_ in filmmaking from the School of Visual Arts.

B Look at the pictures. What academic experience or special skills does each require? Discuss your answers with a partner.

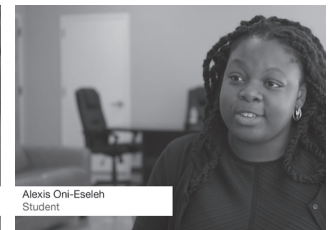
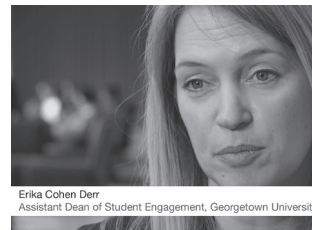
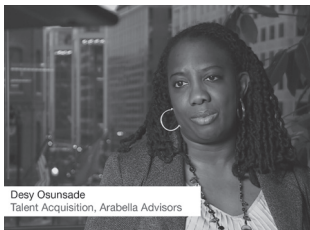


- C **PAIR WORK** What steps should recent graduates take to find a job? What materials do they need to prepare? What special skills should they practice? Discuss with a partner.
- D **PREDICT** With so many graduates to choose from, how do you think employers can find the right person for the job? Watch the video to check your answer.

## WHILE YOU WATCH



- A Watch the video. Was your prediction from exercise D on page 1 correct? How do employers find the right person for the job?
- B Who says these things? Match the pictures to the statements. (Note: The names of each person are shown in the video.)



- 1 We spend a lot of time and money to find the right person. \_\_\_\_\_
- 2 A degree doesn't show what a person knows in terms of leadership. \_\_\_\_\_
- 3 Employers are asking about how to tell the difference between graduates. \_\_\_\_\_
- 4 There is a website that shows everything the person did to become a catalyst. \_\_\_\_\_

C **Circle** the correct answers.

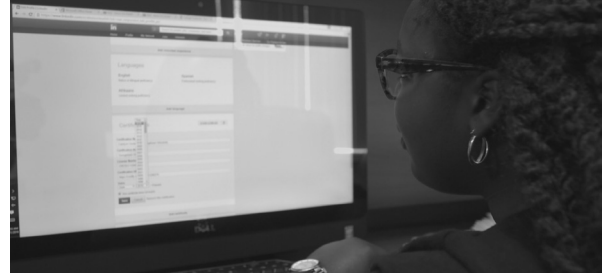
- |  |  |
|--|--|
| <p>1 A degree ...</p> <ul style="list-style-type: none"> <li>a tells recruiters everything they need to know about a candidate.</li> <li>b doesn't give enough information about a candidate.</li> <li>c shows a candidate's skills.</li> </ul> <p>2 Desy Osunsade finds the best candidates to work ...</p> <ul style="list-style-type: none"> <li>a in businesses.</li> <li>b online.</li> <li>c at colleges.</li> </ul> <p>3 According to Erika Cohen Derr, graduates ...</p> <ul style="list-style-type: none"> <li>a need to choose the right employer.</li> <li>b need to differentiate between employers.</li> <li>c may not have the same skills.</li> </ul> | <p>4 A Catalyst Badge is ...</p> <ul style="list-style-type: none"> <li>a a special course offered by Georgetown University.</li> <li>b a digital document showing a person's workplace skills.</li> <li>c a physical document of completion.</li> </ul> <p>5 According to the narrator, ...</p> <ul style="list-style-type: none"> <li>a the journey from education to work has a lot of challenges.</li> <li>b new technology is solving the problems of recent graduates.</li> <li>c new technology is creating many more problems for recent graduates.</li> </ul> |
|--|--|

## WHILE YOU WATCH

D **Circle** the examples of skills that employers want that degrees do not tell them about.

area of study      problem solving      leadership      communication  
critical thinking      information      teamwork

E **Complete the sentences with the words you hear.**



**Professor Bass** What we see in the badge is a way of trying to help students tell a story about some <sup>1</sup> \_\_\_\_\_ of their learning that might otherwise be merely a line on the résumé.

**Narrator** Alexis Oni-Eseleh has just <sup>2</sup> \_\_\_\_\_ with a degree from Georgetown University. Alexis also earned the Catalyst Badge there. She's now <sup>3</sup> \_\_\_\_\_.

**Alexis Oni-Eseleh** And if you <sup>4</sup> \_\_\_\_\_ there, it'll take you to this website, which tells you everything I needed to do to become a Catalyst.

**Narrator** She thinks the <sup>5</sup> \_\_\_\_\_ has helped her during a job interview.

**Alexis Oni-Eseleh** The <sup>6</sup> \_\_\_\_\_ asked me to talk about a time where I showed <sup>7</sup> \_\_\_\_\_, and I was able to talk about the digital badge and all the steps I had to take in order to get it and to <sup>8</sup> \_\_\_\_\_ for it.

F **Complete the sentences with information from the video.**

- 1 Recruiters are looking for \_\_\_\_\_.
- 2 Two graduates may have the same degree, but not the same \_\_\_\_\_.
- 3 Students who take the Georgetown course can learn \_\_\_\_\_, and they can earn a \_\_\_\_\_.
- 4 The Catalyst Badge tells a story about \_\_\_\_\_.
- 5 Graduates have to keep up with \_\_\_\_\_.

G **Answer the questions about the video.**

- 1 What does the narrator say the Georgetown graduates have to do after graduation?

\_\_\_\_\_

- 2 What important information does Desy Osunsade think is missing from resumes?

\_\_\_\_\_

- 3 What does a Catalyst Badge prove?

\_\_\_\_\_

- 4 How has the Catalyst Badge helped Alexis Oni-Eseleh?

\_\_\_\_\_

## AFTER YOU WATCH

A What other important soft skills can you think of? Write a list below.

<i>communication</i>	<i>critical thinking</i>

- B **PAIR WORK** What soft skills do you think are the most difficult to learn? Put the soft skills you wrote in exercise A in order from the easiest to the most difficult to learn. Then compare with a partner.
- C **PAIR WORK** Imagine you are Alexis Oni-Eseleh. With a partner, discuss the steps you took to get the Catalyst Badge and the skills you learned.
- D **PAIR WORK** Would you get a Catalyst Badge? What skills would you want to show? Would someone who has job experience need this type of document? Discuss with a partner.



## BEFORE YOU WATCH

A Complete the sentences with 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 **PREDICT** **PAIR WORK** 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



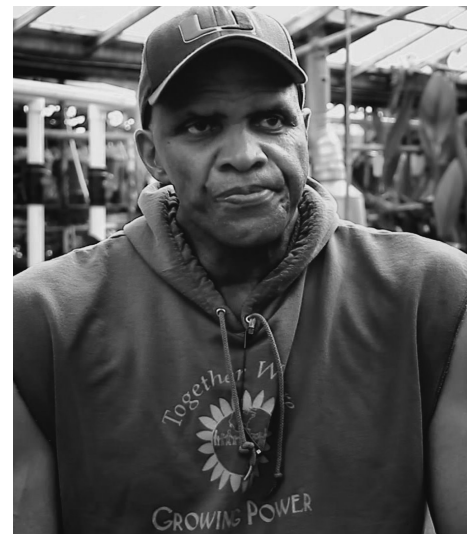
## WHILE YOU WATCH



- 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 <sup>1</sup> \_\_\_\_\_ of this type of food system, which I think is a food system of <sup>2</sup> \_\_\_\_\_ and a food system of the <sup>3</sup> \_\_\_\_\_.



- 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.  
\_\_\_\_\_

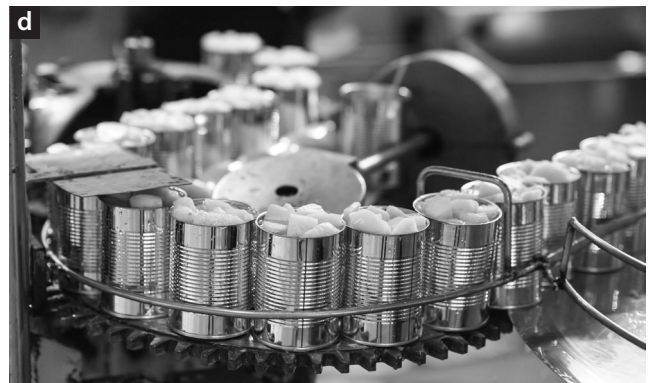
- H Answer the questions about the video.

- 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 pictures. 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 Complete the sentences with words from the box.

corrode    infrastructure    lead    pipes    toxic    tunnel    urgently

- 1 The city's \_\_\_\_\_ is old and badly needs repair.
- 2 Rain can \_\_\_\_\_ metal \_\_\_\_\_.
- 3 Trains travel through a \_\_\_\_\_ underneath the river.
- 4 \_\_\_\_\_ is a heavy metal that is highly \_\_\_\_\_ and dangerous to people's health.
- 5 The hospital \_\_\_\_\_ needed more medical supplies.

B Make a list of a city's infrastructure systems that help people enjoy a good quality of life. Then compare with a partner.

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C **PAIR WORK** With a partner, discuss what problems might happen if a city's infrastructure gets really old. Use examples from the list you made in exercise B.



D **PREDICT** Look at the title of the video. Can you predict what it has to do with the topic of infrastructure? Watch the video to check your answer.

## WHILE YOU WATCH



A Watch the video. Was your prediction from exercise D on page 9 correct? Why is this video titled *Save now, pay later*?

B Answer the questions.

Who ... ?

- 1 made a lot of investments over a hundred years ago \_\_\_\_\_
- 2 drank water that made them sick \_\_\_\_\_
- 3 must replace many pipes \_\_\_\_\_
- 4 travels between New York and New Jersey \_\_\_\_\_

C Circle the correct answers to complete the sentences.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1 In Michigan, people are upset ...                     <ol style="list-style-type: none"> <li>a about the cost of new pipes.</li> <li>b that they have to pay for water they can't drink.</li> <li>c about transportation delays.</li> </ol> </li> <li>2 The pipes fell apart because of ...                     <ol style="list-style-type: none"> <li>a toxic lead.</li> <li>b cheap material.</li> <li>c dirty water.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>3 Waiting to fix these problems ...                     <ol style="list-style-type: none"> <li>a makes them easy to fix.</li> <li>b makes them more expensive.</li> <li>c makes them less expensive.</li> </ol> </li> <li>4 The PATH train needs to be repaired ...                     <ol style="list-style-type: none"> <li>a for a number of reasons.</li> <li>b because it is old.</li> <li>c because it is delayed.</li> </ol> </li> </ol> |
|---|---|

D Put the events in each group in the order they happen in the video.

**Group 1**

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

**Group 2**

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

**Group 3**

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

## WHILE YOU WATCH

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

- 1 to believe something is true without checking or thinking about it \_\_\_\_\_
- 2 to exhibit signs of being old and needing repair \_\_\_\_\_
- 3 a very small piece of something \_\_\_\_\_
- 4 something that is so strange it seems difficult to believe \_\_\_\_\_
- 5 the state of being fully blocked, especially with traffic \_\_\_\_\_

F Complete the summary with information from the video.

At the beginning of the <sup>1</sup> \_\_\_\_\_ century, the U.S. government made heavy <sup>2</sup> \_\_\_\_\_ in infrastructure. This led to a period of economic <sup>3</sup> \_\_\_\_\_. However, those same systems are still in use today, and many of them are <sup>4</sup> \_\_\_\_\_. In Flint, Michigan, lead got into the <sup>5</sup> \_\_\_\_\_ and made many people sick. Now the city is replacing the pipes at a huge <sup>6</sup> \_\_\_\_\_. In New York and New Jersey, a train goes through an old tunnel that was damaged by a <sup>7</sup> \_\_\_\_\_ in 2012, and it urgently needs to be <sup>8</sup> \_\_\_\_\_. The tunnel will cost about <sup>9</sup> \_\_\_\_\_ dollars, but the price of not doing it is even higher. Investing money before the need is urgent can <sup>10</sup> \_\_\_\_\_ bigger and more expensive problems later on.



G Answer the questions about the video.

- 1 What is the United States' *trillion-dollar problem*? \_\_\_\_\_
- 2 What are the consequences of infrastructure problems in Michigan and in New York? \_\_\_\_\_
- 3 What two states does the PATH connect? \_\_\_\_\_
- 4 What river does the PATH go underneath? \_\_\_\_\_
- 5 What two solutions are needed to solve the PATH problem? \_\_\_\_\_

## AFTER YOU WATCH

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

- Why does the United States have so many things breaking down at the same time?
- Why do you think repairs weren't made earlier?
- What obstacles do cities face when they need to repair infrastructure?

B **Answer the question.**

According to the video, investing money before the need is urgent can prevent bigger and more expensive problems. It's certainly true of public infrastructure, but in what other areas could this approach save time and money?

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C **Think about the question. Then discuss your answer with a partner.**

Can you think of examples from your own life when you didn't make an investment and it cost you time and money later on?



## BEFORE YOU WATCH

A **PAIR WORK** Look at the pictures. 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.
-



## WHILE YOU WATCH

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 words from the box.

become    continued    interested    know    made    started

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

## 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?

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- B **PAIR WORK** Look at the picture. 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 pictures. 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 Complete the sentences with words from the box.

classic	humanity	interest	journalism
journalist	locals	translator	trek

- 1 Today, journalists often write human \_\_\_\_\_ stories.
- 2 He is a \_\_\_\_\_ example of a child who's clever but lazy.
- 3 His job as a \_\_\_\_\_ requires him to do a lot of writing for newspapers and magazines.
- 4 We use a \_\_\_\_\_ to help us with words from one language to another.
- 5 There's a sense of \_\_\_\_\_ that unites people of all nations.
- 6 He did an eight-hour \_\_\_\_\_ yesterday through the mountains.
- 7 The work of writing for newspapers, magazines, television, or radio is called \_\_\_\_\_.
- 8 The café is popular with \_\_\_\_\_ and tourists.

