

# EVOLVE

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## VIDEO RESOURCE BOOK

Christina de la Mare, Jennifer Farmer,  
and Noah Schwartzberg

# 6



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## Expert Speakers

Andrea Mendoza, Audrey Decker, Eric Rodriguez, João Glauber Barbosa, Ryoko Mathes, Susanne Gutermuth.

# 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 not only 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 two to three minutes long.



### EXPERT SPEAKERS

Our Expert Speakers are highly proficient speakers of English who are living and working in the United States. They come from all walks of life, representing a variety of professions and experiences. In these videos, they answer questions about their lives and opinions in relatable, imperfect English. They serve as a model for a level of success in English that students could someday achieve.



The EVOLVE Level 6 Video Resource Book with DVD contains 36 videos. There is a Documentary and an Expert Speaker video corresponding to each unit of the Student's Book.

## EVOLVE VIDEO RESOURCE BOOK

The EVOLVE Video Resource Book, for use by teachers only, contains photocopiable worksheets and teaching notes for each of the 36 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 for each video provide clear, step-by-step instructions for teaching with the video and the accompanying worksheets. Answer key boxes for each exercise make checking answers easy. A short paragraph summarizes the video's content, while the **Language summary** provides a list of the topics, functions, grammar, and vocabulary from the Student's Book that are used in the video.

## VIDEO SCRIPTS

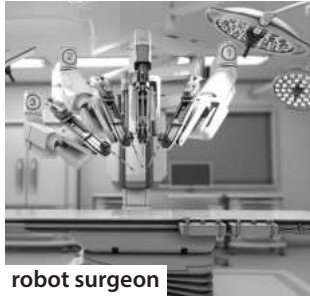
Full video transcripts in the back of the book can be used for reference or as springboards to your own classroom activities, such as role playing, cloze activities, and language focus tasks.

## BEFORE YOU WATCH

- A **PAIR WORK** Look at the pictures. How have robots changed your life and life in general? Brainstorm as many ways as you can in one minute. Then share your ideas with your partner.



self-service checkout



robot surgeon



car manufacturing robots



delivery robots

- B Complete the sentences with the words in the box. Check their meanings in a dictionary if necessary.

|               |           |         |            |
|---------------|-----------|---------|------------|
| asset         | capital   | enhance | maisons    |
| meter readers | reshaping | re-tool | skills gap |

- 1 Julia's hardworking and productive attitude makes her a valuable \_\_\_\_\_ to our company.
- 2 As industries evolve through cutting-edge technology, it's important to allow workers to \_\_\_\_\_ and adapt to the changing work environment.
- 3 If we don't train our workers properly, the \_\_\_\_\_ in this country will continue to widen.
- 4 Man is the innovator behind industry today; modern technology can only \_\_\_\_\_ it.
- 5 We should not allow advances in technology to overshadow the value of human \_\_\_\_\_.
- 6 The sale completed a total \_\_\_\_\_ of the company.
- 7 With computers monitoring electricity, gas, and water usage remotely, there is less call for \_\_\_\_\_.
- 8 With more \_\_\_\_\_ on site, houses can be built more quickly.

- C **PAIR WORK** Look at the title of the video and the professions in the box. Discuss which professions you think will and won't suffer from increased robotization. Brainstorm ideas with your partner and give reasons for your answers.

|            |              |           |                |           |
|------------|--------------|-----------|----------------|-----------|
| accountant | architect    | builder   | dentist        | lawyer    |
| journalist | editor       | nurse     | postal carrier | scientist |
| teacher    | train driver | zookeeper |                |           |

- D **PREDICT** Read the quotes from the video. What aspects of robotization do you think the speakers are referring to? Discuss your ideas with your partner.

"Here in Fresno, our workforce has decreased ..."

"... tend to be manual."

"New jobs are necessary to program and maintain the robots."

"You cannot have an untrained person taking care of a multimillion-dollar asset."

## WHILE YOU WATCH

- A Watch the video. Were your predictions from exercise D on page 1 correct? What aspects of robotization were referred to in the video?
- B Which three speakers from the video talk about robot technology in a positive way? Check (✓) the correct pictures.



- C Watch the video again. Check (✓) the industries affected by robotization that are featured in the video.

- ☐ 1 food  
☐ 2 clothing  
☐ 3 delivery  
☐ 4 security  
☐ 5 motor

- ☐ 6 banking  
☐ 7 energy  
☐ 8 law  
☐ 9 medical  
☐ 10 construction

- D Match the speakers with the summaries of what they said.

- 1 meter reader \_\_\_\_\_  
 2 robotics expert \_\_\_\_\_  
 3 lawmaker \_\_\_\_\_  
 4 apprentice \_\_\_\_\_  
 5 mason \_\_\_\_\_  
 6 student \_\_\_\_\_

- a charge for the use of robots in industry  
 b well-paid training for working with robots  
 c a decline in the workforce  
 d jobs get done faster  
 e a positive addition  
 f the importance of training

E **PAIR WORK** Watch the video again. Read the statements and check (✓) the main ideas and details that are mentioned. Compare your answers with a partner.

- ☐ 1 Robots have been used in industry for many years.
- ☐ 2 Robots make fewer mistakes than humans.
- ☐ 3 Robots' efficiency is not always seen as a positive thing.
- ☐ 4 Currently, robots mostly do jobs that unskilled workers would otherwise do.
- ☐ 5 There are too many people maintaining robots without sufficient training.
- ☐ 6 A tax on robots would create funds that allow people to retrain.
- ☐ 7 Many companies would benefit from robot technology, but cannot afford it.
- ☐ 8 Apprenticeship programs are closing the skills gap.
- ☐ 9 The construction industry has welcomed the introduction of robots to its workforce.
- ☐ 10 The addition of robots to the construction industry has boosted the economy.
- ☐ 11 Humans must learn to accept robots as a valuable asset.

F Read the statements and write *T* (true), *F* (false), or *NG* (not given). Correct the false ones.

- 1 \_\_\_\_\_ Robots have only entered the global workforce recently.  
\_\_\_\_\_
- 2 \_\_\_\_\_ Art Liscano has seen his workforce decrease to around ten workers.  
\_\_\_\_\_
- 3 \_\_\_\_\_ Not enough jobs are being created to train and maintain robots.  
\_\_\_\_\_
- 4 \_\_\_\_\_ Specialized training in robotics is not being given.  
\_\_\_\_\_
- 5 \_\_\_\_\_ Apprentices learning to program robots cannot earn money while they are training.  
\_\_\_\_\_
- 6 \_\_\_\_\_ In order for an automated workforce to succeed, we must work with robots and not against them.  
\_\_\_\_\_

G Watch the extracts from the video. Complete the sentences with the correct adverbs from the video.

- 1 "Unfortunately, because robots work so \_\_\_\_\_, they can take jobs away from people – and with advances in artificial intelligence, this trend will \_\_\_\_\_ continue."
- 2 "The problem is, these jobs \_\_\_\_\_ require specialized training."
- 3 "\_\_\_\_\_ for people who have lost jobs due to automation, some people are doing their best to come up with solutions to this problem."
- 4 "\_\_\_\_\_, these programs allow workers to learn new skills while they are working."

H Replace the adverbs in exercise G with adverbs in the box. There are three extra words.

|             |            |             |                |
|-------------|------------|-------------|----------------|
| importantly | luckily    | potentially | progressively  |
| sadly       | thoroughly | unavoidably | unquestionably |

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

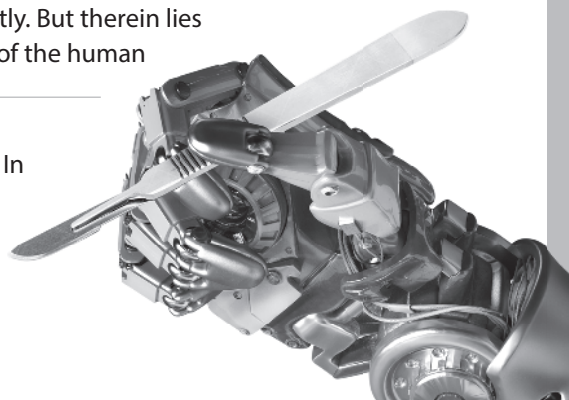
## AFTER YOU WATCH

- A **PAIR WORK** Take notes on arguments for and against taxing robots in industry. Use your notes to have a discussion with your partner. Where possible, use commenting adverbs and adverbs of manner.
- B Although robots have been used mostly for unskilled work, they are greatly enhancing the work of the medical profession. Complete the article with the verbs in the box and circle the correct adverbs.

be operating    be performing    have been    have replaced

Though <sup>1</sup>*comprehensively / unquestionably* far off into the future, many surgeons predict that <sup>2</sup>*eventually / markedly* they will <sup>3</sup>\_\_\_\_\_ the majority of operations using robots. The addition of robots will <sup>4</sup>*dramatically / unfortunately* increase the speed and efficacy of surgery, as well as affecting where operations can actually take place. There are visions of battlefield surgery, in which a surgeon controls a robot remotely to operate on a patient several thousand miles away, <sup>5</sup>*evidently / potentially* even an injured soldier lying on a battlefield! Even further ahead, with exciting developments in artificial intelligence, robots will one day <sup>6</sup>\_\_\_\_\_ on patients independently. But therein lies a crucial question: a robot may be able to supersede the delicacy of the human hand, but in the future, can we feasibly say that it will <sup>7</sup>\_\_\_\_\_ the human mind?

In the meantime, how we interact with robots cannot be ignored. In order to use them productively and safely, it is vital that we treat robots with respect. This means that before using a robot in a situation as life-threatening as an operation, surgeons will <sup>8</sup>\_\_\_\_\_ fully trained to use them. While robots can <sup>9</sup>*inevitably / undoubtedly* enhance the work of any industry, in the wrong hands, they could be equally destructive.



- C **GROUP WORK** Read the article again. What benefits and risks of using robots in operations are mentioned or implied in the text? What other benefits and risks can you think of? With a partner, brainstorm as many as you can.
- D **PAIR WORK** Work in pairs and role play the situation below. Take notes about what you want to say beforehand. Then switch roles.

## Student A

You manage a chain of supermarkets. Your company wants to introduce robots to help stack shelves. You are having a meeting with one of your employees. What do you say to him/her? Think about the following things: *keeping costs down, getting things done more quickly, protecting the health and safety of supermarket workers, reducing the need for employees to work night shifts*. Keep the tone of what you say as positive as you can.

## Student B

You are an employee in a supermarket. You stack shelves, check sell-by dates, and work on the checkouts. In a meeting with your manager, he or she tells you that the company is going to introduce robots to help stack shelves. What do you say to him or her? Think about the following things: *your pay, a possible reduction in hours, how well the job will be done, checking sell-by dates, protecting the health and safety of other workers and customers*. Be polite but make your views clear.



## BEFORE YOU WATCH

- A **PAIR WORK** How does your culture treat people with disabilities? Do you think it is an inclusive culture? Discuss with a partner. Give examples to support your answers using the words in the box.

anti-social  
look down on  
rigid

fit in with  
narrow-minded  
sincere

genuine  
open-minded  
stand up for

insensitive  
put up with

- B **CIRCLE** the correct words to complete the sentences.

My cousin Liam suffers from a blood <sup>1</sup>*disorder* / *stereotype* that is a form of anemia. It's a(n) <sup>2</sup>*frustrating* / *inherited* condition – his dad has it, too. Liam is a real <sup>3</sup>*audition* / *whiz* at science, but sometimes he can't work because he gets very tired and suffers from terrible pain. However, he rarely looks sick, so he doesn't fit the <sup>4</sup>*disorder* / *stereotype* of a sick person. Because of this, people sometimes make the wrong assumptions about him: they think he is taking advantage of others, which can be very <sup>5</sup>*frustrating* / *mistaken* for him. Liam hates being <sup>6</sup>*mistaken* / *related* for a lazy person who doesn't want to work, and finds that often, it's other people with illnesses who understand him best. So, whenever he meets another person with a lifelong condition who struggles with the same problems as him, he finds he can <sup>7</sup>*rehearse* / *relate* to them very well.

- C **PREDICT** Look at the pictures. This is Sam Humphrey. The video you are going to watch is all about Sam. Make predictions about Sam and his life.



## WHILE YOU WATCH

- A Watch the video. Were your predictions from exercise C on page 5 correct?
- B Are the points main ideas or details? Check (✓) the correct columns.

|                                          | Main ideas | Details |
|------------------------------------------|------------|---------|
| 1 Sam's age                              |            |         |
| 2 His career                             |            |         |
| 3 His height six years ago               |            |         |
| 4 People's assumptions about him         |            |         |
| 5 People's attitudes in the acting world |            |         |
| 6 Sam's character on <i>Neighbours</i>   |            |         |

- C Read the sentences and write *T* (true), *F* (false), or *NG* (not given). Correct the false ones.