B **PAIR WORK** Look at the picture from the video. How do you think journalists used to get their stories 100 years ago? What about in today's world?



C **PREDICT** Look at the picture from the video and the picture in exercise B. What are the people doing? What do you think the video is about? Make a prediction.





## WHILE YOU WATCH

D Imagine that Paul Salopek has finished his journey. Match the beginnings (1–6) with the endings (a–f) to make sentences.

- |  |       |   |
|--|-------|---|
| 1 Hari wanted to find out what Paul          | _____ | a had been written down.                                      |
| 2 Walking across the world                   | _____ | b had learned from the people.                                |
| 3 Paul wrote stories about all the people he | _____ | c had uploaded photographs and stories.                       |
| 4 Along the way, Paul                        | _____ | d had helped Paul see that most people's lives are connected. |
| 5 Paul didn't give up until he               | _____ | e had completed his journey.                                  |
| 6 Every story of the people he met           | _____ | f had met so far.   |

E Watch the video. Number the sentences (1–6) in the order they happen in the video.



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

F What is the main reason that Paul is doing this project? **Circle** the best answer.



- a He wants people to see his photographs.
- b He likes to walk across the world.
- c He wants to share his stories about people.

## AFTER YOU WATCH

A **GROUP WORK** Discuss the questions.

- What could be an interesting human interest story in your home country?
- What do you like about human interest stories? What do you dislike?
- What was the most recent human interest story you have watched or read about?

B **PAIR WORK** Imagine you are going to interview the people in this picture. Write four questions you could ask about their daily lives. Ask and answer the questions with a partner.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

C **PAIR WORK** Think about something happy or challenging that you would tell Paul Salopek if he came to your town. Tell the story to a partner.



## BEFORE YOU WATCH

A **PAIR WORK** Look at the pictures and match the words from the box. The words can be used for more than one picture.

arch	artwork	bridge	display
food bank	sculpture	team	volunteers



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B **PAIR WORK** Answer the questions. Then discuss your answers with a partner.

- 1 What are the differences between a food bank and a food drive?  
\_\_\_\_\_
- 2 Why do you think charities need to have drives?  
\_\_\_\_\_
- 3 What might be other kinds of drives in communities?  
\_\_\_\_\_



C **PREDICT** Look at the picture. What items at a grocery store would you give to a food drive? What items should not be given? Give reasons for your chosen items. Then look at all the pictures on this page and the vocabulary. What do you think this video will be about?



## WHILE YOU WATCH

- A Watch the video. Was your prediction from exercise C on page 21 correct?
- B **Circle** the correct answers.



- 1 Canstruction is a combination of the words "can" and "construction" / "instruction".
  - 2 Hundreds of *teams / employees* compete to design and build sculptures with *fresh / canned* food.
  - 3 The annual event is *just / not just* for fun.
  - 4 Joanne Batson manages a food bank that *sells / gives out* over 450,000 kilos of food every month.
  - 5 Many other communities experience *similar / different* problems.
  - 6 The event collects *food / money* and gives it to the people who need it.
- C Match the beginnings (1–6) with the endings (a–f) to make correct statements about the video.

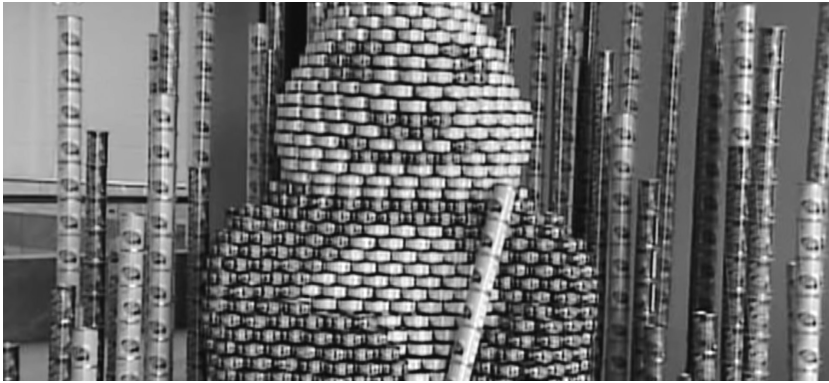


- |   |       |   |
|---|-------|---|
| 1 These creative artworks were                          | _____ | a removed from under the bridge.        |
| 2 The event was   | _____ | b made up of a maximum of five members. |
| 3 The food is   | _____ | c started by a charity.                 |
| 4 Teams are   | _____ | d made by teams of volunteers.          |
| 5 When the sculptures are finished, they are            | _____ | e donated to the charity.               |
| 6 One team member describes the moment the template was | _____ | f displayed to the public.              |



## WHILE YOU WATCH

D Complete the sentences with words from the box.



amazing   beautiful   clever   enjoys   fun   nervous   new   simple

- 1 The teams design and build \_\_\_\_\_ sculptures.
- 2 Most of the people coming to us now at this one location are \_\_\_\_\_.
- 3 The rules for Canstruction are \_\_\_\_\_.
- 4 These \_\_\_\_\_ artworks attract a lot of public attention.
- 5 One visitor says what they do is quite \_\_\_\_\_.
- 6 The team is \_\_\_\_\_, but the bridge remains standing.
- 7 Everybody involved \_\_\_\_\_ the show.
- 8 Canstruction shows that it is possible to make a difference and have \_\_\_\_\_ at the same time.

E Write down three rules for Canstruction using *must* or *should*. Why do you think they have these rules?

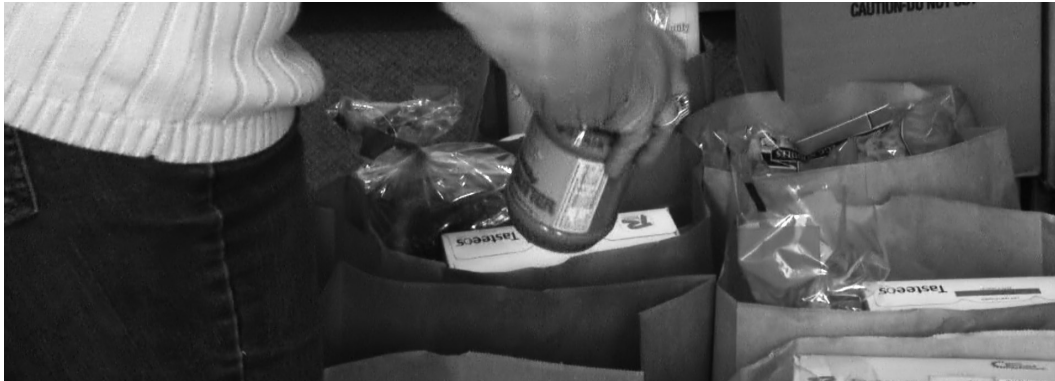


- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_

F Watch the video. How do you think the people feel about participating in Canstruction? How do you know?

## AFTER YOU WATCH

A **GROUP WORK** Discuss the questions.



- Are food banks and drives common in your home country? Why or why not?
- Have you ever made a donation or been a volunteer to help your local community? If so, explain.
- If you were part of Canstruction, what would you build? What types of food would you use to do it?

B **PAIR WORK** Write down three other ways people could solve the problem of not having enough food to eat.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

C **GROUP WORK** A local animal shelter needs to raise money to buy supplies. Think of a creative name and an event like Canstruction that could help this shelter. Then create three rules for the event using *must* or *should*.

Name of event:	_____
Description:	_____ _____ _____
Rules:	_____ _____ _____



## BEFORE YOU WATCH

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

- |   |           |       |   |  |
|---|-----------|-------|---|--|
| 1 | airtime   | _____ | a | necessary or needed  |
| 2 | essential | _____ | b | to move someone or something from one place to another                   |
| 3 | range     | _____ | c | a standard unit of money used in Kenya                                   |
| 4 | shilling  | _____ | d | something that helps you do a particular activity                        |
| 5 | tool      | _____ | e | to completely change the appearance or character of something or someone |
| 6 | transfer  | _____ | f | minutes to use on a cell phone   |
| 7 | transform | _____ | g | looking for an answer from an authority                                  |
| 8 | query     | _____ | h | a set of similar things  |

B **PAIR WORK** Look at the map and answer the questions.

- Where is Kenya?  
\_\_\_\_\_
- What do you know about life in Kenya?  
\_\_\_\_\_
- Do you think people use mobile communication in Kenya?  
Why or why not?  
\_\_\_\_\_



C **PREDICT** **PAIR WORK** Look at the picture from the video. What information do you see on the phone app? Who do you think would use this app? What do you think the video will be about?



## WHILE YOU WATCH

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

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

1 Nearly nine percent of Kenyans have a cell phone.

2 In Kenya and many African countries, a cell phone is a luxury item.

3 For many, a cell phone's airtime is better than cash.

4 Kenya is a world leader at using money in clever, practical ways.

5 Cell phones are transforming how people do many other things.

6 Kenyans can use an app that gives prices on things like crops.

7 There are a lot of doctors and hospitals in some of Kenya's poorer areas.

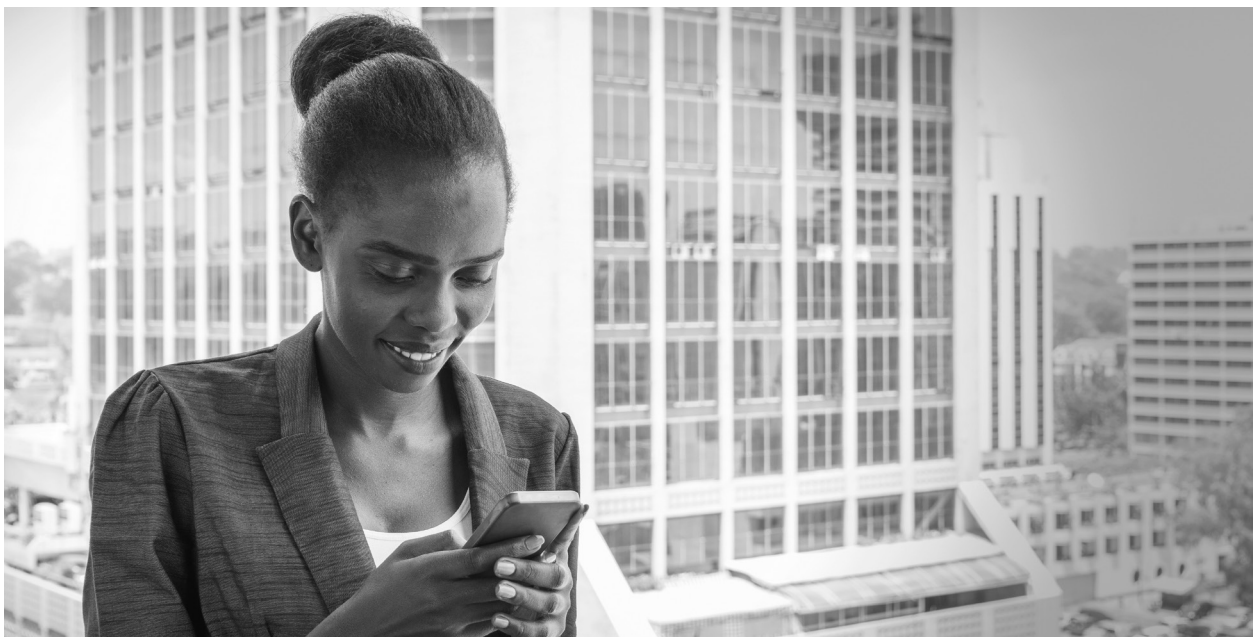
8 In some parts of Kenya, text messages could actually save time.

C Watch the video and complete the sentences about mobile technology.

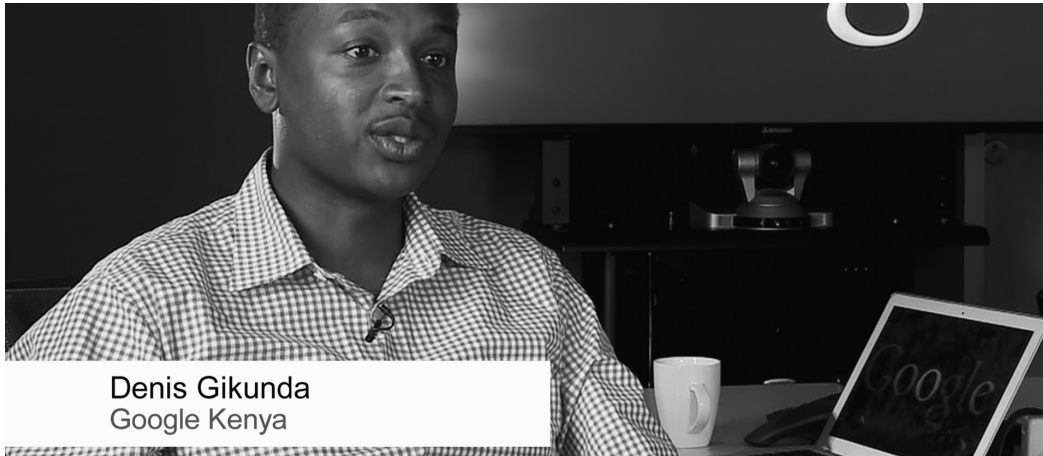
1 Mobile technology has brought a huge \_\_\_\_\_ of \_\_\_\_\_ services to Kenyans.