- 1 \_\_\_\_\_ Sam has already appeared in a Hollywood movie.  
\_\_\_\_\_
- 2 \_\_\_\_\_ Sam is a young adult.  
\_\_\_\_\_
- 3 \_\_\_\_\_ Most people with his condition don't grow taller than 150 cm.  
\_\_\_\_\_
- 4 \_\_\_\_\_ Sam can't go shopping alone.  
\_\_\_\_\_
- 5 \_\_\_\_\_ Sam finds people in the acting industry to be insensitive.  
\_\_\_\_\_
- 6 \_\_\_\_\_ Sam's done a lot of auditions.  
\_\_\_\_\_

- D **Circle** the correct answers to complete the sentences.

- 1 Sam has been acting since he ...
  - a left preschool.
  - b was at preschool.
  - c was a teenager.
- 2 Skeletal dysplasia is ...
  - a rare.
  - b rarely inherited.
  - c only found in adults.
- 3 When people are concerned about him, he ...
  - a pretends to be ten years old.
  - b finds their concern frustrating.
  - c knows their concern is usually genuine.



## E Answer the questions based on the information in the video.

1 What have people been doing to Sam since he learned to drive?

---

 2 What does Sam hope will happen as a result of acting?
 

---

3 What two factors does Sam's success come down to?

---

## F Watch the video again. Put the sentences (1–6) in the order you hear them.

\_\_\_\_\_ "Due to Sam's appearance, most people would think he's a child."

\_\_\_\_\_ "People kind of come up to me and ask me where my mum is ..."

\_\_\_\_\_ "Hey! You must be looking for the kids' activity center?"

\_\_\_\_\_ "... after hours of rehearsing and lots of auditions, Sam's determination paid off ... "

\_\_\_\_\_ "... people have looked at me funnily and tried to take pictures ..."

\_\_\_\_\_ "... now I have grown somewhat, it's important for me to be independent."

## G Complete the sentences with the correct words or phrases from the video.

1 "... since he knows that most people are \_\_\_\_\_ and sincere ..."

2 "Despite the rare \_\_\_\_\_ stranger, Sam finds most people to be very \_\_\_\_\_."

3 "Through acting, Sam is trying to \_\_\_\_\_ himself ..."

4 "From here, to be honest, I'm not sure \_\_\_\_\_ go, but I'll just take it one step at a time, you know, one \_\_\_\_\_ at a time."

## H What point(s) do you think the video is trying to make? Write the main idea(s) in your own words.

---



---



---



---



---



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## AFTER YOU WATCH

- A **PAIR WORK** Use the personality adjectives in exercise A on page 5 to describe Sam to your partner. You can also use other adjectives to describe him.
- B **PAIR WORK** Look at the picture and read the examples. With a partner, write what you think has happened to Sam since the video was made. Write assumptions using *will + have + past participle* and *will + be + -ing*.



He will have grown a little.

He will be working hard on *Neighbours*.

- C **PAIR WORK** Think of someone you know who has surprised you with an aspect of their life. Take notes on him or her using the adjectives and phrasal verbs from the unit. Use your notes to describe the person to your partner.
- D **GROUP WORK** More and more people with a disability or health challenges are achieving great things. Darrius Simmons, for example, is a famous teenage pianist with only four fingers. Research Darrius or another celebrity with a disability who has achieved great success. Prepare a presentation with your group using the chart below to take notes.

|                                                    |  |
|----------------------------------------------------|--|
| Name                                               |  |
| Age                                                |  |
| Profession                                         |  |
| Disability/Health challenge                        |  |
| How this affects the person's life/profession      |  |
| Motivation to succeed/help from parents or friends |  |
| The person's success within his/her profession     |  |

## BEFORE YOU WATCH

- A Look at the title of the video. What do *What if* questions refer to? Read the examples and check (✓) two of their uses below.

What if I had done things differently?

- ☐ 1 a past event that didn't happen  
☐ 2 a past event that happened

What if we never see each other again?

- ☐ 3 a future event that will definitely happen  
☐ 4 a future event that might happen

- B Complete the sentences with the correct form of the verbs in the box.

analyze    disregard    fixate    foresee    interpret    presume

- We couldn't have \_\_\_\_\_ what would happen in the future.
- You need to stop \_\_\_\_\_ on the things that went wrong.
- While we may think of certain situations as terrible, we discover that other people \_\_\_\_\_ them differently.
- In many cases, it's unhelpful to \_\_\_\_\_ past decisions too closely.
- In the past, I always \_\_\_\_\_ people would think badly of me or blame me for bad decisions.
- My friend \_\_\_\_\_ negative comments made about him far more easily than I do.

- C **PAIR WORK** Look at the questions below and choose three that relate to your own life. Write your answers. Then share them with a partner and give reasons for your answers. Where possible, use the words from exercise B in your explanations.

- What if I had studied harder for my exams?
- What if I had/hadn't gotten the job?
- What if I had forgotten to take my passport with me?
- What if I had/hadn't said sorry?
- What if we had/hadn't lost touch?
- What if we hadn't met?

If I had studied harder for my exams,  
I would have gotten a better-paid job.

- D **PREDICT** Read the topics in the box and the quotes from the video. Which topics do you think will be mentioned? What do you think the video will be about?

going to college    paranoia    job satisfaction  
 a formal occasion    art    making mistakes  
 behaving badly    being rude    offending people  
 friendship

"... I didn't treat the moment with  
the kind of respect it deserved."

"... the biggest one for me is not having  
gone down the path of my art ..."

"... you need to stop worrying about  
things that aren't actual worries ..."

"It is a powerful, emotional reaction to  
decisions we wish we hadn't made."

## WHILE YOU WATCH

- A Watch the video. Were your predictions from exercise D on page 9 correct? Which topics were mentioned?
- B Are these sentences about *Christopher*, *Patti*, or *Nicole*? Write the correct names to complete the sentences.
- 1 \_\_\_\_\_ made a decision for practical reasons.
  - 2 \_\_\_\_\_ now lives life in a more positive way.
  - 3 \_\_\_\_\_ made a graduation speech that went wrong.
  - 4 \_\_\_\_\_ didn't use a talent.
  - 5 \_\_\_\_\_ is worried about what people might say.
  - 6 \_\_\_\_\_ took advice from a friend.
- C Watch the video again. Look at the pictures from the video and complete the sentences with the phrases in the box.

an unqualified success  
she had followed

might be  
some valuable advice

might not have been  
used to worry

regret was misplaced



- 1 The psychologist hints that the speech \_\_\_\_\_ as bad as Christopher remembers.
- 2 Meet Patti. She thinks if \_\_\_\_\_ her dreams, her life \_\_\_\_\_ different now. Her regret is one that a lot of people can probably relate to.
- 3 Nicole Bishop \_\_\_\_\_ about the past, too. Until a good friend, who later sadly passed away, gave her \_\_\_\_\_.
- 4 The reunion is \_\_\_\_\_. It seems Christopher's \_\_\_\_\_.

D Match the people (A–C) with the summaries (1–6). There are three extra summaries.



- 1 Doesn't remember feeling embarrassed for Christopher. \_\_\_\_\_
- 2 Believes Christopher couldn't have foreseen people's reactions to his speech. \_\_\_\_\_
- 3 Enjoyed it because it was irreverent. \_\_\_\_\_
- 4 Doesn't remember Christopher's speech. \_\_\_\_\_
- 5 Thinks Christopher should forget about it. \_\_\_\_\_
- 6 Thinks Christopher needs to apologize. \_\_\_\_\_

E Match the words in bold (1–6) with the definitions (a–f).

- |                                                                      |                                                                          |
|----------------------------------------------------------------------|--------------------------------------------------------------------------|
| 1 The reaction was fast and <b>harsh</b> . _____                     | a be alone due to embarrassment                                          |
| 2 <b>Fellow</b> graduates told him he had embarrassed them ... _____ | b to show no respect for people or traditions that are usually respected |
| 3 Christopher wanted to <b>crawl under a rock</b> . _____            | c as much or as well as possible                                         |
| 4 She has now learned to <b>live life to the fullest</b> ... _____   | d person or people who share your interests or situation                 |
| 5 It was <b>irreverent</b> . _____                                   | e cruel, unkind, or unpleasant in a way that seems unfair                |
| 6 ... <b>letting go</b> of regret is always possible. _____          | f to stop holding onto something                                         |

F Answer the questions based on the information in the video.

- 1 In Christopher's opinion, what was wrong with his speech?  
\_\_\_\_\_
- 2 Why does the psychologist believe that he and Christopher are thinking about two different speeches?  
\_\_\_\_\_
- 3 How does the psychologist suggest he approach the reunion?  
\_\_\_\_\_
- 4 Why did Patti choose a career in advertising?  
\_\_\_\_\_
- 5 What activity has Nicole taken up in order to live life more positively?  
\_\_\_\_\_
- 6 How do you think Christopher feels after the reunion?  
\_\_\_\_\_

## AFTER YOU WATCH

A **PAIR WORK** Write two possible outcomes for Christopher, Patty, and Nicole.

1 If Christopher hadn't gone to the reunion, ...

---



---

2 If Patti had chosen a career in art, ...

---



---

3 If Nicole's friend hadn't spoken to her, ...

---



---

B **PAIR WORK** Choose one of the regrets below and write sentences about the regret using the structures for unreal situations in the past. Then, take turns with your partner to talk about your regret, using the sentences you wrote. Respond to your partner's regrets with the structures in the chart for commenting on the past.

You had a job interview but didn't prepare for it properly. You didn't research the company, you stayed out late the night before, and you forgot to iron your clothes. During the interview you were over-confident, but by the time it ended, you realized the interviewers were unimpressed.

Family friends recently traveled halfway across the world to visit you. They were staying nearby and asked several times to meet up. You were busy with work and didn't make the effort to see them. Now you realize what an important trip it was for them and that you might not see them again.

During your first week at university, you stayed in your room when you could have joined lots of clubs and groups to suit your interests. Several weeks have passed, and you see your friends doing well in their various clubs and groups. You'd like to try rowing, but it's too late to join.

| Unreal situations in the past                      | Commenting on the past                           |
|----------------------------------------------------|--------------------------------------------------|
| <i>If ... had / hadn't + past participle</i>       | <i>should / shouldn't have + past participle</i> |
| <i>... would / wouldn't have + past participle</i> | <i>could / couldn't have + past participle</i>   |
| <i>If ... had / hadn't been + -ing</i>             | <i>might / might not have + past participle</i>  |
| <i>... would / wouldn't have + past participle</i> | <i>may / may not have + past participle</i>      |
| <i>If ... had / hadn't + past participle</i>       |                                                  |
| <i>would / wouldn't be + -ing</i>                  |                                                  |

C **PAIR WORK** What do you think of the psychologist's statement, "I would say generally the greatest category of regrets would be of things that people did not do." Discuss the statement with a partner using your own life experiences as examples and decide whether or not you agree with it. Use the categories of regret in the box to help you. Then share your ideas with the class.

education  
health

family  
jobs

finances  
relationships

friendships  
responsibilities

## BEFORE YOU WATCH

A Match the words to make collocations associated with keeping healthy. Then label the pictures.

- |            |       |         |       |            |            |
|------------|-------|---------|-------|------------|------------|
| 1 fitness  | _____ | 4 heart | _____ | a sugar    | d activity |
| 2 physical | _____ | 5 blood | _____ | b pressure | e pattern  |
| 3 sleep    | _____ | 6 blood | _____ | c tracker  | f rate     |



B Complete the sentences with the phrases in the box.

- |                    |                             |                             |                        |
|--------------------|-----------------------------|-----------------------------|------------------------|
| a fresh outlook on | from a scientific viewpoint | keep your eyes on the prize | my perception of       |
| see eye to eye     | turn a blind eye            | the way we look at          | without batting an eye |

My sister and I don't <sup>1</sup> \_\_\_\_\_ on fitness. While I can easily  
<sup>2</sup> \_\_\_\_\_ to the number of calories I've eaten, or the number  
of steps I've taken in one day, she will swim a kilometer, workout at the gym, and *then* go to yoga class  
<sup>3</sup> \_\_\_\_\_. I think it's good to have <sup>4</sup> \_\_\_\_\_ fitness,  
but I worry how much my sister's life is controlled by it. <sup>5</sup> \_\_\_\_\_ her lifestyle is that  
it's bordering on the obsessive. She, on the other hand, thinks you should always keep fitness goals in mind, and  
therefore always <sup>6</sup> \_\_\_\_\_. There's no question that she's fitter and healthier than  
she was, and <sup>7</sup> \_\_\_\_\_ at least, she's right. But I think it's important to have a good  
balance in your life and that means eating a few cookies every now and then without worrying about it! But I guess I  
have to accept that <sup>8</sup> \_\_\_\_\_ our lifestyles will always be different.

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

- How important is a healthy lifestyle to you?
- Do you think people are more aware of their fitness levels than in the past? Why?
- Do you think people can spend too much time worrying about their fitness? Why?

D **PREDICT** Look at the title of the video and the pictures from exercise A. What aspect of health and fitness do you think the video will be about? What do you think a *self-quantifier* is?