2 Mobile technology has \_\_\_\_\_ many lives for the \_\_\_\_\_.

3 Kenyans never \_\_\_\_\_ their phones.



D Write down what each person in the video said about mobile technology in Kenya.



<b>Bob Collymore</b>	What did he say about the cell phone? _____ _____
<b>Denis Gikunda</b>	What did he say about how people are using cell phones? _____ _____
<b>Dr. Peter Maguna</b>	What did he say about text messages? _____ _____

E **PAIR WORK** Read about the apps mentioned in the video. Put the corresponding letter in the correct column of the chart. Then, with your partner, discuss which app seems the most useful to you and why.

- a It is a money transfer system.
- b It gives you live information.
- c It's a new hospital doctor service.
- d It's a matter of efficiency.
- e You just need to punch in a number and ask a question.
- f People can make payments to each other.
- g Messages are checked 24/7.
- h Half the money spent in Kenya travels through this.



M-Pesa	M-Farm	M-Birth
_____	_____	_____
_____	_____	_____
_____	_____	_____

## AFTER YOU WATCH

A **GROUP WORK** Discuss the questions.



- Were you surprised to know that most Kenyans have a cell phone? Why or why not?
- Besides cell phones, what other technology is transforming how people do things in the world?
- What apps are an essential part of your life?

B **PAIR WORK** Make a list of how people use their phones in your country. Share your list with a partner. Are there any differences? If so, why?

---

C **GROUP WORK** Look at the pictures. Think of an app name and what you would use it for if you had this job.



1 \_\_\_\_\_  
 \_\_\_\_\_



2 \_\_\_\_\_  
 \_\_\_\_\_



3 \_\_\_\_\_  
 \_\_\_\_\_

## BEFORE YOU WATCH

A Complete the sentences with words from 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 picture. What is the woman doing? What do you think the video is about?



## WHILE YOU WATCH

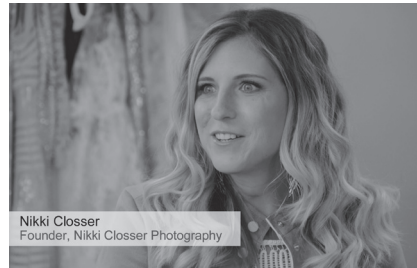
- A Watch the video. What is it about? Was your prediction from exercise C on page 29 correct?
- B **Circle** the correct words to complete the sentences.



- 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 words from the box. Some words will not be used.

choices    common    decisions    dreamed of    lead    own    wish

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

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 pictures. 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** Write the words from the box next to the correct definitions.

a challenge    an inspiration    automatic    equal access    nominated

- 1 \_\_\_\_\_ : to be chosen to do something
- 2 \_\_\_\_\_ : someone who people admire and want to be like
- 3 \_\_\_\_\_ : an invitation to compete in a game or a fight
- 4 \_\_\_\_\_ : the opportunity for everyone to do the same things
- 5 \_\_\_\_\_ : a machine that works by itself or with little human control

B **PAIR WORK** Use the words from exercise A to complete the questions. Then ask and answer the questions with a partner.

- 1 Have you ever done \_\_\_\_\_? If yes, what was it?
- 2 Do you know someone who is \_\_\_\_\_? If yes, why do you feel that way about him or her?
- 3 Have you ever been \_\_\_\_\_ to do something? If yes, what?
- 4 What \_\_\_\_\_ devices would it be difficult for you not to have? Why?
- 5 Does your school or work building have \_\_\_\_\_ for all? What has been added to the building to make it easier for everyone to use?

C **PREDICT** **PAIR WORK** Look at the picture from the video. What you think the video is about? Discuss with a partner. What problem do you think this boy had at school? What do you think he tried to do to change it? Do you think he was successful? Take notes below.




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## WHILE YOU WATCH

A Watch the video. Were your predictions from exercise C on page 33 correct? What was the boy's problem, and what did he do?

B Circle the correct words to complete the sentences.

- 1 Archer is very sociable, but he sometimes has difficulty \_\_\_\_\_.
  - a going to school
  - b with everyday activities
- 2 Archer thought that \_\_\_\_\_ needed more automatic doors.
  - a public places in town
  - b his school
- 3 He decided to create a \_\_\_\_\_ for other students.
  - a contest
  - b challenge
- 4 \_\_\_\_\_ students took part at his school.
  - a Not many
  - b Lots of
- 5 Students had to do \_\_\_\_\_ in a wheelchair.
  - a everything
  - b some things
- 6 Archer collected \_\_\_\_\_ money that he expected.
  - a more
  - b less

C Complete the sentences with the correct numbers from the box.

eighty-seven    five    one    three    twenty

- 1 Archer wanted to pay for \_\_\_\_\_ automatic doors.
- 2 If you nominated a friend, you had to pay \_\_\_\_\_ dollars.
- 3 If you were nominated, you had to spend \_\_\_\_\_ day in a wheelchair.
- 4 In the end, Archer collected \_\_\_\_\_ thousand dollars.
- 5 The school could install \_\_\_\_\_ new automatic doors.



## WHILE YOU WATCH

- D Put the events in the order they happen in the video (1–8).**
- \_\_\_\_\_ Archer thought about places in town that had automatic doors.
- \_\_\_\_\_ Archer raised lots of money.
- \_\_\_\_\_ People in Archer's school did a challenge.
- \_\_\_\_\_ Archer got an award.
- \_\_\_\_\_ Archer needed to go to school for a test.
- \_\_\_\_\_ The school got new automatic doors.
- \_\_\_\_\_ Archer decided to get the money for some automatic doors.
- \_\_\_\_\_ Archer couldn't get into the school because he couldn't open the door.
- E Check (✓) the words you hear in the video.**
- |   |  |
|---|--|
| <input type="checkbox"/> 1 difficulty   | <input type="checkbox"/> 5 inspiration |
| <input type="checkbox"/> 2 excited      | <input type="checkbox"/> 6 problem     |
| <input type="checkbox"/> 3 frustrated   | <input type="checkbox"/> 7 success     |
| <input type="checkbox"/> 4 independence | <input type="checkbox"/> 8 surprised   |
- F Complete the summary with the words you checked in exercise E.**

Archer couldn't always have <sup>1</sup> \_\_\_\_\_ at school. After he got <sup>2</sup> \_\_\_\_\_ because he couldn't open the door, he decided to do something about it. His challenge was a <sup>3</sup> \_\_\_\_\_, and he got lots of money. He was very <sup>4</sup> \_\_\_\_\_ when he also got an award! Many people think he is an <sup>5</sup> \_\_\_\_\_.



## AFTER YOU WATCH

A **PAIR WORK** Think about the video. Discuss the questions with a partner.

- Do you know anyone who has done a similar campaign to Archer's in your town or city?
- What did they do? Did you take part?
- Were they successful?

B **GROUP WORK** Choose two of the places below that are in your town or city. Discuss with a partner the challenges a person in a wheelchair might have there. Take notes.

airport terminal  
highway rest stop

boardwalk  
playground

city hall  
public space / park

courthouse  
toll plaza

C **GROUP WORK** Choose one of the places that you talked about in exercise B. Use your notes to make a plan of action about how to improve the challenges for a person in a wheelchair. Use the prompts in the box to help you.

... are required to ...  
... should be able to ...  
... are supposed to ...  
... have to ...  
It should be a requirement that ...



## BEFORE YOU WATCH

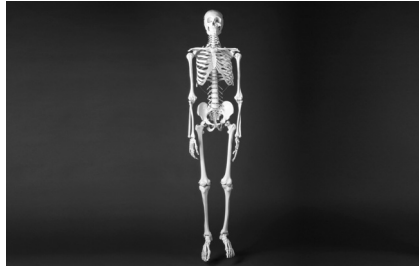
A **PAIR WORK** Look at these pictures. Match the pictures with the correct words from the box.

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 **PREDICT PAIR WORK** Look at the picture from the video and think about the words from exercise A. What do you think this picture 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 picture 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





## WHILE YOU WATCH

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 words from 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 pictures from the video. What is happening in each picture?  
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 Write the words from the box next to the correct definitions.

blind    dull    impact    ongoing    science fiction    visually impaired

- 1 \_\_\_\_\_ / \_\_\_\_\_ : unable to see or having difficulty seeing
- 2 \_\_\_\_\_ : something that is very boring or uninteresting
- 3 \_\_\_\_\_ : books, movies, etc., about an imagined future, including space travel
- 4 \_\_\_\_\_ : a powerful effect that something has on something else
- 5 \_\_\_\_\_ : something that is continuing

B **PAIR WORK** Answer the questions. Discuss your answers with a partner.

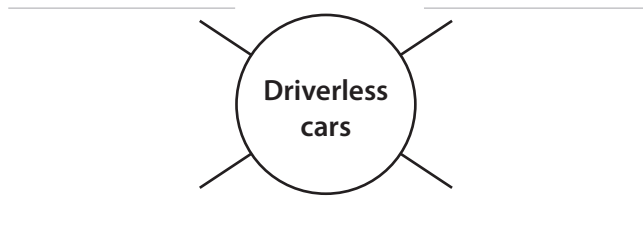
- Can you think of any examples of automated technology? What do they do?
- How have these examples of automated technology changed our lives so far?
- How do you think automated technology will develop in the future?
- What are the advantages and disadvantages of automated technology?

*In my opinion, automated technology lets people have more independence.*

*Really? I think that it makes people become lazy!*



C **PREDICT** **PAIR WORK** Look at the picture of a driverless car from the video. What do you think the video is about? Make a prediction. What advantages of driverless cars might it show? Make notes about the advantages on the diagram.



- A Watch the video. Were your predictions from exercise C on page 41 correct?
- B Make notes about the advantages of driverless cars that are mentioned in the video.



C Complete the sentences with information from the video.

- 1 Engineers and \_\_\_\_\_ have been working on driverless cars.
- 2 Companies have been working on driverless cars for \_\_\_\_\_ ten years.
- 3 Driverless cars will reduce the amount of \_\_\_\_\_ and traffic in cities.
- 4 They can also make life less \_\_\_\_\_ for people in cities.
- 5 Driverless cars are also referred to as \_\_\_\_\_ cars.
- 6 \_\_\_\_\_ percent of people in the U.S. would prefer to drive a car than to use a driverless car.
- 7 Recently, there was an \_\_\_\_\_ involving a driverless car.
- 8 Getting around by car is difficult for \_\_\_\_\_ people.
- 9 For these people, driverless cars can help them \_\_\_\_\_ more.

## WHILE YOU WATCH

D Check (✓) all of the statements that are true about Barbara Tallon.



- 1 She is American.
- 2 She is 80 years old.
- 3 She has never driven a car.
- 4 She has sight problems.
- 5 She thinks driverless cars are stressful.
- 6 She believes that driverless cars would have a positive impact on her life.

E Complete the summary with the correct words.

Driverless cars will cause a big <sup>1</sup> \_\_\_\_\_ in the way that people <sup>2</sup> \_\_\_\_\_. They will change what cities <sup>3</sup> \_\_\_\_\_ like and will improve the <sup>4</sup> \_\_\_\_\_. Not only that, but driverless cars will solve everyday <sup>5</sup> \_\_\_\_\_ for many people, especially people with <sup>6</sup> \_\_\_\_\_. They can make their lives easier and less <sup>7</sup> \_\_\_\_\_. Overall, the future of driverless cars isn't <sup>8</sup> \_\_\_\_\_; it is exciting!

F **PAIR WORK** What conclusion would you infer from the video? Give reasons for your answer with information from the video.

- 1 Driverless cars can have many benefits, but only for a specific group of people.
- 2 Driverless cars still have problems, but one day they will be used by everyone.
- 3 Driverless cars can never be considered safe or environmentally friendly.

## AFTER YOU WATCH

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

- What did you know about driverless cars before watching the video? What do you know now?
- Which of the benefits presented in the video do you agree with?
- Are there any other benefits?
- What concerns do you have about driverless cars?

B **PAIR WORK** Role play the situation below. Then switch roles.

**Student A**

You want to buy a driverless car. Try to convince your partner of the benefits.

**Student B**

You think buying a driverless car is a very bad idea. Come up with reasons why.

C **GROUP WORK** Make predictions about driverless cars in the future.

Consider the suggestions below.

- Will driverless cars be widely used? If so, think about how cities and people's lives will change.
- If not, what will happen to driverless cars? Why do you think this?



## BEFORE YOU WATCH

- A **PAIR WORK** Complete the questions with words from the box. Then discuss the questions with a partner.



contact    look back    remind    vague

- 1 Are you still in \_\_\_\_\_ with your childhood friends?
  - 2 Do you ever \_\_\_\_\_ on your school days?
  - 3 Do you have \_\_\_\_\_ memories of your childhood, or are they more vivid?
  - 4 Does anything \_\_\_\_\_ you of your childhood?
- B Think about yourself at each of the following ages. At each age, what did you imagine your future would be like?
- 7 years old
- \_\_\_\_\_
- \_\_\_\_\_
- 14 years old
- \_\_\_\_\_
- \_\_\_\_\_
- 21 years old (or now if you aren't 21 yet)
- \_\_\_\_\_
- \_\_\_\_\_
- C **PAIR WORK** Share your answers from exercise B with a partner. How are you different now than you were in the past?

## WHILE YOU WATCH

A Check (✓) the statements that are true about both Katlego and Olwethu.

- 1 They are from South Africa.
- 2 They are 28 years old.
- 3 They are married.
- 4 They have children.
- 5 They went to expensive schools.
- 6 They took part in a special project.
- 7 They were filmed every seven years.

B Who are these sentences about? Write *Katlego* or *Olwethu*. Then give one reason why the person might have made this choice.



Katlego



Olwethu

- 1 \_\_\_\_\_ still has the same childhood friends.
- 2 \_\_\_\_\_ is opening a new business.
- 3 \_\_\_\_\_ had mainly white school friends.
- 4 \_\_\_\_\_ has a full-time job.
- 5 \_\_\_\_\_ has many opportunities in his work and social life.
- 6 \_\_\_\_\_ had a brother and sister.
- 7 \_\_\_\_\_ came from a rich family.
- 8 \_\_\_\_\_ wanted to make a lot of money.

C How have Katlego's and Olwethu's views changed since they were children?

1 Katlego

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2 Olwethu

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## WHILE YOU WATCH

### D Complete these sentences with information from the video.

- 1 Katlego started having problems with his friends when he went to an \_\_\_\_\_.
- 2 His friends said that he \_\_\_\_\_ differently.
- 3 Katlego's \_\_\_\_\_ has provided him with many opportunities.
- 4 He now has a good \_\_\_\_\_ and \_\_\_\_\_.
- 5 When he was younger, he didn't think he \_\_\_\_\_ African.
- 6 As a child, Olwethu wanted to have \_\_\_\_\_.
- 7 When she was 14, she just wanted to make \_\_\_\_\_ and be \_\_\_\_\_.
- 8 She didn't consider getting \_\_\_\_\_.
- 9 Her new business is an \_\_\_\_\_.
- 10 She is happy because she can see \_\_\_\_\_ in her life between this year and last year.

### E Check (✓) the correct answer.



The experience of being in the documentary has ...

- 1 shown Katlego and Olwethu what they need to change about the past to have a better future.
- 2 taught Katlego and Olwethu about the importance of a happy childhood.
- 3 helped Katlego and Olwethu learn how the past has influenced their present.

## AFTER YOU WATCH

- A **PAIR WORK** Read the sentence from the beginning of the documentary. Then discuss the questions with a partner.

Many of us have memories of our childhood, but few of us have them recorded.

- Is this statement relevant to your childhood? Why or why not?
- Is this statement relevant to modern times? Why or why not?

- B **GROUP WORK** Discuss the advantages and disadvantages of recording different times in your life.

Advantages	Disadvantages



- C **PAIR WORK** Think about a childhood memory that you wish you had (or didn't have) a video of. Discuss it with a partner.

I remember a time I went camping with my great-grandfather.  
I wish I could watch a video of it because he isn't here anymore ...

## BEFORE YOU WATCH

A Write the words from 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.

## WHILE YOU WATCH

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

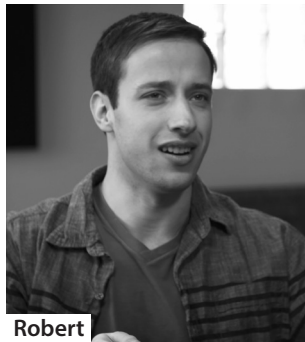
- 1 not modern \_\_\_\_\_
- 2 to be enthusiastic that something is going to happen \_\_\_\_\_
- 3 no \_\_\_\_\_
- 4 yes \_\_\_\_\_
- 5 no longer fashionable \_\_\_\_\_
- 6 currently very popular \_\_\_\_\_
- 7 to serve something to someone or to take some yourself \_\_\_\_\_

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



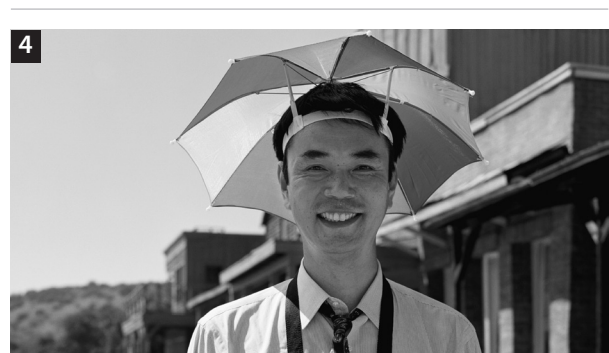
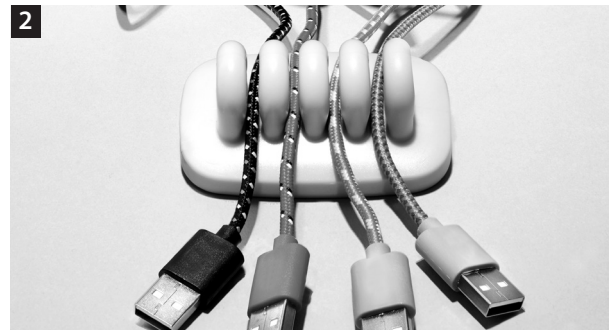
## BEFORE YOU WATCH

A Complete the sentences with words from the box.

devices    inspired    manager    marketing    prototype solution

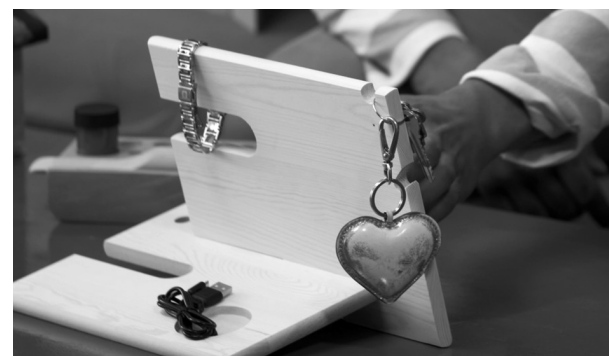
- 1 Before a company makes a new product, it must make a \_\_\_\_\_ to test the design.
- 2 Smartphones, MP3 players, and headphones are all electronic \_\_\_\_\_.
- 3 She was confident that if they all worked together, they could find a \_\_\_\_\_ to the problem.
- 4 Successful products don't just sell 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 pictures. Write what each device is and what problem it solves.




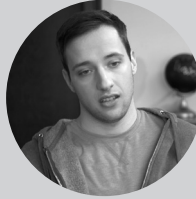


C **PAIR WORK** Work with a partner. Think of an everyday problem and design a product for it. Decide how much it will cost. Then share your invention with your classmates and see if they would buy it.

D **PREDICT** Look at the picture 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 ... ?	 Sara	 Robert	 Jeff	 Carolina
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?

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## WHILE YOU WATCH

**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 words from the box.

appreciate	break up	clients	engaged
paperwork	road trip	service	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 \_\_\_\_\_

2 Megan \_\_\_\_\_

3 Carolina \_\_\_\_\_

4 Carolina's clients \_\_\_\_\_

5 Maiza \_\_\_\_\_

a needs help moving to a new city.

b appreciate how helpful she is.

c is getting help with her paperwork.

d doesn't know what to do.

e needs to think about being in the videos.

## WHILE YOU WATCH

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



**Carolina** This is a great idea! And video – that is <sup>1</sup> \_\_\_\_\_! We could really <sup>2</sup> \_\_\_\_\_ the place.

**Robert** Well, we wouldn't have much <sup>3</sup> \_\_\_\_\_, so we'd have to do everything ourselves. Will you be, like, the <sup>4</sup> \_\_\_\_\_ of them?

**Carolina** Me? In the videos? I don't know. Let me think about that part, but I will <sup>5</sup> \_\_\_\_\_ do the <sup>6</sup> \_\_\_\_\_ work. That'll be fun!

**Robert** <sup>7</sup> \_\_\_\_\_! 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, <sup>8</sup> \_\_\_\_\_ ideas. Robert, don't <sup>9</sup> \_\_\_\_\_ about Megan. It's all going to be <sup>10</sup> \_\_\_\_\_.

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

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 \_\_\_\_\_.





## WHILE YOU WATCH



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

**Jeff** Hey, what's <sup>1</sup> \_\_\_\_\_ ? I thought you were going to  
<sup>2</sup> \_\_\_\_\_  
 as your prototype.

**Sara** It isn't finished. And how am I ever going to finish it with a <sup>3</sup> \_\_\_\_\_ ,  
 the play, and my <sup>4</sup> \_\_\_\_\_ 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  
<sup>5</sup> \_\_\_\_\_. See what happens. Oh, I almost forgot!  
 I know what will get you <sup>6</sup> \_\_\_\_\_ .

**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 from 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.*



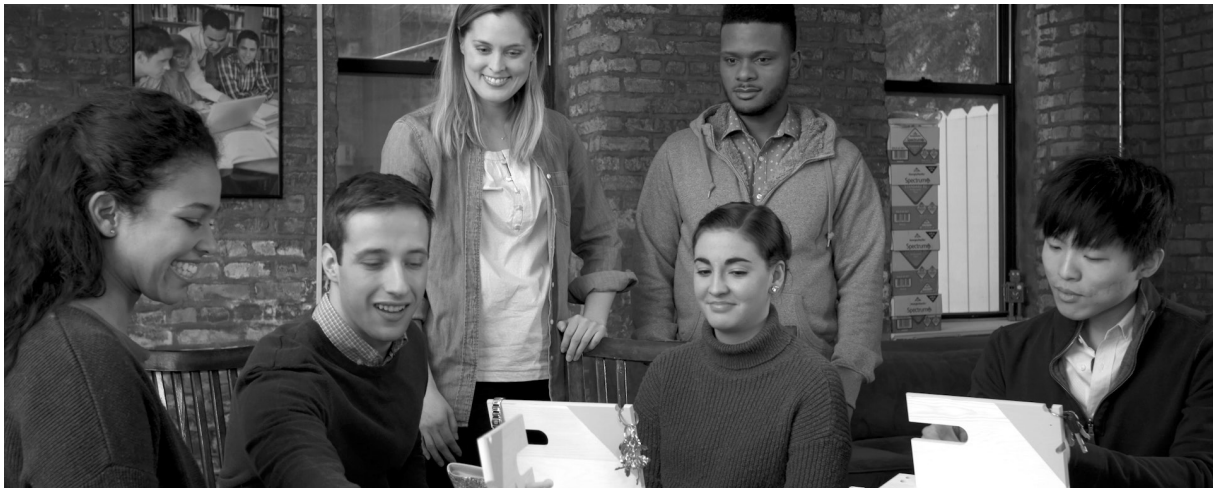
C Look at the picture and imagine what feedback you might give to Sara about her prototype. Do you have any suggestions to make it better?



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.

## WHILE YOU WATCH

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

accessible	arranged	inventor	messy
nice	organized	personal	safe

**Robert** Sara is an <sup>1</sup> \_\_\_\_\_, and she has something she'd like us to try here at the center. What do you think?

**Leon** OK, what is it?

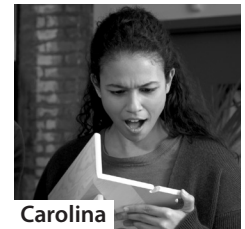
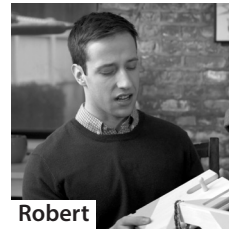
**Sara** Well, it's for your <sup>2</sup> \_\_\_\_\_ things, to keep them safe and <sup>3</sup> \_\_\_\_\_ while you work.

**Maiza** Oh, this is <sup>4</sup> \_\_\_\_\_ !

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

F What does everyone think about Sara's invention? Match each person to 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	automation	gene editing	IOT (internet of things)
robotics	self-driving cars	social media	

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?

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## 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



## WHILE YOU WATCH

**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.



## Documentary summary

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

## Language summary

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

### BEFORE YOU WATCH p. 1

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

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

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

#### Answers

1 résumé 2 recruiter 3 employers  
4 candidates 5 degree

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

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

**Review answers** Ss compare their answers in pairs.

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

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

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

#### Possible answers

Write a résumé. Practice interview skills.

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

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

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

### WHILE YOU WATCH pp. 2–3

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

**Answers**

1 b 2 a 3 c 4 b 5 a

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

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

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

**Answers**

problem solving leadership communication  
critical thinking teamwork

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

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

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

**Answers**

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

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

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

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

**Possible answers**

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

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

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

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

**Answers**

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

## AFTER YOU WATCH p. 4

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

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

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

**Possible answers**

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

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

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

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

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

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

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

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

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

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

## Documentary summary

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

## Language summary

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

### BEFORE YOU WATCH p. 5

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

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

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

#### Answers

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

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

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

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

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

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

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

### WHILE YOU WATCH pp. 6–7

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

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

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

#### Answers

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

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

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

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

#### Answers

1 c 2 a 3 b 4 e 5 d

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

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

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

#### Answers

1 P-Patch 2 Growing Power 3 Green Faerie Farm

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

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

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

**Answers**

1 a 2 a 3 b 4 a 5 b

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

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

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

**Answers**

1 livestock 2 sustain 3 access  
4 inspire 5 backyard

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

## AFTER YOU WATCH p. 8

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

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

**Review answers** Pairs share their answers aloud.

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

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

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

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

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

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

# SAVE NOW, PAY LATER

## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 9

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

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

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

### Answers

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

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

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

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

### Possible answers

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

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

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

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

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

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

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

## WHILE YOU WATCH pp. 10–11

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

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

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

### Answer

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

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

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

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

### Answers

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



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

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

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

**Answers**

1 b 2 c 3 b 4 a

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

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

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

**Answers**

Group 1

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

Group 2

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

Group 3

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

## AFTER YOU WATCH p. 12

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

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

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

**Possible answers**

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

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

**Do the task** Ss answer the question.

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

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

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

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

# SAVING THE WORLD, ONE HOUR AT A TIME

## Documentary summary

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

## Language summary

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

### BEFORE YOU WATCH p. 13

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

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

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

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

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

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

#### Answers

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

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

**Do the task** Ss discuss their opinions in pairs.

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

### WHILE YOU WATCH pp. 14–15

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

**Answers**

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

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

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

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

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

**Answer**

The Earth Hour campaign could help change the world.