## WHILE YOU WATCH

A Watch the video. Were your predictions from exercise D on page 13 correct? What is a *self-quantifier*?

B Read the sentences and write *M* (main idea) or *D* (detail).

- 1 We now have the technology to check our fitness easily. \_\_\_\_\_
- 2 Bob Troia's day always starts in the same way. \_\_\_\_\_
- 3 David Pogue has the same opinions of fitness trackers as Bob Troia. \_\_\_\_\_
- 4 As a reward for doing more exercise, your fitness tracker shows you little lights and graphs. \_\_\_\_\_
- 5 Sharing your fitness data makes you more competitive. \_\_\_\_\_

C Circle the correct answers to complete the sentences.

- 1 Bob Troia collects his data ...  
 a in the morning.                                      b in the evening.                                      c at night.
- 2 Bob tracks his fitness to ensure he ...  
 a has a long, enjoyable life.                                      b has fewer bad habits.                                      c sleeps better at night.
- 3 David Pogue claims that data-collecting devices offer ...  
 a heightened perception.                                      b increased self-awareness.                                      c increased stimulation.
- 4 David thinks that people are more competitive when they ...  
 a exercise with friends.                                      b share vital data.                                      c train alone.

D Put the sentences (1–6) from the video in the order you hear them.

- \_\_\_\_\_ David adds that the ability of devices to share vital data with other users adds a competitive element to using them.
- \_\_\_\_\_ The 41-year-old businessman sleeps with a gadget on his forehead ...
- \_\_\_\_\_ Just that awareness that you're being watched, and your activity levels being monitored, leads you to get more activity.
- \_\_\_\_\_ These devices may offer a fresh outlook on fitness habits ...
- \_\_\_\_\_ And finally, a test to measure his physical reaction time.
- \_\_\_\_\_ Bob is part of a growing international community of "self-quantifiers" ...





E **Circle the correct words or phrases to complete the sentences.**

- 1 There are lots of fitness trackers, smartphones, and smartwatches on the market, *all of which / some of which* include sensors to track movement.
- 2 Bob Troia wants to know how long and *how deeply he sleeps / why he sleeps so deeply* each night.
- 3 Self-quantifiers are people who *make money from / spend a lot of time and money on* finding out how their bodies function.
- 4 Technology journalist David Pogue *believes / doubts* that fitness trackers and similar devices can motivate users.

F **Watch the video again. Complete the sentences with the correct words from the video.**

- 1 "... it's never been easier to \_\_\_\_\_ your level of physical activity."
- 2 "A typical morning for Bob starts with collecting \_\_\_\_\_ ..."
- 3 "He then \_\_\_\_\_ himself, ..."
- 4 "These small details fit together like a \_\_\_\_\_, ..."
- 5 "... they \_\_\_\_\_ you with little lights and graphs for doing well."
- 6 "You want to be your best \_\_\_\_\_; you want to put your best foot \_\_\_\_\_."

G **Answer the questions based on the information in the video.**

- 1 What data does Bob collect every morning? (There are eight in total!)
- 2 What do self-quantifiers invest to know more about their health?
- 3 What effect does wearing fitness trackers have on people?
- 4 Look at the picture. Who are the people? What do they share online and in person?



## AFTER YOU WATCH

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

- 1 What do you think of Bob Troia's lifestyle?
- 2 Would you consider leading a similar lifestyle? Why or why not?

B **PAIR WORK** Do a survey to find out how many people use fitness trackers or health apps in your class and what they use them for.

- 1 Write four questions for your survey. Use these question words in your survey:
  - When    • Where    • How often    • Why    • How many/much
- 2 Ask the questions to ten students in your class.
- 3 Summarize the results for each question in a pie chart or graph.
- 4 Present your results to the class. Try to use quantifiers and prepositions in relative clauses and noun clauses with question words in your presentation.

*There is a growing health crisis in our country, which our group is concerned about.*

*Our group members use three different health apps, each of which are free to download.*

*Two class members like to know how far they have walked each day ...*

C **PAIR WORK** What are the pros and cons of wearing a fitness tracker? Write your ideas in the chart. Then share them with a partner. Try to use quantifiers and prepositions in relative clauses and noun clauses with question words in your discussion.

| Pros (+)                                | Cons (-)                                                    |
|-----------------------------------------|-------------------------------------------------------------|
| It tells me what I need to do that day. | It gives too much information – most of which is incorrect. |
|                                         |                                                             |
|                                         |                                                             |
|                                         |                                                             |
|                                         |                                                             |
|                                         |                                                             |
|                                         |                                                             |
|                                         |                                                             |
|                                         |                                                             |

D **GROUP WORK** Read the quote from the video. What do you think "The Quantified Self" is? In your groups, think of examples that support both arguments, and take notes. Which do you agree with? Do you think that self-quantifying is a trend that is here to stay?

*"Whether 'The Quantified Self' is the pursuit of self-improvement or just an expression of self-interest, it appears to be a trend that's here to stay."*

*People are living longer.*

*But they are spending too much time focusing on themselves.*

## BEFORE YOU WATCH

- A **PAIR WORK** Look at the pictures and the words in the box. Which do you associate with the Arctic Circle? Discuss with a partner and give reasons for your answers.

abandoned  
hostile

abundant  
immense

anonymous  
isolated

barren  
picturesque

harsh  
vast



- B Match the words and phrases (1–5) with the definitions (a–e).

- |                               |       |                                                                     |
|-------------------------------|-------|---------------------------------------------------------------------|
| 1 turn your back on something | _____ | a a vehicle for traveling over snow and ice                         |
| 2 off the grid                | _____ | b strong enough to deal with difficult conditions or situations     |
| 3 patrol                      | _____ | c reject something you were previously connected with               |
| 4 sled                        | _____ | d to go around an area or building at regular times to check it     |
| 5 tough                       | _____ | e not dependent on public supplies of electricity, gas, water, etc. |

- C **PREDICT** Look at the picture from the video. Why do you think someone might live in the Arctic Circle? Brainstorm all the ideas you can think of. Use the words and phrases from exercises A and C to help you with your ideas.



## WHILE YOU WATCH

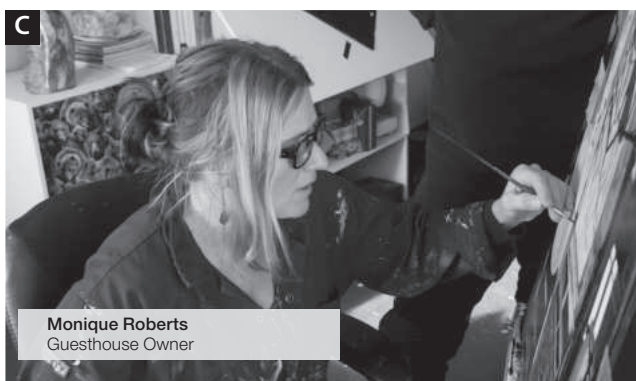
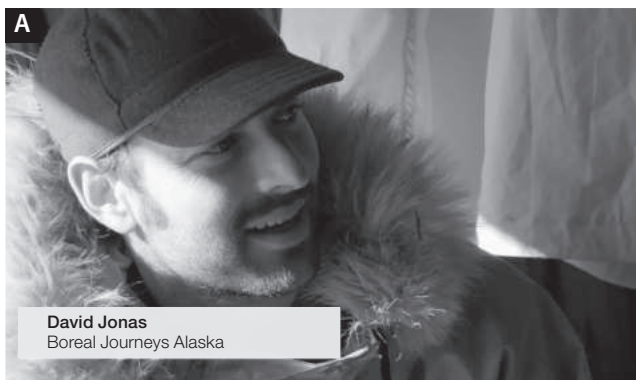
A Watch the video. Were your predictions from exercise C on page 17 correct? What are some of the reasons people live in the Arctic Circle?

B Match the sentence halves.

- |                                          |       |                                            |
|------------------------------------------|-------|--------------------------------------------|
| 1 In Alaska, David and Jenna are         | _____ | a working as a guide and engineer.         |
| 2 In Greenland, two soldiers are         | _____ | b exploring the land on dog sleds.         |
| 3 In Canada, Monique and her husband are | _____ | c living in a house they built themselves. |
| 4 In Svalbard, Alexander is              | _____ | d enjoying painting and ice hockey.        |

C Check (✓) the topics mentioned in the video. There are three extra topics. Then match the topics (1–8) with the people (A–D) they relate to.

- ☐ 1 the need for having a good friend
- ☐ 2 holiday tours in remote places
- ☐ 3 the stress of living in a town
- ☐ 4 storing food for winter
- ☐ 5 the inability to describe the advantages of living in the Arctic Circle
- ☐ 6 the importance of keeping busy
- ☐ 7 a special place for tourists to stay
- ☐ 8 looking after animals



**D Watch the video again. Rewrite the sentences to correct the underlined mistakes.**

1 David and Jenna are hoping to go off the grid in Alaska.

---

2 David found life in town really boring.

---

3 The two soldiers are going to be in Greenland for six weeks.

---

4 Monique's business is on a beach in Canada.

---

5 Alexander's friends think he is very brave.

---

**E Watch the video again. Complete the sentences with the correct words from the video.**

1 Do you think you have what it takes to survive in the \_\_\_\_\_ Arctic winter?

2 So why do people decide to live in such \_\_\_\_\_ environments?

3 A long way from home and with only each other for company, being \_\_\_\_\_ can have a significant negative psychological \_\_\_\_\_.

4 Without \_\_\_\_\_ entertainment, it's important to keep busy.

5 Alexander, a guide and engineer living in Svalbard, certainly sees the positives of living in the great \_\_\_\_\_ ...

6 Arctic life isn't for everyone, but with its \_\_\_\_\_ beauty and \_\_\_\_\_ landscapes, it's easy to see why some people fall in love with this winter wonderland.

**F Answer the questions based on the information in the video.**

1 What have David and Jenna turned their backs on?

---

2 Where did they live before they moved to the Arctic?

---

3 How do they get their food and clothes?

---

4 What does the soldier say about his conversations with his companion?

---

5 Which attributes *won't* help you to do the soldiers' job?

---

6 What is Monique's business?

---

7 What does her husband do to keep busy?

---

## AFTER YOU WATCH

**A** **PAIR WORK** Rewrite the sentences using participle phrases in the initial position.

- 1 Now that David and Jenna have made the decision to live off the grid, they are completely self-sufficient.
- 2 The two soldiers were chosen for their strength of character because they are taking on a tough job.
- 3 Monique and her husband Daniel live without city life around them and must find different ways to occupy themselves.
- 4 Alexander lives in the isolation of Svalbard, and his friends think he is crazy.

**B** How does city life compare with life in an isolated rural environment? Take notes with your own ideas using the categories work, family and friends, food, illness, culture, and traveling around. Use the phrases in the box to help you take notes.

have an effect on  
result in

have implications for  
the root of the problem

have origins in  
the source of the problem

**C** **GROUP WORK** In groups, use your notes from exercise B to discuss the advantages and disadvantages of living in isolation.

**D** **PAIR WORK** Imagine that two years have passed since the video was made and a follow-up interview is taking place. With a partner, take turns to play the roles of interviewer and one of the people from the video. Talk about how your lives have changed. Use the categories from exercise B for the interview.

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

- 1 Would you like to live in the Arctic Circle? Why or why not?
- 2 Do you think you have what it takes to live there? Give reasons.
- 3 How would you cope if you had to live there?





## BEFORE YOU WATCH

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

|           |        |          |          |          |
|-----------|--------|----------|----------|----------|
| brainwave | chip   | daffodil | frosting | MRI scan |
| rotten    | savory | scoop    | topping  |          |

- 1 \_\_\_\_\_: a medical examination which shows an electronic picture of the inside of the human body
- 2 \_\_\_\_\_: a yellow flower that usually grows in spring
- 3 \_\_\_\_\_: a long, thin piece of potato cooked in oil
- 4 \_\_\_\_\_: a quantity of something held in a large, deep spoon
- 5 \_\_\_\_\_: very bad
- 6 \_\_\_\_\_: a sweet mixture used to cover or fill cakes
- 7 \_\_\_\_\_: any of several patterns of electrical activity in the brain
- 8 \_\_\_\_\_: food put on top of other food to give it more flavor, or to make it look attractive
- 9 \_\_\_\_\_: not sweet

B **PAIR WORK** Take the quiz. What kind of ice cream eater are you?

## We all scream for ice cream!

- 1 What is your favorite ice cream flavor?
  - a daffodil
  - b cream-cheese frosting
  - c vanilla
- 2 You eat ice cream ...
  - a daily.
  - b weekly.
  - c very rarely.
- 3 In your opinion, ice cream is ...
  - a a highly pleasurable experience.
  - b mildly overrated and overpriced.
  - c the cause of expanding waistlines and rotten teeth.
- 4 If you were to have an MRI scan of your brain while eating ice cream ...
  - a your brainwaves would be incredibly active.
  - b your brainwaves wouldn't show a great deal of movement.
  - c the lack of movement in your brainwaves would leave doctors visibly shaken.