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

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

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

**Answers**

1 continued 2 become 3 started

4 know 5 interested 6 made

## AFTER YOU WATCH p. 16

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

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

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

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

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

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

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

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

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

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

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

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

# WALKING AND TALKING

## Documentary summary

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

## Language summary

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

### BEFORE YOU WATCH p. 17

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

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

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

#### Answers

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

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

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

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

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

**Do the task** Ss make their predictions.

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

### WHILE YOU WATCH pp. 18–19

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

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

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answer**

c

## AFTER YOU WATCH p. 20

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

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

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

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

**Do the task** Ss do the task with a partner.

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

**Answers**

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

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

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

**Review answers** Ss share their stories in pairs.

### Documentary summary

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

### Language summary

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

### BEFORE YOU WATCH p. 21

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

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

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

#### Possible answers

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

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

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

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

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

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

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

#### Possible answers

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

### WHILE YOU WATCH pp. 22–23

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

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

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

#### Answers

Answers will vary.

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

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

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

#### Answers

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Possible answer**

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

## AFTER YOU WATCH p. 24

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

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

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

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

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

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

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

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

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

## Documentary summary

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

## Language summary

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

### BEFORE YOU WATCH p. 25

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

### WHILE YOU WATCH pp. 26–27

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

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

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

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

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

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

#### Answers

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

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

**Do the task** Play the video. Ss work individually.

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

#### Answers

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



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

**Do the task** Play the video. Ss work individually.

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

#### Answers

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

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

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

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

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

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

#### Answers

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

## AFTER YOU WATCH p. 28

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

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

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

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

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

**Review answers** Volunteers share their lists with the class.

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

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

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

## Story summary

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

## Language summary

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

### BEFORE YOU WATCH p. 29

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

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

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

#### Answers

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

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

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

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

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

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

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

### WHILE YOU WATCH pp. 30–31

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

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

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

**Answers**

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

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

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

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

**Answers**

1 choices 2 common 3 own  
4 lead 5 dreamed of

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

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

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

**Answers**

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

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

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

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

**Answer**

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

## AFTER YOU WATCH p. 32

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

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

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

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

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

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

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

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

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

# OPENING DOORS FOR EVERYONE

## Documentary summary

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

## Language summary

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

### BEFORE YOU WATCH p. 33

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

### WHILE YOU WATCH pp. 34–35

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

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

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

#### Answers

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

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

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

**Review answers** Volunteers give the correct answers.

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

Checked: 3, 4, 5, 7, 8

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

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

**Review answers** A volunteer reads the correct paragraph aloud.

#### Answers

- 1 independence
- 2 frustrated
- 3 success
- 4 surprised
- 5 inspiration

## AFTER YOU WATCH p. 36

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

**Do the task** In pairs, Ss discuss the questions.

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

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

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

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

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

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

## Documentary summary

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

## Language summary

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

### BEFORE YOU WATCH p. 37

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

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

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

#### Answers

1 digger 2 skeleton 3 bone  
4 DNA 5 research

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

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

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

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

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

**Review answers** Volunteers share their opinions with the class.

### WHILE YOU WATCH pp. 38–39

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

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

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

#### Answers

Checked: 1, 3, 4, 6, 7

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

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

**Review answers** A volunteer gives the correct answer.

#### Answer

3

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

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

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

#### Answers

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

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

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

**Review answers** Volunteers share their answers.

#### Answers

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

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

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

**Review answers** Ss read the sentences aloud.

#### Answers

1 solving 2 researching 3 connection  
4 carried out 5 breakthrough

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

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

**Review answers** Volunteers share their answers.

#### Possible answers

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

## AFTER YOU WATCH p. 40

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

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

**Review answers** Volunteers share their opinions.

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

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

**Review answers** Ss share their answers to the questions.

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

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

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

## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 41

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

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

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

### Answers

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

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

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

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

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

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

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

## WHILE YOU WATCH pp. 42–43

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

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

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

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

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



**Review answers** Volunteers share the advantages.

#### Suggested answers

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

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

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

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

#### Answers

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

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

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

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

**Review answers** Volunteers share their answers.

#### Answers

Checked: 1, 2, 4, 6

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

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

**Review answers** A volunteer reads the completed summary aloud.

#### Answers

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

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

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

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

#### Answers

Answers will vary.

## AFTER YOU WATCH p. 44

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

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

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

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

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

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

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

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

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

# THE GOOD OLD DAYS?

## Documentary summary

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

## Language summary

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

### BEFORE YOU WATCH p. 45

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

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

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

#### Answers

1 contact 2 look back 3 vague 4 remind

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

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

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

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

**Review answers** Volunteers share their notes with the class.

### WHILE YOU WATCH pp. 46–47

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

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

**Review answers** Ss say the correct options.

#### Answers

Checked: 1, 2, 6, 7

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

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

**Review answers** Volunteers give the correct answers.

#### Answers

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

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

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

**Review answers** Volunteers say the correct answers.

#### Answers

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

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

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

**Review answers** Volunteers read the completed sentences.

#### Answers

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

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

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

**Review answers** A volunteer shares their answer.

#### Answer

3

## AFTER YOU WATCH p. 48

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

**Do the task** In pairs, Ss discuss the questions.

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

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

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

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

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

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

**Review answers** Volunteers tell the class about their childhood memories.

# THE FUTURE OF FOOD

## Story summary

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

## Language summary

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

### BEFORE YOU WATCH p. 49

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

**Do the task** Ss complete the exercise individually.

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

#### Answers

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

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

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

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

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

**Do the task** Ss complete the exercise in pairs.

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

### WHILE YOU WATCH pp. 50–51

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

## AFTER YOU WATCH p. 52

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

**Do the task** Ss complete the exercise in small groups.

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

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

**Do the task** Ss complete the exercise in pairs.

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

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

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

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

**Story summary**

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

**Language summary**

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

**BEFORE YOU WATCH p. 53**

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

**Do the task** Ss complete the exercise individually.

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

**Answers**

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

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

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

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

**Possible answers**

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

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

**Do the task** Ss complete the exercise in pairs.

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

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

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

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

**WHILE YOU WATCH pp. 54–55**

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

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

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

**Answer**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

## AFTER YOU WATCH p. 56

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

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

**Answers**

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

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

**Do the task** Ss complete the exercise individually.

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

**Answers**

- 1 Sara
- 2 Megan
- 3 Robert
- 4 Sara
- 5 Carolina

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

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

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

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

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

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

# COMMUNITY ACTION

## Story summary

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

## Language summary

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

### BEFORE YOU WATCH p. 57

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

**Do the task** Ss complete the exercise individually.

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

#### Answers

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

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

**Do the task** Ss complete the exercise individually.

**Review answers** Ss discuss as a class.

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

**Do the task** Ss complete the exercise individually.

**Review answers** Ss discuss answers as a class.

### WHILE YOU WATCH pp. 58–59

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

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

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

#### Answers

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

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

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

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

#### Answers

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



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

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

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

**Answers**

1 d 2 a 3 e 4 b 5 c

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

## AFTER YOU WATCH p. 60

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

**Do the task** Ss complete the exercise in pairs.

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

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

**Do the task** Ss complete the exercise in pairs.

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

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

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

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

## Story summary

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

## Language summary

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

### BEFORE YOU WATCH p. 61

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

**Do the task** Ss complete the exercise individually.

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

#### Answers

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

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

**Do the task** Ss complete the exercise individually.

**Review answers** Ss talk about their answers with the class.

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

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

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

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

**Do the task** Ss predict what problem Sara has.

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

### WHILE YOU WATCH pp. 62–63

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

## AFTER YOU WATCH p. 64

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

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

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

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

**Do the task** Ss complete the exercise individually

**Review answers** Ss compare answers in pairs.

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

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

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

**Story summary**

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

**Language summary**

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

**BEFORE YOU WATCH p. 65**

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

**Do the task** Ss complete the exercise individually.

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

**Answers**

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

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

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

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

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

**Do the task** Ss complete the exercise individually.

**Review answers** Ss share answers as a class.

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

**Do the task** Ss predict the name of Sara’s invention.

**Review answers** Ss share answers as a class.

**WHILE YOU WATCH pp. 66–67**

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

## AFTER YOU WATCH p. 68

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

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

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

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

**Do the task** Ss complete the exercise in pairs.

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

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

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

**Review answers** Ss may volunteer to share pitches with class.

## Story summary

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

## Language summary

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

### BEFORE YOU WATCH p. 69

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

**Do the task** Ss complete the exercise individually.

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

#### Answers

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

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

**Do the task** Ss complete the exercise individually.

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

#### Answers

- 1 Carolina 2 Jeff 3 Robert 4 Sara

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

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

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

#### Answers

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

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

**Do the task** Ss complete the exercise individually.

**Review answers** Ss compare answers as a class.

### WHILE YOU WATCH pp. 70–71

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

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

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

#### Answers

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

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

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

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

#### Answers

- 1 Carolina 2 Carolina 3 Robert  
 4 Jeff 5 Carolina

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

- 1 C 2 R 3 J 4 C

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

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

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

**Answers**

- 1 c prototype 2 a start-up, permanent
- 3 d Megan 4 b dating, door 5 g spot, break
- 6 e call, interviewed 7 f job

H **Introduce the task** Read the instructions aloud. Ss answer the questions with information from the videos.

**Do the task** Play the video. Ss complete the exercise individually.

**Review answers** Ss read their answers aloud.

**Answers**

- 1 Magic Winter Soup
- 2 business websites
- 3 He and Megan had a long talk. She has a new job, she's made some new friends, and she's even dating someone.
- 4 She has to decide what job offer to accept.

## AFTER YOU WATCH p. 72

A **Introduce the task** Read the instructions aloud. Ss list the pros and cons of each job.

**Do the task** Ss complete the exercise individually.

**Review answers** Ss read their answers aloud.

**Answers**

Answers will vary. The chart should be completed with risks and rewards.

B **PAIR WORK** **Introduce the task** Read the instructions aloud. Ss decide which job Carolina should choose and give the reasons why.

**Do the task** Ss complete the exercise individually.

**Review answers** Ss read their answers aloud. How many Ss think she should choose the big company? The start-up?

C **PAIR WORK** **Introduce the task** Read the instructions aloud. In pairs, Ss role play giving Carolina advice about what to do.

**Do the task** Ss complete the exercise in pairs.

**Review answers** Pairs perform their role for the class.

D **Introduce the task** Read the instructions aloud. Ss imagine it is one year later and make up a story from the point of view of Jeff, Sara, Carolina, or Robert about what has happened to them over the past year. Encourage Ss to try to predict something about Sara using information from the previous videos, since nothing happened to her in the final video.

**Do the task** Ss complete the exercise individually.

**Review answers** Ss read their answers aloud.

**Unit 1: Fit for the job**

**Narrator** It's graduation day at Georgetown University in Washington, D.C. These students have worked hard for their college degrees. Now they have to write their résumés, practice their interviewing skills, and start to look for jobs. They're hoping that their degrees will help them get good jobs. But with so many graduates to choose from, how can employers make sure they find the right person for the job?

**Desy Osunsade** We spend a lot of time and money as recruiters trying to make sure that we have the perfect fit.

**Narrator** Desy Osunsade is a recruiter. She finds the very best graduates to work in jobs in business. She says a degree on its own doesn't give her enough information about a candidate.

**Desy Osunsade** It tells me the person's line of study. It doesn't tell me if they are good at things like critical thinking and problem solving. Do they work well in teams? A résumé in itself with a degree from anywhere does not tell me that.

**Narrator** Professor Bass at Georgetown has also noticed this.

**Professor Bass** We're hearing from employers – how do you differentiate between two graduates?

**Narrator** Two graduates may have the same degree, but do they have the same skills? And how can they prove to employers that they have the right skills?

**Erika Cohen Derr** It's easy with a degree to show what you've learned in biology or in business. But it's not as easy to show what you've learned in terms of leadership.

**Catalyst course presenter** Communication is a very human activity.

**Narrator** So Georgetown University has started a special course. In this course students learn and practice a range of skills that employers are looking for, like good communication. These are sometimes called soft skills. Students also develop their problem-solving and leadership abilities. Students who take the course earn a qualification called the Catalyst

Badge. It's a digital document that proves a student's progress. It shows employers that graduates have important workplace skills, like teamwork or communication.

**Professor Bass** What we see in the badge is a way of trying to help students tell a story about some dimension of their learning that might otherwise be merely a line on the résumé.

**Narrator** Alexis Oni-Eseleh has just graduated with a degree from Georgetown University. Alexis also earned the Catalyst Badge there. She's now job hunting.

**Alexis Oni-Eseleh** And if you click there it'll take you to this website, which tells you everything I needed to do to become a Catalyst.

**Narrator** She thinks the badge has helped her during a job interview.

**Alexis Oni-Eseleh** The interviewer asked me to talk about a time where I showed initiative, and I was able to talk about the digital badge and all the steps I had to take in order to get it and to qualify for it.

**Narrator** The journey from education to work has a lot of challenges. Graduates have to keep up with a changing job market. And a digital qualification like the Catalyst Badge shows that a candidate has more to offer than just a degree on its own.