**Key**

**Mostly As:** You get excited whenever you're near a scoop of ice cream. <sup>1</sup> \_\_\_\_\_. The more flavors and toppings, the better! You have an incredibly open-minded approach to life. <sup>2</sup> \_\_\_\_\_

**Mostly Bs:** Your relaxed attitude toward ice cream means a relaxed attitude toward life. Your ability to remain remarkably calm in the presence of exciting savory ice cream flavors, such as fish and chips, or condiments, like ketchup and mayonnaise, should never be underestimated.

**Mostly Cs:** The simple fact that you are clearly underwhelmed by ice cream may leave people utterly shocked. <sup>3</sup> \_\_\_\_\_ It is clearly time that you approach the concept of ice cream from a new angle. <sup>4</sup> \_\_\_\_\_

C Write the letters from the sentences (a–d) to fill the gaps (1–4) in the Key from exercise B.

- |                                                               |                                                   |
|---------------------------------------------------------------|---------------------------------------------------|
| a You may find yourself genuinely surprised!                  | c They may be deeply worried for your well-being. |
| b The experience of eating it leaves you noticeably thrilled. | d Your opinions should never be underestimated.   |

D **PREDICT** Look at the title of the video. What do you think you will learn about ice cream? Brainstorm all the ideas you can think of. Use the words and ideas from exercise A to help you. Then compare your ideas with a partner.



## WHILE YOU WATCH

- A Watch the video. Were your predictions from exercise D on page 21 correct? What did you learn about ice cream that you didn't know before?
- B Put the events (1–6) in the order they happen in the video.
- \_\_\_\_\_ The video shows old utensils for making ice cream in a museum.
- \_\_\_\_\_ The owner of an ice cream shop has invented a very unusual flavor.
- \_\_\_\_\_ An ice cream expert tells us about the effects of ice cream on the brain.
- \_\_\_\_\_ An ice cream expert talks about a savory ice cream flavor.
- \_\_\_\_\_ A customer tries an ice cream flavor for the first time and doesn't like it.
- \_\_\_\_\_ A girl is smelling an ice cream flavor.
- C Complete the sentences from the video with the correct words in the box. Then match the people (A–F) to the sentences (1–6).

being measured  
one of the biggest surprises

going to try  
testing out

like the topping  
totally obsessed with

- 1 "Yeah ... it tasted \_\_\_\_\_ that you put on cupcakes, like a kind of frosting, that's what I felt it tasted like, yeah." \_\_\_\_\_
- 2 "Why are this woman's brainwaves \_\_\_\_\_?" \_\_\_\_\_
- 3 "I have even heard that some neuro imagers use it when they're \_\_\_\_\_ the MRI scanners just to check that their equipment is working." \_\_\_\_\_
- 4 "I'm \_\_\_\_\_ the mayo ice cream. Oh, it's rotten!" \_\_\_\_\_
- 5 "Kyle Gentleman ... has been \_\_\_\_\_ ice cream for years." \_\_\_\_\_
- 6 "\_\_\_\_\_ was parmesan cheese ice cream ..." \_\_\_\_\_



**D Check (✓) the sentences that are true. Then explain why the false sentences are false.**

- ☐ 1 "Scoop" is an ice cream exhibition at the British Museum of Food.
- ☐ 2 Savory ice cream flavors weren't popular in the past.
- ☐ 3 A combination of cold temperature, sugar, and flavor makes our brains light up on MRI scans.
- ☐ 4 The first daffodil ice cream that was safe to eat was made 300 years ago.
- ☐ 5 Reactions to Kyle Gentleman's mayonnaise ice cream are all positive.
- ☐ 6 Kyle chose a mayonnaise flavor because it's a popular condiment eaten with lots of different things.

**E Watch the video again. Complete the sentences with the correct words from the video.**

- 1 "People love ice cream – and of course one reason \_\_\_\_\_ it's so sweet."
- 2 "But \_\_\_\_\_ not know is that its history goes back hundreds of years ..."
- 3 "... most people are \_\_\_\_\_ to learn that some varieties can also be poisonous."
- 4 "He created a new, \_\_\_\_\_ ice cream flavor that has divided people's opinions."
- 5 "That's right – mayonnaise. But is it \_\_\_\_\_?"
- 6 "Clearly, some customers are \_\_\_\_\_ by the taste."
- 7 "\_\_\_\_\_ his customers' opinions, Kyle had a reason for choosing to make such a strange flavor."

**F Answer the questions based on the information in the video.**

- 1 Which city is the British Museum of Food in?
- \_\_\_\_\_
- 2 What were molds used for?
- \_\_\_\_\_
- 3 What might happen if you ate a daffodil?
- \_\_\_\_\_
- 4 How far did the woman from the U.S. travel to try Kyle's mayonnaise ice cream?
- \_\_\_\_\_
- 5 What other food does Kyle describe as very popular in Scotland?
- \_\_\_\_\_



## AFTER YOU WATCH

- A **GROUP WORK** Read the statements about ice cream and write whether you think they are *true* or *false*. Share your answers with the class and give reasons for your answers. Then check the answers at the bottom of the page.

- 1 In China, one of the earliest forms of ice cream was made with a mixture of cheese and rice. \_\_\_\_\_
- 2 The ancient Romans made ice cream with snow brought down from the mountains. \_\_\_\_\_
- 3 Charles I of England is believed to have paid his chef £500 a year to keep a recipe for ice cream secret. \_\_\_\_\_
- 4 Although ice cream was immensely popular with poorer people, it wasn't until the nineteenth century that the wealthy began to eat it, too. \_\_\_\_\_
- 5 The ice cream cone was invented in 1904 by accident. At a fair in the U.S., a Syrian called Ernest A. Hamwi used a waffle to hold his ice cream when an ice cream seller ran out of dishes. \_\_\_\_\_
- 6 It's illegal for ice cream vans in the U.K. to play music nowadays; they risk being taken to court and fined for causing noise pollution. \_\_\_\_\_



Charles I

- B **PAIR WORK** In pairs, use your phone to research possible ingredients for unusual flavors of ice cream. Invent your own ice cream flavor. Imagine you are trying to sell it to a restaurant. Plan a sales pitch for your new flavor, using clefts where possible. Give your sales pitch to the class.

What we never expected was to discover how well the ingredients go together.

What we love most about it is its richness and creaminess.

- C **PAIR WORK** Heston Blumenthal is a British chef, famous for his unusual recipes. One of these is bacon and egg ice cream. Work in pairs and role play the situation below. Then switch roles.

**Student A**

You are a guest in Heston Blumenthal's restaurant The Fat Duck. He comes to your table and offers you a free bowl of his bacon and egg ice cream. While you are eating it, he asks you some questions. Decide whether or not you like it and answer his questions.

**Student B**

You are Heston Blumenthal, owner of The Fat Duck restaurant. You decide to offer one of your guests a free bowl of your bacon and egg ice cream. While the customer is eating it, ask questions to find out the customer's opinion of it.

Heston: So, what do you think of it?

Guest: Well, it's unusual. But what I like most is ...

1 False. It was made with milk and rice. 2 True. 3 True. 4 False. It was initially popular with wealthier people; only once fridges were invented could ice cream be produced in large quantities and eaten by poorer people, too. 5 True. 6 False. It's legal to play music between 12 p.m. and 7 p.m. Outside those times, ice cream vans can only use a bell.

## BEFORE YOU WATCH

- A Write down all the reasons why you are learning English. Use the pictures to help you with your ideas.



- B **PAIR WORK** Answer the questions. Compare with your partner.

- 1 What does the phrase *total immersion language learning* mean to you?
- 2 Have you or anyone you know ever experienced it?
- 3 Do you think it is a good way to learn a foreign language?

- C Complete the sentences with the correct words and phrases in the box.

|                    |            |                      |               |
|--------------------|------------|----------------------|---------------|
| ancestral language | beyond     | delight              | enrolling     |
| extinct            | harvest    | pre-verbal           | roughly       |
| signifies          | struggling | the clock is ticking | widely spoken |

For <sup>1</sup> \_\_\_\_\_ 2,500 languages around the world, <sup>2</sup> \_\_\_\_\_. These languages, spoken in Africa, the Americas, Asia, and Europe, are <sup>3</sup> \_\_\_\_\_ to survive. In some cases, only older generations can speak and understand them. The youngest members of society, the <sup>4</sup> \_\_\_\_\_ children who will learn their first words from their parents, may never hear their <sup>5</sup> \_\_\_\_\_ being spoken. It's estimated that by 2100, 50 percent of the world's languages will be <sup>6</sup> \_\_\_\_\_, due to more <sup>7</sup> \_\_\_\_\_ languages overwhelming them. But language goes <sup>8</sup> \_\_\_\_\_ communication: it <sup>9</sup> \_\_\_\_\_ a region's history and culture, from songs to celebrate a good <sup>10</sup> \_\_\_\_\_ to stories that tell of the past. Some regions, however, are trying to preserve their languages. Cornish, for example, the language of Cornwall in the southwest of England, had no living speakers, but to the <sup>11</sup> \_\_\_\_\_ of its community, it is now being spoken again. In other parts of the world, people are <sup>12</sup> \_\_\_\_\_ in language classes, governments are giving minority languages official status and, in many cases, this effort is raising speaker numbers. When a language dies, part of a region's identity dies with it. It's important to try to keep them alive.

- D **PAIR WORK** Discuss the questions.

- 1 What are the official languages of your country?
- 2 How many of them do you speak yourself?
- 3 Are any of the languages dying out? Why is this happening?
- 4 Why do you think languages die out?

- E **PREDICT** Look at the words from the video. What language do you think this is? Where do you think it is spoken? Share your ideas with the class.

"She-oh, just, 'Hello.' Ohshe-wa-zah? 'How are you?' And, uh, shkee. 'Thank you.'"

## WHILE YOU WATCH

- A Watch the video. Were your predictions from exercise E on page 25 correct? What language was it?
- B Watch the video again. Check (✓) the correct columns in the chart.

|                                           | Cherokee | Wampanoag |
|-------------------------------------------|----------|-----------|
| 1 Less than 300 fluent speakers           |          |           |
| 2 No speakers for 180 years               |          |           |
| 3 Indiana                                 |          |           |
| 4 Massachusetts                           |          |           |
| 5 Reintroduced two decades ago            |          |           |
| 6 Young children are taught the language. |          |           |

- C Write the correct names to complete the sentences.

Monica



Kevin



Michelle



Jessie



Tia



- 1 \_\_\_\_\_ worries what will happen when the language's speakers have died.
- 2 \_\_\_\_\_ talks about a language that was extinct for a long period of time.
- 3 \_\_\_\_\_ wants his/her children to learn their ancestral language.
- 4 \_\_\_\_\_ talks about the moment when pre-verbal children utter their first words in an endangered language.
- 5 \_\_\_\_\_ discusses the fact that her ancestral language has very few speakers.



D **Circle the correct answers to complete the sentences.**

- 1 At one time, Native American Languages were spoken by around ... million people.
  - a 5
  - b 15
  - c 1.5
- 2 In the late fifteenth century, there were around ... Native American languages.
  - a 200
  - b 300
  - c 400
- 3 Members of the Eastern Band of Cherokee have ...
  - a opened schools.
  - b gone back to school.
  - c introduced their language to mainstream schools.
- 4 The Children's House ...
  - a doesn't believe in the immersion method.
  - b is a school using the immersion method.
  - c is a place where children can speak English or Wampanoag.
- 5 The annual tradition of Thanksgiving in the U.S. originates from ... celebration.
  - a a yearly Cherokee
  - b an English harvest
  - c a tribal Mashpee Wampanoag

E **Answer the questions based on the information in the video.**

- 1 How many Native American languages in North America have become extinct?  
\_\_\_\_\_
- 2 What is the difference between Kevin Tafoya and his children's learning of Cherokee?  
\_\_\_\_\_
- 3 How many generations of Wampanoag people did not speak their language?  
\_\_\_\_\_
- 4 What two things are the schools in the video trying to preserve?  
\_\_\_\_\_

F **Write a summary of the video in your own words. Think about the following things:**

- number of languages/speakers of Native American languages in the past/today
- where the languages are spoken
- status of the languages – still spoken or extinct?
- what communities are doing to revive them and the methods they are using
- the age of the children being taught the languages
- the role the languages play in these communities

## AFTER YOU WATCH

- A Complete the sentences with the words and phrases in the box.

|         |          |              |           |
|---------|----------|--------------|-----------|
| alive   | ancestry | honor        | inherited |
| keeping | practice | significance | tribute   |

I'm of Cherokee <sup>1</sup> \_\_\_\_\_, and I've recently learned to speak the Cherokee language. The <sup>2</sup> \_\_\_\_\_ of speaking it has great <sup>3</sup> \_\_\_\_\_ for me. Not only does it enable me to communicate with other Cherokee speakers, I'm also paying <sup>4</sup> \_\_\_\_\_ to my ancestors, and <sup>5</sup> \_\_\_\_\_ their memory <sup>6</sup> \_\_\_\_\_. For me, it's a(n) <sup>7</sup> \_\_\_\_\_ to be able to speak my ancestral language. I <sup>8</sup> \_\_\_\_\_ it from my community, and one day, when I have children, it'll be part of their lives, too.

- B **PAIR WORK** Read the quote below. Do you agree with it? Do you think the schools in the video will succeed in their attempts to preserve their languages? Why or why not? Take notes of your answers and use them to discuss with a partner.

“Some languages blossom and grow; others wither away and die. It's nature's way.”



- C **GROUP WORK** Research another language that is or was dying out and the attempts to preserve it from extinction. Use the chart below to plan a presentation. Then give your presentation to the class.

|                                                                                                                                                    |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Language                                                                                                                                           |  |
| Country/countries where it is spoken                                                                                                               |  |
| Number of speakers currently                                                                                                                       |  |
| Is there a written form of the language?                                                                                                           |  |
| Why it is or was dying out                                                                                                                         |  |
| Ways of preserving it<br>Examples: road signs, schools, making it compulsory at work, publishing books, making programs and movies in the language |  |





## BEFORE YOU WATCH

- A Write the words and phrases in the box next to the words and phrases with the same meaning in bold in the sentences below.

|                 |                       |
|-----------------|-----------------------|
| apparent        | cognitive             |
| combat          | instant gratification |
| keep track of   | multitask             |
| pride myself in | retain                |
| sustained       |                       |



I'm very proud of (1 \_\_\_\_\_) my ability to do lots of things at the same time (2 \_\_\_\_\_). But I know I couldn't **keep an eye on** (3 \_\_\_\_\_) all the things I'm doing without the help of my smartphone. My phone helps me to **remember** (4 \_\_\_\_\_) lots of information, especially when I'm doing things over **extended** (5 \_\_\_\_\_) periods. I can keep notes on it, set reminders – it's just great! My phone also helps to **fight against** (6 \_\_\_\_\_) boredom because I can always find any information I need at the touch of a button – it's an **immediate reward** (7 \_\_\_\_\_)! And with so much information available, I feel much better informed. I don't think my **mental** (8 \_\_\_\_\_) abilities are what they were when I was younger. It's becoming **obvious** (9 \_\_\_\_\_) that my memory is getting worse! The simple truth is I don't know where I'd be without my phone!

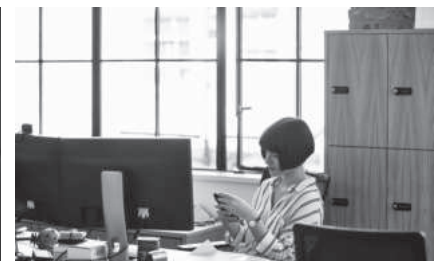
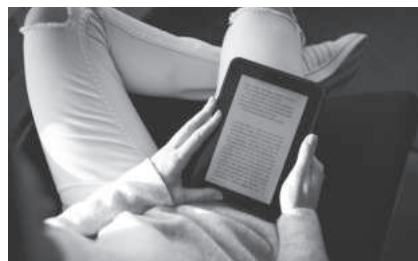
- B Answer the questions.

- |                                                      |                                                |
|------------------------------------------------------|------------------------------------------------|
| 1 What devices and apps do you use on a daily basis? | 3 How do they make your life easier?           |
| 2 How long have you been using them?                 | 4 What are their advantages and disadvantages? |

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

- |                                                       |                                                           |
|-------------------------------------------------------|-----------------------------------------------------------|
| 1 Do you think smartphones affect your ability to ... | 2 When you use a smartphone, do you feel the need for ... |
| • keep track of what you are doing?                   | • constant entertainment?                                 |
| • retain information?                                 | • instant gratification?                                  |
| • stay focused on a boring task?                      |                                                           |

- D **PREDICT** Look at the pictures and read the quotes from the video. What do you think the technology from the video is designed to do? Who is it for?



"... we also found that other cognitive control abilities ... , their sustained attention ... , also improved after game play."

"... a full book is just not competitive ... when people have short attention spans ..."

## WHILE YOU WATCH

A Watch the video. Were your predictions from exercise D on page 29 correct? What does the technology do? Who is it aimed at?

B Check (✓) the things that are mentioned in the video.

- ☐ 1 smartphone sales
- ☐ 2 memories of childhood without apps
- ☐ 3 over-reliance on technology
- ☐ 4 video games that help mental health
- ☐ 5 a video game that improves concentration
- ☐ 6 not reading things online properly
- ☐ 7 positive effects of brain training technology
- ☐ 8 an app that encourages reading
- ☐ 9 distractions that prevent people from reading complete books
- ☐ 10 famous users of the book reading app

C Complete the sentences with the numbers in the box.

6    12    15    15

- 1 We spend \_\_\_\_\_ seconds reading online articles before moving to the next one.
- 2 Volunteers played the video game for \_\_\_\_\_ hours a month to improve their cognitive abilities.
- 3 The effects of the game were still apparent \_\_\_\_\_ months later.
- 4 An app is being developed so you can read an entire book in only \_\_\_\_\_ minutes.

D Circle the correct words to complete the sentences from the video.

- 1 "... our memory and ability to *focus / concentrate* is getting worse."
- 2 "We've gotten *accustomed to / comfortable with* not needing to remember things ..."
- 3 "The rise of smartphones has also seen *an increase / a sharp rise* in the need for instant gratification."
- 4 "... a lot of people have a hard time to get *lost in a book / started with reading books* ..."
- 5 "... people have *short attention spans / dwindling powers of attention* and try to read something short."



E **Circle the correct answers to complete the sentences.**

- 1 Most people agree that technological advancements have ...
  - a helped our ability to concentrate.
  - b made our lives easier.
  - c made our lives too easy.
- 2 Technology is making our memory and ability to concentrate worse because ...
  - a we no longer need to remember things.
  - b it distracts us.
  - c it encourages us to multitask.
- 3 Smartphone users spend 15 seconds reading an article and then ...
  - a forget all about it.
  - b have all the information they need from it.
  - c scroll to the next one.
- 4 At the University of California, multitasking, ... improved after playing the game for 12 hours.
  - a hand-to-eye coordination, and memory
  - b eye focus, and retaining information
  - c staying focused on boring tasks, and retaining information

F **Answer the questions based on the information in the video.**

- 1 Which abilities that weren't directly trained also improved?  
\_\_\_\_\_
- 2 What three distractions does Holger Seim mention when discussing the difficulty in reading books?  
\_\_\_\_\_
- 3 What do Seim and his team do when they rewrite books?  
\_\_\_\_\_

G **Write a review of the video in your own words. Think about the following things:**

- How have advances in technology affected our abilities?
- What two inventions are featured in the video?
- How do they work?
- Are they proven to help us?
- Has there been any negative criticism of either invention?
- Which of the two inventions would you find more helpful?

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## AFTER YOU WATCH

### A Answer the questions. Then compare with a partner. How similar are your answers?

- 1 When you first got a smartphone, how quickly did you get attached to it?  
\_\_\_\_\_
- 2 Has your ability to multitask gotten better or worse in recent years? Why or why not?  
\_\_\_\_\_
- 3 Is your phone a source of constant interruption in your life?  
\_\_\_\_\_
- 4 Do you find it harder to concentrate on a task nowadays than you used to?  
\_\_\_\_\_
- 5 How frustrated do you get when you can't find your phone?  
\_\_\_\_\_
- 6 Do you think life has gotten more or less complicated since people started using smartphones, tablets, and other devices?  
\_\_\_\_\_

### B Complete the sentences with the phrases in the box.

|                 |                 |                  |
|-----------------|-----------------|------------------|
| get complicated | get distracted  | get focused      |
| get rid of      | get things done | get you thinking |

- 1 The effects of technological advances on our cognitive abilities really \_\_\_\_\_.
- 2 If we want to regain our power of concentration, should we \_\_\_\_\_ our phones?
- 3 There's no doubt that smartphones enable us to \_\_\_\_\_ more quickly and easily.
- 4 Without our phones to help us, life can quickly \_\_\_\_\_.
- 5 Unfortunately, we also \_\_\_\_\_ by our phones because they are a constant source of entertainment.
- 6 It's hard to \_\_\_\_\_ on one task when your phone is constantly offering you instant gratification.

- C **GROUP WORK** Design a phone app that would improve one or more of the following: multitasking, concentration over a sustained period, the ability to retain information. The app could be a kind of game, alarm system, reward system, or your own idea. Present your app to the class.



## BEFORE YOU WATCH

- A **PAIR WORK** Look at the pictures. Do you think the people are doing activities that are typical for people their age? Why or why not?



- B **PAIR WORK** Complete the sentences with the words in the box. Then with a partner, say if you agree or disagree with the statements.

life expectancy    lifespan    mind-set    proactive    put off    retirement

- 1 Most people look forward to their \_\_\_\_\_.
- 2 Your \_\_\_\_\_ is dependent on your lifestyle.
- 3 The average \_\_\_\_\_ in this country is more than 70 years old.
- 4 It's harder to change your \_\_\_\_\_ the older you get.
- 5 Women tend to be more \_\_\_\_\_ about their health than men.
- 6 People often \_\_\_\_\_ going to the doctor because they're scared.

- C Write the words from exercise B to match the definitions.

- 1 \_\_\_\_\_ : to decide or arrange to delay an event or activity until a later time or date
- 2 \_\_\_\_\_ : the length of time that a person is likely to live
- 3 \_\_\_\_\_ : a person's attitudes or opinions resulting from earlier experiences
- 4 \_\_\_\_\_ : the period in someone's life after the person has stopped working because they have reached a particular age
- 5 \_\_\_\_\_ : acting to avoid a problem rather than waiting until there is a problem
- 6 \_\_\_\_\_ : the length of time for which a person exists

- D **Circle** the odd word out. Give reasons for your answers.

- 1 sewage      sanitation      waste      garbage
- 2 medicine      germ      antibiotic      treatment
- 3 obesity      diabetes      overweight      fat

- E **PREDICT** What historic factor in increasing human life expectancy do you think has been the most important? Which two modern factors that decrease people's lifespans do you think will be mentioned in the video?

## WHILE YOU WATCH

A Watch the video. Were your predictions from exercise E on page 33 correct?

B Put the topics (1–6) in the order they are mentioned.

- |                                         |                                                 |
|-----------------------------------------|-------------------------------------------------|
| _____ changes to modern lifestyles      | _____ the importance of your mind-set to health |
| _____ the definition of life expectancy | _____ the importance of sanitation              |
| _____ current life expectancy           | _____ the problem of obesity                    |

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

- ☐ 1 People had long retirements in 1840.  
\_\_\_\_\_
- ☐ 2 People live longer in some countries than others.  
\_\_\_\_\_
- ☐ 3 Life expectancy is the age the majority of people will die at.  
\_\_\_\_\_
- ☐ 4 Modern lifestyles are decreasing our lifespans.  
\_\_\_\_\_
- ☐ 5 Foods which help us live longer are all vegetarian.  
\_\_\_\_\_
- ☐ 6 Obesity causes more deaths than any other factor today.  
\_\_\_\_\_
- ☐ 7 How we choose to live impacts how much we enjoy our lives.  
\_\_\_\_\_

D Complete the notes with the correct examples.

1 Countries where people live longer:

- Japan, <sup>1</sup>

2 Factors that have increased life expectancy:

- germ theory, the discovery of DNA, <sup>2</sup> \_\_\_\_\_, sanitation

3 Improvements to sanitation:

- sewage systems, <sup>3</sup> \_\_\_\_\_ water, improvements in waste management

4 Healthy fish:

- <sup>4</sup> \_\_\_\_\_, tuna fish

5 Life-lengthening foods:

- nuts, <sup>5</sup> \_\_\_\_\_, green tea, Greek yogurt, avocado, quinoa, broccoli, berries, <sup>6</sup> \_\_\_\_\_, and tomatoes

6 Health problems caused by obesity:

- cancer, cardiovascular disease, diabetes, <sup>7</sup> \_\_\_\_\_, high cholesterol

E **Circle the correct answers to complete the sentences.**

- 1 Half of the people alive today will live ...  
 a past the age of 67.      b until they are 80.      c into their mid-fifties.
- 2 ... are now living to the age of 100.  
 a Most people      b An increasing number of people      c Few people
- 3 Changes to sanitation systems have improved ...  
 a public health.      b food.      c modern lifestyles.
- 4 People these days are ... the kinds of foods they should eat.  
 a more puzzled by      b bombarded by      c more aware of
- 5 We can live longer by eating foods with ... omega-3 oils.  
 a fewer      b more      c no
- 6 If we controlled obesity, ... would have diabetes or high blood pressure.  
 a most people      b nobody      c fewer people

F **Watch the video again. Complete the sentences with the correct words or phrases from the video.**

- 1 In some countries, like Japan and Singapore, most people now live well \_\_\_\_\_.
- 2 Half of us will \_\_\_\_\_ past that age.
- 3 Who \_\_\_\_\_ your toilet would help you live longer?
- 4 People are exercising more regularly, \_\_\_\_\_ unhealthy activities like smoking, and becoming more \_\_\_\_\_ about what they eat.
- 5 Obesity, and many of the foods associated with \_\_\_\_\_, have links to cancer ...
- 6 ... these individual choices \_\_\_\_\_ lifespan, and they affect \_\_\_\_\_ of life as well.