**Unit 2: Green cities**

**Narrator** The U.S.A. Eighty percent of people live in cities, and they all need to be fed. Traditional farming and the mass production of food gives many people a reliable food supply. But the system is not perfect. Many people who live far from supermarkets or grocery stores find it hard to access fresh and healthy food. A growing number of creative food producers think urban farming could be the solution we need. This is Jim Montgomery. He lives in California and has turned his garden into a farm.

**Jim Montgomery** We call this place Green Faerie Farm. It's basically a lot that's 40 feet by 200 feet and, as you've seen, we have a lot of vegetables growing and some livestock as well.



**Narrator** It works because everything is used or eaten by Jim or his animals. Any waste is used to help the plants grow. This means Jim can get almost anything he needs by himself.

**Jim Montgomery** I think urban gardening really allows people to be able to actually produce food and sustain yourself.

**Narrator** Does this mean that anyone can learn to grow their own food? In Seattle, one program thinks so. This is P-Patch Community Gardens, a shared space where local people grow their own food.

**Julie Bryan** This is sort of a food desert here ... there's like one grocery store, and so we're trying to help provide fresh vegetables for the local residents.

**Narrator** A food desert is an area where people cannot easily access healthy food. P-Patch helps people to solve this problem themselves, by giving them land and teaching farming skills. It also brings this group of neighbors together.

**Bun Lee Yun** Share the food, the language, the skill, and they get together ... a kind of unity, in this community.

**Narrator** In Milwaukee, an organization called Growing Power takes the idea of working together to a whole new level.

**Will Allen** We farm over 100 acres just inside the city of Milwaukee alone.

**Narrator** They want everyone to grow their own food, and they teach 25,000 people a year how to do so. They're interested in finding ways to grow more food, in less time, and less space. One method is called vertical farming.

**Will Allen** We're not just growing on one plane as you can see; we're growing on multiple levels, using every bit of available space.

**Narrator** Vertical farming has added 2,000 square feet of space to Will's farm, increasing it by 40%. This means the farm now feeds 10,000 people and is exciting many more.

**Will Allen** The best thing that we do is inspire people. It's important to have a concrete example of this type of food system, which I think is a food system of now and a food system of the future.

**Narrator** Growing Power's use of vertical farming is clearly working here. Food systems like this could work in other cities around the world and give many more people access to healthy food. Successful, local projects like these prove that we don't have to trust big companies or new technology to solve the problem. With some creative thinking, these farmers show that the future of food could actually begin in your own backyard.

### Unit 3: Save now, pay later

**Narrator** The U.S. has a problem worth several trillion dollars – its broken-down public infrastructure. Daily traffic jams on highways, old pipes, crowded stations ... you name it! Each of these problems slows people down, and they hold business and the general economy back.

**Casey Dingles** It's easy to take for granted your water supply, your bridges, your tunnels until they're suddenly not there.

**Narrator** The government made large investments in infrastructure at the beginning of the twentieth century, leading to a period of economic growth. However, those same highways, tunnels, bridges, and water systems are still in use today, and their age is starting to show.

In Flint, Michigan, the water pipes carrying drinking water to people's homes were over 100 years old. Old pipes are made of lead, a dangerous, toxic metal. In 2014, the city started using water from a different river. But the water wasn't clean. The particles in the dirty water corroded the metal pipes, so the toxic lead went into the water. The water made a lot of people sick, so they had to stop using it. But they still had to pay.

**Melissa Mays** It seems unreal that they're still billing us for water that we cannot use and they've told us not to use.

- Narrator** Now, the city is replacing all the pipes. This costs a lot of money and waiting so long to deal with this problem has made it even more expensive.
- Every day, thousands of passengers travel on the PATH, a train connecting New Jersey and New York. The train goes under the Hudson River through a tunnel that is over 100 years old. To make it worse, the tunnel was hit by a hurricane in 2012.
- Anthony Foxx** Now, you all know that this tunnel is older than the *Titanic*. That the damage done by Hurricane Sandy made it worse. Those are facts.
- Narrator** The tunnel urgently needs to be repaired. But closing it, even for a short period, creates a huge number of problems.
- Jennifer Chalifoux** I haven't seen this much congestion on the PATH in a long time and trying to make it in to work is not easy.
- Narrator** The solution? Building a new tunnel and repairing the old one. A project worth over 13 billion dollars. The price is high, but if even one of the two tubes of the existing tunnel closes, it will stop 75% of the service. No matter how expensive these and other projects are the price of not doing it, or not doing it right, is always higher.
- Jacob Hacker** If you look at how our economy has suffered over the last 15 or 20 years, it's in significant part because we haven't done the investments in research and development and infrastructure and other public goods that are necessary for our growth.
- Narrator** Investing money before the need is urgent can prevent bigger and more expensive problems. It's certainly true of public infrastructure, but in what other areas could this approach save time and money?

#### Unit 4: Saving the world, one hour at a time

- Narrator** In 2004, the environmental group World Wildlife Fund discovered something frightening. Their research into how the Earth's climate had changed over time showed that if we didn't find better ways to live – from how we travel, to what we eat – then we would damage the planet forever.
- Naomi Hicks** What we are seeing from the climate science is we urgently need to act on climate change. We're seeing in the U.K., this is the hottest year on record globally for the third year in a row. We're seeing that one in six species could be affected by climate change, so we know that we've got to act, and we've got to do that right now.
- Narrator** To make a real difference, everybody needs to help. But how do you convince somebody that they have the ability to change the world? The World Wildlife Fund hired an exciting advertising agency to find a way. They thought that climate change might be too big a problem for most people to understand. But they realized that if people could see small changes for themselves, then they might be able to imagine the bigger results. And so they created Earth Hour, an annual event at the end of March that asks people to spend 60 minutes doing something to help the environment. It happens all over the world.
- Jim Leape** It is all of us coming together as a community.
- Narrator** Earth Hour is what's called an open source campaign. That means that anyone can use the World Wildlife Fund's name and logo to endorse their own event, anywhere in the world. Excited by what they see and do, people become more likely to make choices that are good for the environment. And because it's so easy to take part, Earth Hour has grown every year since it started in 2007. Countries that join usually do something big, like turning off the lights on famous monuments.
- Pascal Canfin** We switched off the Eiffel Tower, part of a movement where 400 monuments that are known globally, are switched off today.

**Narrator** Crowds travel to watch, millions of photos and videos go viral online, and the whole night feels like a party. Smaller events are planned, too. Often, these deal with local environmental issues. But there is another reason that Earth Hour has continued to grow. In the years since it began, the effects of climate change have become clearer than ever. More and more people around the world have started to see them in their own communities, from fires in the U.S.A., to flooding in Indonesia. And now that more people know about the problem, more people are interested in making sure that serious changes are made.

**David Nussbaum** This is a chance for all of us to say clearly to government, "Come on, we need action; real actions."

**Narrator** One hour a year might not be much, but if Earth Hour continues to encourage action like this, it may become one advertising campaign that really could change the world.

## Unit 5: Walking and talking

**Narrator** Today, journalists can update and change news stories every minute. But Paul Salopek is a journalist who is interested in slow journalism. Rather than giving readers short news articles, quickly and often, slow journalism aims to include more detail and meaning through one longer news piece. These are often human interest stories. For his latest piece of slow journalism, Paul is walking all day, every day, across the planet meeting people everywhere he goes. He's walking the same route that humans traveled 60,000 years ago when they left Ethiopia for the very first time. They walked across deserts and mountains, countries and whole continents to explore new parts of the world.

The journey from Africa to South America on foot will take Paul seven long years. So what is Paul trying to find out through this project? He wants to hear about the lives of people all around the world in their own voices. So he's recording, collecting, and writing about stories from the people and places he finds along the way. News reporter Hari is joining Paul in Georgia. Hari wants to find out what Paul has learned from the people he's met so far.

**Hari** What are we saying? What is humanity telling you?

**Paul** The same stories over and over again. It's the same classic stories.

**Narrator** Walking across the world has helped Paul see that most people's lives are connected, whether they live near each other or thousands of miles apart. Paul walks with a translator in each country so he can communicate with local people. Hari's asking Paul's translator what the locals think about Paul's project.

**Hari** What about when they figure out that he's trying to go to the end of the world?

**Translator** And then it's even worse! And then they really ask, like, "What is he searching for?"

**Narrator** Although the people that Paul meets are surprised to hear about what he's doing, they're very kind and welcoming towards him. When Paul enters a new village, he makes friends quickly. He has to, so that he can find a place to sleep! This time, he found a place to stay only five minutes after entering the village.

**Hari** You just invited him into your home; he's a total stranger.

**Host** I asked him who he was, and he said he was from the U.S., so I immediately invited them in.

**Narrator** Paul is grateful to his host. Staying in people's homes means that Paul can hang out with families and hear their stories. All useful for his giant project. Paul also takes a photo, video, and interviews the closest person after every 100 miles before he continues with his journey. But does he get tired of so much walking?

**Hari** Do you get tired by the end of an average day, or has your body gotten used to this?

**Paul** I do. You have good weeks and bad weeks. But I get tired, and, you know, my job is to write, not just really to walk, so at the end of the day it takes a special effort to sit down and write a story.

**Narrator** Many people are following Paul's human interest project online – especially students in schools. Online you can find a map showing Paul's route and the photographs and stories he has uploaded along the way. His stories are about many different things. They're about the various landscapes he crosses and the different weather he encounters. They're about historic sites, nature, and animals. And, of course, they're about the people he has met – and their stories of daily life, happiness, challenges, and more.

At the end of this project, he'll have hundreds of different stories to share. But he still has to get through the Middle East, Asia, and all the way down to the bottom of South America on foot before he ends his seven-year trek. Although it's tiring, Paul won't give up until he's completed every step, and written down every story of the people he meets.

## Unit 6: Can do!

**Narrator** Have your groceries ever looked like a face? Or even a palm tree? These creative artworks were made by teams of volunteers for an annual event called Canstruction. Canstruction is a combination of the words "can" and "construction", which means building work. "Can" also has two meanings: to be able to and a round metal container. Hundreds of teams compete across the United States to design and build amazing sculptures with canned food. It's not just for fun, though. The event was started by a charity to help local communities. Joanne Batson manages a food bank in Virginia. It gives out over four hundred fifty thousand kilos of food every month. The food is donated to the charity to help people who do not have enough to eat.

**Joanne Batson** Most recently we've seen forty percent of the people that are coming to us now at this one location over the past month, are new ... new people. They've never been in a food bank before.

**Narrator** Many other communities experience similar problems, so Leah Suzann Kaplan and her colleagues invented Canstruction to donate food to people in need.

**Leah Suzann Kaplan** The teams have three months to prepare from the time they say, "Yes, we're entering," until they build.

**Narrator** The rules for Canstruction are simple. Teams are made up of a maximum of five members, their work must be finished in one day, the sculpture must stand up on its own, and all labels must be kept on the cans. Teams should also use healthy food, like these cans of beans, vegetables, and fish. When the sculptures are finished, they are displayed to the public before the cans are donated to local food banks. Each team uses thousands of cans, so a lot more food is collected here than at a normal food drive. One group of students is using 13,000 cans to build a bridge with the round shape of an arch. At the end, they need to remove a big piece of wood that supports the center, called a template. They are nervous, but the bridge remains standing. One team member describes the moment the template was removed from under the bridge.

**Canstruction participant** The moment that the template comes down and you can actually see the light from the other side of the arch ... that's the moment of, yes, it works.

**Narrator** These beautiful artworks attract a lot of public attention. One visitor has decided he wants to join in next year.

**Visitor** It's quite clever, what they do and, you know, it seems for, you know, to be for a great cause, so, we were actually thinking of maybe figuring out if we can join this some year.

**Narrator** Everybody involved enjoys the show, and they manage to collect food and give it to people who really need it. Canstruction shows that it is possible to make a difference and have fun at the same time.

## Unit 7: Mobile communication in Africa

- Narrator** These days, mobile phones are an essential part of our lives. Kenya is the world's best example of this. Nearly ninety percent of Kenyans have a mobile phone.
- Bob Collymore** Here in Kenya, and probably in many other African countries, the cell phone is a productive tool. It's not a luxury item.
- Narrator** As well as catching up with friends and family, Kenyans get useful services from even simple cell phones. Half the money spent in Kenya travels through M-Pesa, a money transfer system based on mobiles. Using the airtime, or credit balance, in their phone account, people can make payments to each other, as well as phone calls. For many, their airtime is better than cash.
- Bob Collymore** You know if you only have 30 shillings, if you have that 30 shillings as airtime, you can then call someone and ask for the money to be sent.
- Narrator** Life here can seem very traditional. But Kenya is a world leader at using phones in clever, practical ways.
- Denis Gikunda** It's transforming how people do many other things beyond just communicate. It started off as just communication tools, but they have been used from everything to sending money back to people up country, to payments.
- Narrator** At this banana farm in the countryside, Catherine Mimona explains that using a phone app called M-Farm gives her live information about the prices she can get for her crop.
- Catherine Mimona** I go to the M-Farm application, and I simply query on the price for bananas.
- Reporter** So it's really just as simple as punching in a number and asking a question.
- Catherine Mimona Yeah.** It's a matter of efficiency, so that you don't have to spend all your time and money going to Nairobi to find out what the markets are like. You can get the scenario right where you are. So yes, it does help me make more money.

- Narrator** The benefits of a mobile app are sometimes worth more than money. This is one of Kenya's poorer areas. There are no doctors or hospitals here. But this pregnant woman living here does see Grace Anyango, a health worker. Grace writes the woman's health information into her phone. These messages are then checked 24/7 by a new hospital doctor service called M-Birth. Dr. Peter Maguna looks at the information sent in by health workers.