G **Correct the mistake in each opinion from Dr. Joanna Lin.**

- 1 People should start living a more proactive lifestyle in their forties.  
 \_\_\_\_\_
- 2 People don't make healthy changes because they are lazy.  
 \_\_\_\_\_
- 3 People should try to take time to spend with their families.  
 \_\_\_\_\_
- 4 If you don't look after yourself, somebody else usually will.  
 \_\_\_\_\_

H **PAIR WORK Answer the questions based on the information in the video.**

- 1 What four ways to be more proactive about our health are mentioned in the video?  
 \_\_\_\_\_
- 2 What can you control if you can control obesity?  
 \_\_\_\_\_
- 3 Why should we begin to maintain a healthy mind-set according to the video?  
 \_\_\_\_\_



## AFTER YOU WATCH

## A Complete the sentences with ideas from the video. Use continuous infinitives.

- Obesity seems \_\_\_\_\_ more and more deaths around the world.
- We should \_\_\_\_\_ more to control obesity, in order to prevent many serious health conditions.
- To live longer, you should \_\_\_\_\_ certain foods like broccoli, nuts, and dark chocolate as part of a balanced diet.
- Awareness of the healthy choices we need \_\_\_\_\_ is part of a modern lifestyle.
- A lot of people would like \_\_\_\_\_ a more proactive lifestyle, but they are too busy.

B **PAIR WORK** Read the sentences from the video and discuss the questions.

“... anyone, at any age, should try and adopt a more proactive lifestyle ...”

- What evidence do you think Dr. Lin, a doctor who studies and treats tumors, has for this opinion?
- What ages do you think it's most common to do this? Why?  
“... it's important to try and take some time for yourself.”
- What kind of activities do you think Dr. Lin is suggesting?  
“... if you don't look after yourself, nobody else will.”
- Do you think people can help each other to be healthier? Why or why not?

C **PAIR WORK** Look at the list of things that scientists have claimed may make us live longer. Which are easy changes to make to your life? Which are more difficult? Put them in order. Then compare your lists with your partner.

- |                                     |                                                |
|-------------------------------------|------------------------------------------------|
| _____ be more optimistic            | _____ laugh more                               |
| _____ drink coffee                  | _____ live near nature                         |
| _____ eat a calorie-restricted diet | _____ read more                                |
| _____ eat red chili peppers         | _____ see live music once a week               |
| _____ have more friends             | _____ sleep no more than seven hours per night |

D **PAIR WORK** Choose one of the ideas from exercise C. Prepare a short presentation to convince other students that it is the best way to increase their lifespan. Use your phones and the template below to take notes on your ideas in your notebook.

| What is it   |                                   |                             |
|--------------|-----------------------------------|-----------------------------|
| Why it works | Lifestyle changes you should make | Health results you will see |
|              |                                   |                             |

E **PAIR WORK** Give your presentation. Ask and answer questions at the end of each presentation.

## ASK PROBING QUESTIONS

Are you suggesting that ... is not really an issue?

Don't you think maybe it's ... ?

Could you give me some concrete examples of ... ?

## DEFLECT QUESTIONS

I'm sorry. I can't confirm that at the moment.

I'll need to get back to you on that.

I'm afraid I can't comment on ...

## BEFORE YOU WATCH

- A **PAIR WORK** Look at the pictures and discuss the questions. What kinds of waste can you see in the pictures? Which industries produce these types of waste? What do you think will happen to the waste next?



- B Read the article and complete the sentences (1–6) with the words and phrases in bold.

### Don't let it go to waste

Plastic waste has become such **a big deal** that it affects everybody on the planet in one way or another. Since the explosion of the plastics industry in the 1940s, it's estimated that over 8.3 billion metric tons (9.1 billion tons) of plastics have been created, and more than 75 percent of that has already become waste. Plastics are turning up in the food chain at every level, and with public health in mind, governments are now forcing industries to **cut back on** their plastic consumption.

Kenya is one of many countries to impose laws around packaging, after plastic bags were regularly found in the bodies of beef cattle. The Kenyan government's ban on plastic bags is backed up by severe penalties and has caused an outcry from plastic bag manufacturers. However, such moves should be seen as **generating** opportunities rather than pain. After all, any ban leaves a **niche** in the market. In this instance, retailers will need to **procure** replacements quickly to **minimize** their financial losses. Entrepreneurial thinkers can move in with **sustainable** solutions and new industries will flourish as a result.

- 1 When something is \_\_\_\_\_, it causes little harm to the environment.
  - 2 When we \_\_\_\_\_ something, we obtain something that is difficult to get.
  - 3 When we \_\_\_\_\_ something, we reduce the amount as much as possible.
  - 4 When there is a \_\_\_\_\_ in industry, there is a business opportunity.
  - 5 When people \_\_\_\_\_ something, they use it less.
  - 6 When something is \_\_\_\_\_, it is very important.
- C Read the article again and underline examples of the following.
- 1 the introduction of higher environmental standards
  - 2 a zero-packaging policy
  - 3 people who do not share the same values
  - 4 people who share the same values
  - 5 meeting a demand
- D **PAIR WORK** Do you think that banning plastic bags will eventually create sustainable solutions in Kenya? Why or why not?
- E **PREDICT** Why do you think hotel and supermarket industries have decided to become more sustainable? What do you think the video will say about this issue?

## WHILE YOU WATCH

A Watch the video. Were your predictions from exercise E on page 37 correct? Why are the supermarket and hotel industries in the video changing?

B Check (✓) the correct descriptions of each business from the video.

1 LØS Market

☐ a a supermarket where you bring your own packaging

☐ b a supermarket where you return their packaging for reuse

2 Rescued Fruits

☐ a a company which makes juice from fruit that has gone bad

☐ b a company which makes juice from unsold fruit

3 Qbic London

☐ a a hotel which is built from mostly recycled materials

☐ b a hotel which is completely plastic-free

C Rewrite the underlined parts of the sentences so that they are correct.

1 LØS Market's customers are delighted to have found a supermarket that saves them money.

2 At Rescued Fruits, they mix the good apples with the bad ones.

3 Fahlman's Patisserie believes Rescued Fruits will soon have to increase its packaging to meet demand.

4 In London, many hotels are refusing to meet consumer demand for sustainable tourism.

5 It's been confirmed that Hotel Qbic is made of 80 percent recycled materials.

6 Hotel Qbic generates energy from wind turbines on the roof.

D Answer the questions based on the information in the video.

1 What does Ffion Legg think that people want to find out?

2 What does Ffion Legg think about recycling?

3 Why does Evelina Svensson think that Rescued Fruits is growing?

4 What do some customers who come to Fahlman's Patisserie ask?



E **Circle** the correct options to complete the sentences. Then watch the video and check your answers.

- 1 But imagine if we lived in a ... world?  
 a zero-packaging                      b plastic-free                      c sustainable
- 2 One of the industries with the biggest ... for plastics?  
 a appetite                      b demand                      c need
- 3 However, it would seem that store owners are now becoming more aware of their plastic ...  
 a use.                      b consumption.                      c waste.
- 4 The LØS Market in Copenhagen, Denmark, is a grocery store that has a zero-packaging ...  
 a guideline.                      b standard.                      c policy.
- 5 Demand for higher environmental ... is having an impact on other industries, too.  
 a values                      b ideals                      c standards
- 6 ... eighty percent of the building is made from recycled materials, ... reducing its environmental impact.  
 a significantly                      b massively                      c drastically

F **Complete the list of Jon Proctor's criteria for a sustainable tourist product.**

- <sup>1</sup> \_\_\_\_\_, sourcing
- using the local <sup>2</sup> \_\_\_\_\_
- working with other businesses
- developing the <sup>3</sup> \_\_\_\_\_ of the area
- creating new products, new <sup>4</sup> \_\_\_\_\_

G **PAIR WORK** Number the businesses with the sustainable criteria (1–6) that it fulfills. Some criteria are mentioned more than once.

1 protecting the environment

LØS Market: \_\_\_\_\_

2 sustainable procurement

Rescued Fruits: \_\_\_\_\_

3 working with other businesses

Qbic: \_\_\_\_\_

4 developing the cultural identity of the area

5 creating new products

6 creating new niches

H **PAIR WORK** Read the statements below. Check (✓) the one that best summarizes the main idea of the video.

As demand for a more sustainable approach increases, ...

- ☐ 1 new businesses rise and old businesses fall.
- ☐ 2 consumers have the power and businesses are weak.
- ☐ 3 businesses reinvent themselves and new niches are born.

## AFTER YOU WATCH

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

- 1 Do you think a plastic-free world is possible? Why or why not?
- 2 Do you know of any industries in your country that have a zero-packaging policy?
- 3 Do you think there is too much food waste in your country?
- 4 Can you think of how other industries, the travel industry for example, have reinvented themselves?

B **GROUP WORK** Look at the pictures and read the captions. Discuss the questions about their sustainability.



Luxury catered island villa with infinity pool and views of the national park



Classic hotel with full bathroom in every room and 24-hour room service



Tree house hotel in the heart of the rainforest

- 1 What kind of environmental impact could each hotel have? Think about the following:

guest activities    initial building phase    local flora and fauna    waste    water use

- 2 What kind of local impact could the hotel and its guests have? Think about the following:

community    local businesses    staff

C **GROUP WORK** Develop a questionnaire for hotel owners about their hotel's sustainability. Include at least two questions about each of these areas: the environment, the cultural identity of the area, and the local community.

D **PAIR WORK** Choose one of the businesses in the box. Role play the following situation. Then switch roles.

movie theater    hotel    restaurant    supermarket

### Student A

You are the new manager of a local business. You believe it needs to improve its sustainability. (How will it benefit the environment and the local community? How will it become more profitable?) Explain your ideas and make suggestions to Student B.

### Useful language

Imagine if we ...

It's time we ...

What if we ...

### Student B

You own a local business. You believe it needs to become more profitable, but you are not convinced that sustainability is the best way to achieve this. (Why not? What are your reservations? What alternatives are there?) Explain your position to Student A.

### Useful language

You might think so, but actually ...

I just don't see why anything so radical is necessary.

I guess we're going to have to agree to disagree on this.

## BEFORE YOU WATCH

- A **PAIR WORK** Look at the pictures. What colors do you think are missing from each of the images? What information or ideas do those missing colors transmit?



- B **Circle** the correct words or phrases to complete the sentences.

- 1 People often *associate* / *confuse* bright green with poison.
- 2 The colors of poisonous berries can *expect* / *entice* young children to eat them.
- 3 The idea that the color white represents cleanliness is *upsetting* / *undisputed*.
- 4 Do people *innately* / *definitely* dislike dark yellow, or does this come from experience?
- 5 The *retail* / *energy* industry uses a lot of packaging on food products.
- 6 Marketing teams *draw* / *paint* on their knowledge of psychology to create attractive products.

- C **PAIR WORK** Look at the colors in the chart. List consumer products and things from the natural world you associate with each. Give reasons for your answers.

| Bright green | Saturated yellow | Pastel pink | Light blue | Bold red | Black | Orange | Dark brown |
|--------------|------------------|-------------|------------|----------|-------|--------|------------|
|              |                  |             |            |          |       |        |            |

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

- 1 Do you think color associations are the same around the world? Why or why not?
- 2 Would you say that the associations people make are something we know innately? Or do we learn them from experience? Give reasons for your answer.

- E **PREDICT** Look at the pictures. What do you think the video will be about?





## WHILE YOU WATCH

A Watch the video. Was your prediction from exercise E on page 41 correct? What was the video about?

B Circle the correct answers to the questions.

- 1 What does the retail industry want to communicate to customers?
  - a how exciting its products are
  - b what good value its products are
- 2 What does Francis Tan explain about supermarkets?
  - a how they affect shoppers' choices
  - b how they display products
- 3 What does the produce section of the supermarket show?
  - a why people prefer certain colors
  - b how important colors are
- 4 What do the presenters want to find out in their experiment?
  - a the effect of colors on children's choices
  - b which colors are unattractive to children
- 5 What do children associate bright colors with?
  - a sweetness
  - b happiness

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

- ☐ 1 The retail industry uses science to design its packaging.  
\_\_\_\_\_
- ☐ 2 Packaging tries to define what the product and the brand represent.  
\_\_\_\_\_
- ☐ 3 The colors in the produce section are associated with health.  
\_\_\_\_\_
- ☐ 4 Colors mean the same things to adults and children.  
\_\_\_\_\_
- ☐ 5 The presenter lets Teddy choose from the children's products in the supermarket.  
\_\_\_\_\_
- ☐ 6 It's surprising that Teddy chooses brightly colored products.  
\_\_\_\_\_

D Which colors are mentioned in the video for each of these ideas? Some colors are mentioned more than once.