**Dr. Peter Maguna** We never knew that text messages could actually save lives until we started this. We have saved so many mothers.

- Narrator** Mobile technology has brought a huge range of valuable services to Kenyans and changed many lives for the better. No wonder they never put down their phones.

## Unit 8: Start-up life

- Narrator** Work is an extremely important part of our lives. We spend most of our time and our energy at work. And while many of us are happy working nine to five for someone else, some people choose to start their own business. If you could start your own business, would you do it? It's not just a career choice; it's a lifestyle choice.
- Edouardo Jordan has a restaurant in Seattle called Salare. He's the owner and the chef. Managing a restaurant is hard work. Especially on the weekends! Early on Saturdays, his work day begins at the market, where he buys the food he needs. He buys fresh local produce – fruits and vegetables – and designs his menus based on what he can find there. His restaurant, Salare, is quite new, but Edouardo chose this lifestyle a long time ago. From the moment he started his career as a professional cook, he knew he wanted to open his own restaurant.

**Edouardo Jordan** I was always thinking about opening my own restaurant; that was my goal. In the ten-year span of me cooking for others, I started writing a business plan.

**Narrator** It took him ten years of planning while working for others and learning from them, but his restaurant is now a success.

**Edouardo Jordan** When I want to do something, I go do it.

**Narrator** Edouardo had known the job he wanted to do and the kind of life he wanted to lead since he first started school. This wasn't Nikki's experience. For a long time, she had a permanent job as a social worker, with a fixed schedule and the same work every day. But it became too stressful.

**Nikki Closser** I'm Nikki Closser and I started years ago as a social worker. I did that for 12 years, went to school for it, and then just decided I was done. I was burned out and wanted to do something different.

**Narrator** As a social worker, she often worked more than her usual office hours and the amount of stress made her worse at her job.

**Nikki Closser** I used to take the work home with me and I would get upset, and I got to the point where I started feeling indifferent . . . and I knew that wasn't fair to them, and it wasn't fair to me, either.

**Narrator** Now, she's a professional photographer. She has a successful business, makes a good living, and enjoys her job every day. For Nikki, the decision to own her own business made her life easier and happier.

For Lizzy and her husband, on the other hand, running their own business has brought a lot of changes to their lives that were not part of the plan. They used to live in Texas, where they owned a toy store. But when the financial crisis came in 2008, they lost their business. However, very soon after this happened, they got the opportunity to open a similar store in Las Vegas. It meant making a big change. They had to pack up everything, sell their house, move to a different state, and start all over again.

**Lizzy Newsome** We moved. We picked up everything we had; we sold the house. We went all in, yeah.

**Narrator** Business is now going well for them, and they're thinking of opening a second store.

**Lizzy Newsome** We knew that Las Vegas needed a toy store. You could tell it needed a toy store.

**Narrator** Moving their business to a new place was the right decision for Lizzy and Trevor. It has been challenging, but means they can continue doing what they love. Lizzy, Nikki, and Edouardo have made very different choices but have one thing in common: starting their own business has allowed them to lead the lives they've always dreamed of.

## Unit 9: Opening doors for everyone

**Narrator** Meet Archer Hadley, a teenager who lives in Austin, Texas. Archer has cerebral palsy and he uses a wheelchair to get around. He's very sociable and does a lot with his friends, but basic activities are not always easy.

**Archer Hadley** Because I'm disabled, independence is a little harder for me.

**Narrator** On a wet Monday morning, Archer was trying to get to a test, but he couldn't open the door to the school, and he started to get annoyed.

**Archer Hadley** I tried this for about five to seven minutes, and I got really frustrated.

**Narrator** Archer thought of all the public places downtown with automatic doors, and decided he was going to try and install some in his school. So he created a challenge to collect money to pay for three automatic doors.

**Curt Shaw** The cost for each of those doors was somewhere between \$5,000 and \$6,500 per door.

**Nicole Griffith** Archer's idea was to have this wheelchair challenge. And the wheelchair challenge involved students being able to challenge others to spend a day in a wheelchair. And if you challenged someone, then you needed to pay \$20.

**Narrator** Lots of students challenged their friends to spend the day in a wheelchair.

**Student** Today, I was nominated for the wheelchair challenge, and so all day I will be in the wheelchair.

**Narrator** Students weren't allowed to get out of their wheelchair all day. They had to use the elevators, go to classes, and open doors on two wheels. The response from everyone at Archer's school was enormous.

**Curt Shaw** Archer Hadley raised, uh, \$87,000.

**Narrator** Archer's challenge was a great success. Amazingly, he finally got enough money to build not three, but five automatic doors for his school. But that wasn't the end of it. Archer was completely surprised when he received an award for this work.

**Greg Abbott** Archer is an inspiration, an inspiration for me, an inspiration for so many others.

**Narrator** Back at Austin High School, easy, equal access to buildings now makes everyone feel welcome. And, very importantly, no one will ever be left outside in the rain again.

## Unit 10: Game of bones

**Narrator** This is Leicester, a city in England. And this is a parking lot in Leicester, the final resting place of a famous English King. It's not quite the ending we expect for the powerful leader of a country. So, what happened, and how was this discovery made?

Richard III was King of England from 1483 to 1485, and the last king from a family called the Plantagenets. In 1485, he died at the Battle of Bosworth and was quickly buried in Greyfriars Church, here in Leicester. But 40 years later, the building was destroyed, and, centuries later, nobody could remember exactly where it had been. In 2012, however, scientists from the University of Leicester thought they had discovered its location: underneath this parking lot. Could they be right?

**Reporter** The diggers arrive today and the actual digging starts tomorrow, and it could be the beginning of solving a medieval mystery.

**Narrator** The mystery seemed to be solved very quickly, as the team did find a body. But that's not where this story ends, even though all the information suggested that the bones belonged to the missing King Richard.

**Dr. Jo Appleby** The chances of them being both of them on the same skeleton and in the same place, you know, it would be a fairly unlikely series of coincidences.

**Narrator** There was only one way to know for sure: Michael Ibsen. Michael had been contacted in 2004 by an expert who was researching Richard III's family. Though Richard himself had no children, his elder sister Anne did. Michael is her great-grandson, from 17 generations ago, which makes Richard III his uncle. Michael wasn't too interested in this connection to a king at the time. But when he found out that *his* DNA was the key to checking if the body in the parking lot was, in fact, the king, it suddenly became very exciting.

**Michael Ibsen** The only line that they were able to follow through to, to current times was the line that led to my mother, or so I'm told. Obviously it would be a great disappointment if there was no DNA match.

**Narrator** Research was carried out on small pieces taken from Michael's bones and those in the parking lot. There was a difficult wait while the two sets of DNA were studied to see if they were a match – and they were. Michael was amazed.

**Michael Ibsen** Perfect match.

**Narrator** The project's manager, Richard Buckley, shared the breakthrough that had been made with the media, and finally solved one of England's biggest historical mysteries.

**Richard Buckley** Beyond reasonable doubt, the individual exhumed at Greyfriars, in September 2012, is indeed Richard III, the last Plantagenet king of England.

**Narrator** If the researcher hadn't contacted Michael, we might never have known the true identity of the king in the parking lot. It's an amazing story, which shows that sometimes life *can* be stranger than fiction.

## Unit 11: The future of driving

**Narrator** Driverless cars, once the stuff of science fiction, will be normal within a few years. Scientists and engineers from the U.S.A to South Korea have been working hard on ways to get driverless cars onto our roads.

**John Krafcik** We have been working on this at Google and now at Waymo for over nine years, nearly a decade. We do like to consider it the world's longest ongoing driving test.

**Narrator** When driverless cars arrive on our roads, we'll almost certainly experience a big change in the way we move, where we live, and what our cities look like: Less pollution, safer roads, and less traffic. What's more, it will make life easier for people with disabilities. Mate Rimac designs driverless cars to let us travel around cities in a stress-free way, helping us avoid traffic and improve the environment.

**Mate Rimac** We want to build the best, what's possible today, with today's technology, and to prove that electric cars are not just, you know, environmentally friendly and efficient. The future is not dull or boring, but actually fun and exciting.

**Narrator** But do people really want to let the cars drive themselves? Half of the people in the United States say they would prefer to drive themselves than let a car be in control, especially after a recent accident with a driverless vehicle.

**Man on street** Just in the news – a couple weeks, month ago, I think the first death in an automated vehicle accident occurred, and that's definitely something that needs to be sorted out.

**Narrator** But driverless technologies may also help solve day-to-day problems for many people.

**Woman in car** Center for the Blind ...

**Narrator** For the blind, or people with sight problems, getting around by car is not easy. Julian Brinkley at the University of Florida is looking for ways that driverless cars can solve problems for blind people. For example, how to know where you are, and when you arrive at a destination, if you cannot see.

**Julian Brinkley** If I'm a visually impaired person and I don't have an ability to verify visually that I'm at the appropriate location, how do I know that it's not just dropping me off in a field somewhere?

**Narrator** Barbara Tallon is an 80 year-old visually impaired woman from Florida. For Barbara, driverless cars could make her life less stressful, and help her travel more.

**Barbara Tallon** I drove all my life until about 12 years ago. So, to be able to just get in a car and say take me here, take me there, all on my own – it would be great.

**Narrator** Although there are problems to solve, the proven impact they will have on the environment, and the ways they will change people's lives, make driverless cars the future of driving.

## Unit 12: The good old days?

**Narrator** Many of us have memories of our childhood, but few of us have them recorded. Katlego and Olwethu, however, do. They're both 28 year-old South Africans, but that's where the similarities end. Katlego is the son of a famous soccer player, has a full-time job, and has kept the same close friends since childhood, while Olwethu is a married mother of two who has lost contact with her childhood friends.

When they were each seven years old, they took part in a documentary. It followed a group of children from across South Africa as they grew up, filming them every seven years. Katlego was sent to an expensive school where most of the students were white. This distanced him from his friends in the all-black neighborhood where he lived.

**Katlego** They all started pointing out that I was starting to talk differently because I'm going to this fancy school, and all of a sudden I think I'm better than them. So we go to different schools, we're still friends, right? I guess not.



**Narrator** At 14, he knew that going to an expensive school had changed his life. And now, at 28, he's enjoying the results of a good education and the doors it has opened in his career and social life. Katlego looks back on himself as a boy and sees how his early views have changed.

**Interviewer** Do you think of yourself as an African?

**Katlego** No.

**Interviewer** Why not?

**Katlego** Do I sound African?

**Interviewer** Do you think of yourself as African?

**Katlego** Yeah, very much so. Of course.

**Narrator** Olwethu was born in a large town and had a brother and a sister. And the thing she wanted most her independence.

**Olwethu** I just want to be alone in my house and I want to work, that's all. I want to make money and get rich; that's all I want. I don't want to get married because I hate husbands.

**Narrator** Her ideas about husbands have changed since she was 14. But she still wants to be independent. That's why she's opening her own business, an internet cafe. She looks back on her childhood and values what she has now.

**Olwethu** I am happy about where I am now 'cause I see where I'm going, and I know last year I wasn't where I am now, so I know that there's progress.

**Narrator** The documentary creates powerful memories for Katlego and Olwethu. What it has done the most is help them see how their past has made them the people they are today.

**Episode 1: The future of food**

**Jeff** All right, welcome to *Cooking With Jeff!* Now, I have something really special for you guys. I asked you to put some suggestions in the comments. And guess what? I listened. So, today is going to be ... Magic Winter Soup. All right, now it has a special ingredient. I can't tell you ... Door's open.

**Robert** Hey! How's it going?

**Jeff** Good! Take a seat. Sara and Carolina will be up in a minute.

**Robert** Is this the new dish for your cooking show?

**Jeff** Yes, there's a new episode tomorrow: "Magic Winter Soup." My grandma used to make this, but she never wrote down the recipe. Now, it took me all week, but I think I figured it out. There's a secret ingredient which makes it "magic."

**Robert** Wait. It's not something weird, is it?

**Jeff** Just taste it!

**Robert** I'm trusting you, man! Mmm!

**Carolina and Sara** Hey guys!

**Sara** Sorry, we're late!

**Carolina** This smells so good!

**Sara** I was stuck at the school at a teachers' meeting.

**Jeff** Well, you're here now, so get ready for some good food!

**Robert** Magic Winter Soup ... with a secret ingredient.

**Sara** Ooh, a secret ingredient? I can't wait!

**Carolina** So, I've got some good news.

**Robert** Hmm, let me guess: You're the new head of web design for a major corporation, so you're quitting your job at the community center and leaving me with no help.

**Carolina** Ha, right ... head of web design. I wish. No, nothing that big.

**Jeff** So, what is it? Here. Wait! Don't forget the croutons!

**Carolina** Thanks!

**Robert** Hey! Thanks.

**Sara** Mmm, these croutons!

**Carolina** So, I had an interview this morning at a really cool start-up company, and it went really, really well. I don't want to get my hopes up. There were, like, six other people in the reception area just during the time I was there, so, obviously, they're

interviewing a lot of people. But I just have a good feeling about this job. The pay is OK, but not great, and the company is still pretty small – it's ... three years old? But the work they do is so cool. I would love to work for them.

**Sara** Wow, Carolina, that is so great! I really hope you get it. Mmm! Jeff, this is really good.

**Robert** Yeah, but what's the secret ingredient? Rice, carrots, leeks ...

**Sara** Yes, but none of those is the secret ingredient.

**Jeff** Nope.

**Sara** Is it kale? That stuff is all the rage these days.

**Jeff** Nope. It's not kale. It's in there, but it's no secret.

**Sara** It isn't sugar, is it?

**Jeff** Nope. No sugar.

**Carolina** Oh, I know what it is!

**Jeff** Ta-da! You guessed it! The magic in my Magic Winter Soup!

**Sara** Wait, Jeff ... is that lard? Lard like ... animal fat? Lard is the secret ingredient.

**Jeff** Yep. That's it. Good old-fashioned lard. My grandmother used to use it all the time back home in Florida.

**Carolina** Mine, too, back home in Brazil! It's really gone out of style. No one uses it anymore. Mmm. Now I know why this tastes so good!

**Sara** Jeff, this is really delicious, but ...

**Jeff** But what?

**Sara** It's just that lard is kind of unhealthy.

**Carolina** Yeah, too bad.

**Jeff** OK, Sara. I guess I should have kept the secret ingredient a secret. Care for another bowl, Robert?

**Robert** No, no way. I couldn't eat another bite!

**Jeff** Carolina?

**Carolina** Oh, no. I can't.

**Sara** Jeff, I'm really sorry about the soup, but I love these croutons!

**Jeff** Help yourself. But uh ... those have the secret ingredient in them, too, you know.

**Sara** Huh ...

**Episode 2: Going global**

**Jeff** Sara ... Carolina ...

**Sara** Just a second. Good morning, come on in.

**Jeff** You sure? You don't need to check my ID? You know, our building is actually safe.

**Sara** Mhm. Well, it never hurts to be careful.

**Jeff** Yeah, better safe than sorry, right? Wow. You have a lot more projects going now than the last time I was down here.

**Sara** That's actually why I wanted you to come down. The school play I'm working on has inspired me.

**Jeff** I can see that. So tell me about what you have here.

**Sara** What, that? That's just something I made to hold all my devices while I work. You know, my watch, my keys, my phone, my phone charger. Just stuff I want to have near me and not lose in all this stuff.

**Jeff** This is really cool Sara. Simple. Nice design.

**Sara** Yeah. I guess it really is cool. Do you think this might be something people might want to buy?

**Jeff** Absolutely. I'd buy it.

**Sara** Really? That's so awesome. I could make this one my prototype and send it out to some product design companies.

**Jeff** And look at these other things you've been making. I think you really have something here, Sara. And think of all the extra money you can make. You could even have your own company: Sara's Solutions. What do you think?

**Sara** My own company? Yeah, that would be cool. And you can be my marketing manager. *(laughter)*

*(Jeff's phone rings)*

**Jeff** Hey, Robert. Hmm? Where are you? It's really noisy. Sure, but I'm actually downstairs at Sara and Carolina's. Can you come over? Yeah. Come on over. Cool. OK. OK. See you in a few. He's been a little stressed out lately. His ex-girlfriend, Megan, just moved here. He's not sure how to feel about that.

**Sara** Oh. Are there bad feelings between them?

**Jeff** I don't think so. He's just nervous about seeing her again, I think. So tell me, what's this? *(laughter)*

**Sara** So, Robert. Um ... How's work?

**Robert** Huh? Oh, good, good. Yeah, um, really busy actually. But, you know, Carolina has really helped. She's great, so it's better now.

**Sara** That's so good to hear. She's a great roommate, too. She doesn't even mind when my projects are all over the place.

**Robert** So is she, like, a real neat freak or something? *(Sara and Jeff laugh)* Why?

**Sara** You wouldn't ask that if you had ever seen her room.

**Jeff** Yeah. Carolina is ... How did she put it? Comfortable with messes.

**Sara** But she's very neat in the rest of the apartment, so I can't complain.

**Robert** Is Carolina here?

**Sara** Yeah.

*(Carolina comes out of her room)*

**Carolina** Mmm. I smell coffee.

**Sara** Here.

**Carolina** Thank you. And yes, Robert, I am very comfortable with messes.

**Episode 3: Community action**

**Carolina** Robert? Sorry to bother you, but I have a few questions on this paperwork I'm doing with Maiza.

**Robert** Oh. Yes, of course, Carolina. Sorry.

**Carolina** Gosh Robert, are you OK? You look really tired. Is everything all right?

**Robert** Well, to be honest, no. But, don't worry about it. It has nothing to do with work.

**Carolina** OK, well, that's good. But you still look like something is really bothering you.

**Robert** It's personal. It has to do with Megan.

**Carolina** You mean Megan, that girl you dated in college?

**Robert** Yeah, the one I was supposed to marry.

**Carolina** You were engaged? That's right. I forgot that. What happened?

**Robert** Well, obviously we broke up. And that whole experience really messed me up for a while. But the truth is, it was the right decision. We weren't right for each other. Not that way. We were friends, you know? We should have just stayed friends. So after the break up, Eduardo and I went on that big road trip, remember? And that really gave me time to think. I got interested in community work. And that's the whole reason I'm here now. And it's good. It's really good. I like my life. I honestly hadn't thought about Megan in a long time.

**Carolina** So why are you thinking about her now?

**Robert** Because she's moving to New York. She's been calling me a lot. She doesn't know many people here, and you always need some help when you move to a new place. But I can't figure out if she wants more than that, you know? I mean, I'm OK with helping her to get settled and stuff, but the truth is, I'm really nervous about seeing her again. I don't know what to do.

**Carolina** I can see why you're stressed.

**Robert** Yeah. So did you have questions?

**Carolina** Oh, that's all right.

**Robert** Hey, so I know you're a web designer and you're only temporary here. But the clients love you, Carolina. They're always talking to me about how much they appreciate you – how helpful you are and good at solving problems.

**Carolina** Really?

**Robert** Well, I had an idea how maybe we can combine the two. Our website is really old and really boring. I mean, you know. You've seen it. So I was thinking, maybe you could redesign it for us. And Jeff suggested that we make some videos, too, – about the center and the different services we offer – for the website and for social media.

**Carolina** This is a great idea! And video – that is perfect! We could really show off the place.

**Robert** Well, we wouldn't have much money, so we'd have to do everything ourselves. Will you be, like, the host of them?

**Carolina** Me? In the videos? I don't know. Let me think about that part, but I will totally do the design work. That'll be fun!

**Robert** Fantastic! Then we'll start there. You can get started on the website whenever you want, and I'll start working on the video stuff.

**Carolina** Great. I already have, like, ten ideas. Robert, don't worry about Megan. It's all gonna be fine.

**Robert** I hope so.

**Episode 4: Lifestyles**

- Jeff** Hi, Sara, it's Jeff.
- Sara** Door's open.
- Jeff** What's up? You never leave the door unlocked.
- Sara** My arms were full. I had a really bad day.
- Jeff** Well, let me cheer you up. Cupcakes for Teacher of the Year.
- Sara** Teacher of the Year? Right.
- Jeff** Don't you want one? Ginger, lemon ... mmm ... peanut. Not bad at all. OK, I'm ready. What happened?
- Sara** Well, you know how I've been working on the school play along with all my other work? Well, today they told us the play has to be performed a whole month early. So I have to finish everything by next week. The kids have worked so hard on this play. I wanted everything to be perfect for them, but there just aren't enough hours in the day.
- Jeff** If you were so busy, why did you agree to help with the play at all?
- Sara** Because they asked me to. It was the kids. I know, I know. I have to learn to say no to things.
- Jeff** What do you think?
- Sara** Oh my gosh, Jeff. This is delicious.
- Jeff** Well don't look so surprised. There is no problem in life a good cupcake can't fix, and this is a good cupcake. Hey, what's going on here? I thought you were going to send this off as your prototype.
- Sara** It isn't finished. And how am I ever going to finish it with a full-time job, the play, and my brother's wedding next month?
- Jeff** If I were you, I'd send it out just like this. It doesn't have to be perfect. Just get it out into the world. See what happens. Oh, I almost forgot! I know what will get you motivated. Ta-da!
- Sara** Jeff, where did you get this?
- Jeff** I was redoing the sign for my show, so I ordered this at the same time.
- Sara** I can't believe this. That's so nice of you. Thank you.
- Jeff** You're welcome. But you know what this means, right? It means you have to make some choices. Make time to work on your own stuff. Finish this prototype. This is the moment.
- Sara** You really think I can do this?
- Jeff** Absolutely. Come on. Big smile.

**Episode 5: What if ... ?**

**Carolina** Here at the East Village Community Center, our mission is to provide our clients with the best support and advice for their career goals. If you need help preparing your résumé or doing a job search, our Career Services office is here to help you.

**Robert** This is great.

**Carolina** Do you really think so?

**Robert** You're a natural.

**Carolina** No, I'm not. But if I'm terrible, blame my sister Eva, the actress. She was my teacher.

**Robert** I think you did a great job.

**Jeff** Hey, guys.

**Robert** Hey, Jeff. Hi Sara. What are you doing here? Aren't we meeting at your place later for dinner?

**Sara** Yes, but I couldn't wait. I just had to show everyone.

**Robert** Wait, is this your invention that I've heard so much about?

**Sara** Yes. I think the design is done, so I made a few different styles.

**Carolina** Cool. So colorful. Sara, these turned out so well.

**Robert** I really like the way these look. They're so fun and modern, and they seem like they'd be really useful. Have you tested them?

**Sara** Well, no, not yet, but I was hoping that we could test them here at the center. Do you have some clients that might be interested?

**Robert** Sure. I think they'll love this. Come on. Maiza, Leon, this is my friend Sarah.

**Maiza** Hi.

**Leon** Hello.

**Sara** Hi, nice to meet you.

**Robert** Sarah is an inventor, and she has something she'd like us to try here at the center. What do you think?

**Leon** OK, what is it?

**Sara** Well it's for your personal things, to keep them safe and organized while you work.

**Maiza** Oh, this is nice.

**Sara** The new Table Pocket from Sara's Solutions is the device for all your devices. Now you can have all your personal things safe, neatly arranged, and easily accessible as you work. No more messy workspaces with the new Table Pocket.

**Robert** These really are cool. They're useful, they look nice, they're light.

**Sara** And portable.

**Robert** You know these would be great to have here. People are coming and going all the time, and they're always losing stuff. This could really help. I could put one at every workstation. Could I order some of these now?

**Sara** What? Wow, great. Yes. Yes. My first sale.

**Jeff** And it won't be your last.

**Robert** So, I'll use the center's money to buy them, so we're required to have the name of the center on them. Would that be possible?

**Sara** Of course it's possible. Sure, just give me the exact words you want.

**Robert** Great. I'll email you the details. You know, this is actually good timing. Carolina is almost finished with the new design for the website, and we just finished our first video to promote the center. Once the website goes live and we start posting videos on social media, we're definitely going to get a lot more clients. So these Table Pockets will really help us.

**Sara** The first video is done? That's fantastic. I want to see it.

**Robert** Yeah, sure. Come over here. Thank you both.

**Maiza and Leon** Thank you.

**Carolina** No, no, no. Please you guys, you don't have to do this now. We can watch it tomorrow. Robert, we haven't approved it yet. I don't know if we can show people.

**Robert** OK, everybody ready?

**Carolina** Please, no. You guys!

**Robert** Action!

**Episode 6: Looking back**

- Carolina** Hey guys.
- Sara** Hey.
- Jeff** Hi Carolina. What are you so smiley about?
- Sara** Don't tell me. You got the job at that cool start-up company.
- Carolina** No. They never called me back in. I'm sure they hired someone else. That interview was three weeks ago. No, no. I'm not upset about that because ... I got an offer from Johansson-Durst Incorporated for a full-time, permanent job in their design department.
- Jeff** Wow, Carolina, that is a huge company. What kinds of things will you do there?
- Carolina** Honestly, I don't know. They're involved with a lot of different businesses, so it will mostly be business websites. I've looked at some of them and they're nothing exciting, but they're well done. And it's a job as a web designer. A really good one.
- Sara** Carolina I'm so proud of you. It's amazing.
- Robert** Yes, our Carolina is going to be a design executive one day.
- Jeff** What's up with you man? You look so relaxed.
- Robert** Well, what can I say? It's a beautiful day. Let's just say I closed the door on the past, and it feels really good.
- Carolina** Did you get back together with Megan?
- Sara** Carolina.
- Robert** No, Carolina, but it's all fine. We had a long talk and we're good. She has a new job, she's made some new friends, she's even dating someone. She's happy, and I'm happy for her. I guess we're both finally moving on.
- Jeff** Well, that is good news, man. And speaking of good news, I have some of that myself.
- Carolina** No way. What is it?
- Jeff** OK, so, remember that soup I made for you a few weeks ago?
- Carolina** Magic Winter Soup?
- Jeff** That's right. So, you know that cooking program on The Cooking Channel? *Saturday Morning Cook-off*? Well, I've been submitting my recipes every week for, like, six months trying to get on there. But no luck. Well, a couple of weeks ago, I submitted my recipe for Magic Winter Soup, and I got in.
- Carolina** That's amazing!
- Jeff** I'll have a ten-minute spot next Saturday morning, and if they like me, and if the audience likes me, I'll get more spots.
- Sara** Then you'll definitely get more spots.
- Robert** And your own show.
- Carolina** This is it, Jeff. Your big break.
- Jeff** Maybe. We'll see what happens. But, yeah, I think it is.
- Carolina** Hello? Yes, this is Carolina Sousa. Yes, of course I remember. How are you? Fine, fine. And, uh, a little surprised, honestly. Uh-huh. Uh-huh. Yes. OK, sure. Yes, yes. Of course. By Friday, absolutely. And thank you Leticia, really. Bye ... I got it! The job at the start-up. That amazing start-up design company. They want me! Out of more than a hundred candidates, they just offered me the job. I got it! I got it!
- Robert** What is it, Carolina?
- Carolina** What do I do now?

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