- 1 conjures freshness: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- 2 something that's new or excitable: \_\_\_\_\_
- 3 strong appeal for the adults; means classy or elegant: \_\_\_\_\_
- 4 enticing; strong; very powerful in terms of its ability to entice kids: \_\_\_\_\_



E Watch the video again. Complete the sentences with the correct words or phrases from the video.

- 1 Have you ever stepped into a supermarket and been tempted by all the \_\_\_\_\_ produce ... ?
- 2 Colors on product packaging, like other design elements, are carefully \_\_\_\_\_ ...
- 3 ... maybe kids \_\_\_\_\_ colors with certain things.
- 4 Nikki has given Teddy the \_\_\_\_\_ to choose whatever he wants in the supermarket.
- 5 The theory goes undisputed: kids are \_\_\_\_\_ attracted to bright colors ...
- 6 Ask yourself how many products you choose based on their \_\_\_\_\_ packaging.

F Read the quotes from the video. Who is speaking? Write *N* (Nikki) or *F* (Francis).



Nikki



Francis

- |   |                                                                                    |       |
|---|------------------------------------------------------------------------------------|-------|
| 1 | "Every single product here is screaming, 'Buy me, buy me!'"                        | _____ |
| 2 | "Packaging, really, is about marketing."                                           | _____ |
| 3 | "Well, how do kids respond to colors? Is it different from how adults do so ... ?" | _____ |
| 4 | "Yes, this all depends on the life experience they draw on."                       | _____ |
| 5 | "It looks like it is a color that works on him."                                   | _____ |
| 6 | "This one's a really funky bag, huh?"                                              | _____ |

G Check (✓) the correct summary of the ideas in the documentary.

- ☐ 1 We're more influenced by packaging than we're aware of when we shop. Our color preferences change as we get older and supermarkets know this.
- ☐ 2 Although we may be influenced by colors when we shop, ultimately it is the quality of products and the taste we have at different ages that inform our choices, not the packaging.
- ☐ 3 There are a confusing variety of products in supermarkets, so marketers use packaging to help their customers make the right choices at every age.

## AFTER YOU WATCH

- A **GROUP WORK** Read the quote from the video. Then discuss the questions with your group.

*"Every single product here is screaming, 'Buy me, buy me!' But how do I even begin to choose which brand to buy?"*

- 1 Do you find it easy to make choices in the supermarket? Why or why not?
- 2 Which products in supermarkets scream, "Buy me, buy me!" to you?
- 3 What packaging design features tend to appeal to you?

- B **PAIR WORK** Look at the pictures. Make a list of the design elements that are missing from the packaging.



- C **PAIR WORK** Choose one of the products from exercise B. Imagine you need to distinguish four products of similar type in your supermarket. Complete the chart with your ideas.

|                              | A premium option | A mid-range option | A budget option | A children's option |
|------------------------------|------------------|--------------------|-----------------|---------------------|
| Differences in the product   |                  |                    |                 |                     |
| Differences in the packaging |                  |                    |                 |                     |

- D **GROUP WORK** Present the options from exercise C to your group. Vote for the one you like best.

- E **GROUP WORK** Discuss the questions in your groups.

- 1 Why do supermarkets design packaging in a way that appeals to young children?
- 2 Do you think there should be laws about which products can be designed to appeal to children? Why or why not?
- 3 How does the packaging of products in stores you shop in compare with the store you saw in the video?

## BEFORE YOU WATCH

A Read the article and match the words in bold to the definitions.

### FIND YOUR WAY WITH THE CROWD

Heading out by car? For drivers, there are any number of apps out there to help you get where you're going – some of which have features that traditional navigation systems cannot match. Taking advantage of the ability of mobile networks to **crowd-source** data, these navigation apps encourage drivers and their passengers to **submit** information about local traffic conditions, such as **collisions**, road work, and **sightings** of abandoned vehicles. With enough users, such data creates a **real-time** map that allows the app to plan other drivers' routes more effectively than traditional systems. Other useful features include the capacity to **notify** whoever is at the other end of your journey about changes to your arrival time, or send **alerts** directly to nearby drivers who have the app if you need assistance.



- 1 \_\_\_\_\_ : an occasion when you see something that is rare or unusual
- 2 \_\_\_\_\_ : a warning about a possibly dangerous situation
- 3 \_\_\_\_\_ : describes computing systems that are able to deal with and use new information immediately
- 4 \_\_\_\_\_ : to ask for help from a large group of people, usually online
- 5 \_\_\_\_\_ : to send something to someone so that they can consider it
- 6 \_\_\_\_\_ : an accident that happens when two vehicles hit each other with force
- 7 \_\_\_\_\_ : to officially tell someone about something

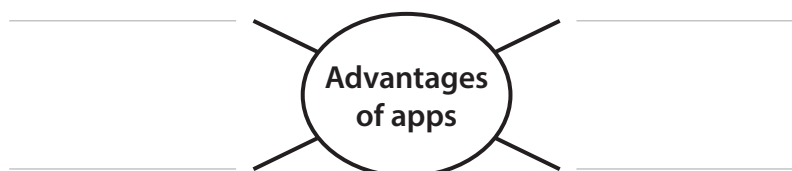
B **PAIR WORK** Look at the types of apps in the box and discuss the questions with a partner.

|                  |                        |            |
|------------------|------------------------|------------|
| health           | marketplace            | navigation |
| to-do list maker | travel recommendations | weather    |

- 1 Which of these types of apps do you have on your phone?
- 2 How often do you use them?
- 3 Which of the apps that you use frequently ...
  - sends you alerts or notifications? What exactly?
  - uses your location? Why?
  - uses crowd-sourced data? How?
  - has access to your camera? Why?
- 4 Have any of your apps been life-changing? How?

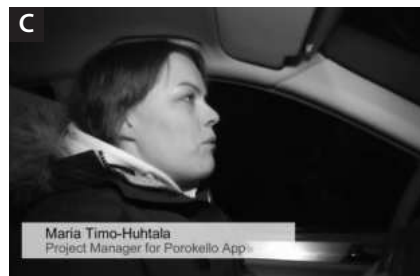


C **PREDICT** Look at the picture. What do you think the video will say the advantages of apps are? Take notes in the diagram.



## WHILE YOU WATCH

- A Watch the video. Were your predictions from exercise C on page 45 correct? What are the advantages of apps?
- B Match the speakers (A–E) with what they said (1–5).



- 1 I do almost everything on apps at this point. \_\_\_\_\_
  - 2 There are lots of causes of air pollution. \_\_\_\_\_
  - 3 We're putting this device in the hands of people. \_\_\_\_\_
  - 4 We know that we are in the area where reindeer has been seen in the past one hour. \_\_\_\_\_
  - 5 And now just having apps means making everything really accessible and really easy. \_\_\_\_\_
- C Check (✓) the sentences that are true. Correct the false ones.
- ☐ 1 There are a lot of reindeer farmers in Lapland. \_\_\_\_\_
  - ☐ 2 There are a few accidents involving reindeer every year. \_\_\_\_\_
  - ☐ 3 The Porokello app helps users to find lost reindeer in the area. \_\_\_\_\_
  - ☐ 4 When Porokello users get a warning, they drive more carefully. \_\_\_\_\_
  - ☐ 5 Air pollution in London is mainly caused by industry. \_\_\_\_\_
  - ☐ 6 Flow creates a map of traffic in the city. \_\_\_\_\_
  - ☐ 7 Flow allows people to help each other. \_\_\_\_\_
  - ☐ 8 Apps are helping people in new ways. \_\_\_\_\_

D **Circle** the correct answers to the questions. There can be more than one correct answer.

- 1 What causes difficult driving conditions in Finland?  
 a long winters                      b reindeer                      c poor roads
- 2 Who are collisions with reindeer a loss for?  
 a tourists                      b reindeer herders                      c drivers
- 3 How do herders and drivers feel about the Porokello app?  
 a They embrace it.                      b They are cautious.                      c They dislike it.
- 4 What problems do walking and biking near busy roads cause?  
 a collisions                      b make existing health problems worse                      c breathing problems
- 5 How does the Flow technology work?  
 a By using weather data.                      b It connects users.                      c It measures air quality.

E **Complete the sentences with the correct words from the video.**

- 1 Whatever we need, we have it at the \_\_\_\_\_ of an app.
- 2 But increasingly, it's \_\_\_\_\_ that apps offer more than just convenience.
- 3 For reindeer herders, a(n) \_\_\_\_\_ change is essential ...
- 4 ... Finnish reindeer herders, as well as drivers, are embracing a(n) \_\_\_\_\_ app ...
- 5 Anyone with the app can \_\_\_\_\_ a reindeer sighting ...
- 6 Walking or biking in poor quality air near busy roads can make \_\_\_\_\_ like asthma worse ...
- 7 ... we'll be able to build a map of the areas where you can go in real time to \_\_\_\_\_ pollution.
- 8 We're putting this device in the hands of people, so that we can all know our own \_\_\_\_\_ exposure ...
- 9 ... apps are now improving safety on the roads and quality of life in more \_\_\_\_\_ ways.
- 10 Who knows what \_\_\_\_\_ problems they'll solve next?

F **Check (✓) the correct columns.**

|                              | Porokello | Flow |
|------------------------------|-----------|------|
| 1 A start-up company         |           |      |
| 2 Helps road users stay safe |           |      |
| 3 Uses crowd-sourced data    |           |      |
| 4 Sends alerts to users      |           |      |
| 5 Uses a tracker             |           |      |
| 6 Creates a map              |           |      |





## AFTER YOU WATCH

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

- 1 Which app do you think is most likely to improve the daily lives of its users?
- 2 Which app do you think is most likely to save lives?
- 3 Which app do you think is most likely to make money for the developers?
- 4 How can the Porokello developers measure their success?
- 5 How do you think the Flow device measures personal exposure to pollution?
- 6 What could be some international applications of each app?

**B** **PAIR WORK** Rank the apps in order of appeal to you. Give reasons for your ranking.

- \_\_\_\_\_ an app that allows you to listen to any muted television through your phone
- \_\_\_\_\_ an app that helps you to find the nearest public restroom
- \_\_\_\_\_ an app that identifies any piece of music currently playing
- \_\_\_\_\_ an app that lets you control the lights in your home
- \_\_\_\_\_ an app that provides first-aid information

**C** **PAIR WORK** Look at the pictures. What kinds of apps do you think would be useful for the people? Choose an app to make their professions easier. Then complete the chart.



|                                 |  |
|---------------------------------|--|
| App name                        |  |
| Type of user                    |  |
| Problem addressed               |  |
| How it gets data                |  |
| Smartphone capabilities it uses |  |

**D** **PAIR WORK** Think about one of the apps in exercise B. Role play the following situation. Then switch roles.

**Student A**

You are an app developer. A friend has told you about a problem they had at work. (What do they do? How does the story go?) You want to develop an app to help them with the problem.

**Student B**

You are an app developer. You work with Student A. Listen to the problem. Make suggestions for how an app could help with the problem.

# MEET OUR EXPERT SPEAKERS

Our expert speakers are highly proficient non-native speakers of English living and working in the New York City area.

Scan the QR codes below to listen to their stories.



**Andrea Mendoza**  
from Colombia  
Financial analyst



**Eric Rodriguez**  
from Ecuador  
Graphic designer



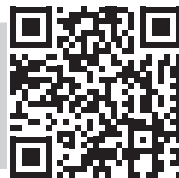
**Ryoko Mathes**  
from Japan  
Academic advisor



**Audrey Decker**  
from France  
Co-founder of a non-profit organization



**João Glauber Barbosa**  
from Brazil  
Works in finance for an insurance company



**Susanne Gutermuth**  
from Germany  
Real estate agent







## Meet Eric

**Occupation:** Graphic designer

**Country of origin:** Ecuador

## WHAT DO YOU THINK?

What is the difference between automation and artificial intelligence?

## WHILE YOU WATCH

A Put the events (1–6) in order as they happened to the Cylons from the TV show *Battlestar Galactica*.

- |                                            |                                             |
|--------------------------------------------|---------------------------------------------|
| _____ Cylons evolved into a human form.    | _____ They wanted to take control of Earth. |
| _____ They had a disagreement with humans. | _____ Cylons disappeared.                   |
| _____ Cylons were created.                 | _____ They returned to Earth.               |

B Circle the correct answers to complete the sentences.

- |                                                                         |                           |
|-------------------------------------------------------------------------|---------------------------|
| 1 Eric thinks the reason Cylons came back to Earth was because they ... | 3 Eric's robot ...        |
| a became human.                                                         | a makes his bed.          |
| b wanted to take control.                                               | b cleans his apartment.   |
| c felt they were missing something.                                     | c dusts his coffee table. |
- 2 At some point in their evolution, Cylons developed ...
- a self-consciousness.
- b perspective.
- c equal rights.

C Answer the questions based on the information in the video.

1 Does Eric think robots are a positive or negative invention? Why or why not?

2 According to Eric, how do robots help build cars?

3 Does Eric feel certain that a self-driving car is a robot? What reasons does he give?

## AFTER YOU WATCH

A **PAIR WORK** How would you classify a robot? What makes a robot different from other types of machines?

B **PAIR WORK** Which of the following machines would improve your day-to-day life? Rank them from 1 to 5 (1 = most useful). Then compare with a partner and give reasons for your rankings.

|                                                            |                                |
|------------------------------------------------------------|--------------------------------|
| a bed that makes itself                                    | a fully automated coffee maker |
| a mobile personal assistant                                | a self-driving car             |
| an automatic washing machine that cleans and folds clothes |                                |

C **GROUP WORK** As robots become part of everyday life, how will this impact society? Who will be affected, and will these changes be positive or negative?





### More about Eric

**Likes:** *Battlestar Galactica*

**Fun fact:** Owns a "Roomba" robot vacuum

### WHAT DO YOU THINK?

What is the difference between a *gadget* and a *robot*?

## WHILE YOU WATCH

### A Check (✓) the correct statements about Eric's friend's gadget.

- |                                                                        |                                                                               |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> 1 A person can use their voice to turn it on. | <input type="checkbox"/> 4 It can play music.                                 |
| <input type="checkbox"/> 2 It can recognize a person's voice.          | <input type="checkbox"/> 5 It automatically turns the lights on and off.      |
| <input type="checkbox"/> 3 A person can use it to order items online.  | <input type="checkbox"/> 6 It knows if you are running low on cups or plates. |

### B Match the sentence halves based on the information in the video.

- |                                                             |       |                                                      |
|-------------------------------------------------------------|-------|------------------------------------------------------|
| 1 Manufacturers will have built robots to do everyday tasks | _____ | a to deliver food and pick up mail.                  |
| 2 Ordinary household tasks, such as cooking,                | _____ | b to build more convenient robots.                   |
| 3 Manufacturers will have learned from what we're doing     | _____ | c like laundry and cleaning.                         |
| 4 They will use drones                                      | _____ | d will be taken over by machines in ten years' time. |

### C Answer the questions based on the information in the video.

- What kind of assistant does Eric want? What would it remind him to do in particular?  
\_\_\_\_\_
- What is it about life in New York City that makes people forget things?  
\_\_\_\_\_
- What special feature would Eric like his assistant to have?  
\_\_\_\_\_

## AFTER YOU WATCH

- A **PAIR WORK** Which everyday tasks do you think will machines have taken over in ten years' time? In school? At work? As part of everyday life? What are some tasks that machines *can't* take over?

- B **PAIR WORK** Imagine it is the year 2040. Describe a modern home using the future perfect.

Holograms will have replaced TVs.

- C **GROUP WORK** People agree that robots can make life easier by doing everyday tasks, but can you think of some disadvantages of robots? Is there a cost to everyday convenience? Think about jobs, abilities, people's attributes, and economic equality. Write down your ideas.

In the future, some jobs will become obsolete ...





## Meet Ryoko

**Occupation:** Academic advisor

**Country of origin:** Japan

## WHAT DO YOU THINK?

What is the difference between *stereotype* and *bias*?

## WHILE YOU WATCH

### A Write words from the video for the definitions.

- 1 \_\_\_\_\_ : a person who approached adulthood in the early 21st century
- 2 \_\_\_\_\_ : a person who works in an office
- 3 \_\_\_\_\_ : people who are more interested in studying than having fun
- 4 \_\_\_\_\_ : when someone first meets another person and forms an idea about them
- 5 \_\_\_\_\_ : typical of a person or thing
- 6 \_\_\_\_\_ : feeling confident and in control

### B Circle the correct answers to complete the sentences.

- 1 Ryoko works with ...
  - a millennials.
  - b stereotypical college students.
  - c engineering students.
- 2 Ryoko thinks labeling a person is based on ...
  - a stereotypes.
  - b what you know about them.
  - c facts.
- 3 People tend to label themselves ...
  - a based upon facts.
  - b based upon feelings.
  - c in ways that are empowering.

### C Answer the questions based on the information in the video.

- 1 Which labels does Ryoko think have neutral connotations? Which label does she mention that could be positive?  
\_\_\_\_\_
- 2 According to Ryoko, what criteria do people use to group other people?  
\_\_\_\_\_
- 3 When does Ryoko think people feel empowered? What does it make them want to be?  
\_\_\_\_\_

## AFTER YOU WATCH

- A **PAIR WORK** What are the positive and negative consequences of labeling groups of people? Do you think there can ever be positive stereotypes? Give reasons for your answers.
- B **PAIR WORK** Have you ever been labelled? Was it based on fact or on someone's impression? How did it impact you?
- C **GROUP WORK** Decide whether the labels have positive, negative, or neutral connotations, and explain why. Can you think of any other labels with positive, negative, or neutral connotations?

baby boomer   genius   jock   middle class   nerd   preppy   rich



**More about Ryoko****Motto:** Be yourself!**Interesting fact:** Goes to music festivals**WHAT DO YOU THINK?**

What do you think it means to *fit in*?  
To *stand up for yourself*?

**WHILE YOU WATCH****A Check (✓) the advice Ryoko gives her students.**

- |                                                       |                                                                   |
|-------------------------------------------------------|-------------------------------------------------------------------|
| <input type="checkbox"/> 1 Try to fit in with others. | <input type="checkbox"/> 4 It's important to be who you are.      |
| <input type="checkbox"/> 2 Be like other people.      | <input type="checkbox"/> 5 Find people you like to hang out with. |
| <input type="checkbox"/> 3 Find people like yourself. | <input type="checkbox"/> 6 Do not look down on people.            |

**B Circle the correct answers to complete the sentences.**

- |                                                                                                                                                                                                             |                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Ryoko says to tell someone who is not doing their share of work that they ...<br>a would help themselves and the group by doing it.<br>b should stand up for themselves.<br>c are wasting people's time.  | 3 According to Ryoko, a person is never too old to ...<br>a drive, enjoy music, or vote.<br>b enjoy music or drive.<br>c to enjoy music or vote. |
| 2 Ryoko thinks ...<br>a there is a definite age at which a person is too old to drive.<br>b a person's health determines when they need to give up driving.<br>c some people never need to give up driving. | 4 A person can go to a music festival as long as they ...<br>a are in good health.<br>b can hear well.<br>c enjoy it.                            |

**C Answer the questions based on the information in the video.**

- How does Ryoko feel about young people driving?  
\_\_\_\_\_
- What would Ryoko do if she had a 15-year-old who wanted to go to a music festival?  
\_\_\_\_\_
- What does Ryoko think about lowering the voting age to 16?  
\_\_\_\_\_

**AFTER YOU WATCH**

- A PAIR WORK** Do you agree with Ryoko about the importance of being yourself? Can you think of situations in which it's best *not* being yourself in order to fit in? What kinds of situations?
- B GROUP WORK** At what age is a person too old or too young to do the following things? Give reasons for your answers. Do you agree or disagree with your classmates? Explain why.

be a professional athlete  
have plastic surgery

drive a car  
perform surgery

get married  
teach a class





## Meet Andrea

**Occupation:** Financial analyst

**Country of origin:** Colombia

## WHAT DO YOU THINK?

What is the difference between *hindsight* and *regret*?

## WHILE YOU WATCH

### A Put the events (1–7) in order as they happened.

\_\_\_\_\_ Andrea dismissed her mother's advice.

\_\_\_\_\_ She was given a warning.

\_\_\_\_\_ Her feet were painful for two weeks.

\_\_\_\_\_ In hindsight, she regrets her decision.

\_\_\_\_\_ She got blisters.

\_\_\_\_\_ Andrea was invited to a party.

\_\_\_\_\_ She couldn't dance.

### B Read the statements and write *T* (true) or *F* (false). Correct the false ones.

1 \_\_\_\_\_ Andrea danced all night at the quinceañera.

2 \_\_\_\_\_ She thinks "hindsight" is feeling sorry about something that has happened.

3 \_\_\_\_\_ She learned a valuable lesson.

### C Answer the questions based on the information in the video.

1 Why did Andrea decide to ignore her mother's advice?

2 Why didn't Andrea want to sit down?

3 Does Andrea think hindsight is important? Why or why not?

## AFTER YOU WATCH

A **PAIR WORK** What do you think are the benefits of hindsight? Can you think of a situation that you understand differently now in hindsight? Why do you think your understanding changed?

B **PAIR WORK** Which quotes would you use to describe your views on life? Give reasons for your answers. What situations from your own life could these quotes apply to?

"Hindsight is 20/20."

"Make the most of your regrets."

"You will only fail to learn if you do not learn from failing."

C **GROUP WORK** Imagine you could travel back in time. With the benefit of hindsight, what advice would you give your younger self?





## More about Andrea

**Likes:** Comfortable shoes!

## WHAT DO YOU THINK?

What is the difference between *consequences* and *results*? Do the words have positive, negative, or neutral connotations?

## WHILE YOU WATCH

A Check (✓) the false statements. Then rewrite the false statements so they are true for Andrea.

☐ 1 People need to hold on to their emotions.

☐ 2 Sometimes people tend to overreact.

☐ 3 People need to see things for how they could be.

☐ 4 Life is full of consequences.

B Answer the questions based on the information in the video.

1 How does Andrea describe her work environment?

2 What is Andrea trying to do more often without feeling guilty?

3 What would Andrea probably do if she arrived home and realized that she had left her keys at work?

4 What would Andrea do if she accidentally told an embarrassing story in front of her new boss?

## AFTER YOU WATCH

A **PAIR WORK** What do you think Andrea means when she says people fail to see “things for what they are”? Do you agree? What are some examples from everyday life of people not thinking about the consequences of their actions?

B **PAIR WORK** Discuss these phrases with your partner. Which phrases could be used to describe situations from your life? Which describe your views of life?

blow things out of proportion  
keep a cool head

go with the flow  
keep your chin up

have mixed feelings  
take it easy

C **GROUP WORK** If you had to pick one expression to express your outlook on life, what would it be? Try to think of an expression *not* in exercise B. Give reasons for your answers.







## Meet Audrey

**Occupation:** Works for a non-profit organization

**Country of origin:** France

## WHAT DO YOU THINK?

What does it mean to think about the *bigger picture*?

## WHILE YOU WATCH

- A **Circle** the correct words to complete the events. Then put the events (1–6) in the order they happened.
- \_\_\_\_\_ Da Vinci *moved to / left* the Louvre.
  - \_\_\_\_\_ Da Vinci was *offered / denied* the chance to move to France.
  - \_\_\_\_\_ The Mona Lisa was *moved / returned* to a bigger room.
  - \_\_\_\_\_ Da Vinci started *having trouble / started* painting.
  - \_\_\_\_\_ Da Vinci *lived in / left for* Firenze, Italy.
  - \_\_\_\_\_ *The Virgin and Child with Saint Anne* and the *Mona Lisa* were *displayed / returned* next to one another.

- B Read the options and check (✓) the correct people.

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

- C Answer the questions based on the information in the video.

1 Why does Audrey say she loves *The Virgin and Child with Saint Anne*?

2 Does Audrey like where the *Mona Lisa* is now displayed? Why or why not?

3 What kind of art is Audrey involved in? What does she think about when she makes art?

## AFTER YOU WATCH

- A **PAIR WORK** Do you agree with Audrey's opinion about what people remember most about a work of art? Why or why not?

- B **PAIR WORK** Think about a work of art that you remember well. It can be a painting, photograph, or sculpture. Describe it in detail to your partner. Talk about how it looks, how it made you feel, and what you think is memorable about it.

As far as I'm concerned ...

In my opinion ...

My impression is that ...

Speaking personally ...

- C **GROUP WORK** In life, it is not always easy to see the forest for the trees. What steps can a person take to maintain perspective and see the bigger picture? At work? At home?





## More about Audrey

**Likes:** Street art

**Favorite painting:** *The Virgin and Child with Saint Anne*

## WHAT DO YOU THINK?

What is the difference between *turning a blind eye* and *turning the other cheek*?

## WHILE YOU WATCH

### A Write words from the video for the definitions.

- 1 \_\_\_\_\_ : discussion or argument about a subject
- 2 \_\_\_\_\_ : demanding that rules concerning behavior are followed
- 3 \_\_\_\_\_ : relaxed or not easily upset or worried
- 4 \_\_\_\_\_ : polite ways of behaving with other people
- 5 \_\_\_\_\_ : a belief that someone will or should do something

### B Complete the sentences with the correct words or phrases from the video.

- 1 Audrey thinks that disagreement makes conversation \_\_\_\_\_.
- 2 Audrey says the only way to stop a conversation is to \_\_\_\_\_ to a different conversation.
- 3 Audrey's parents taught her \_\_\_\_\_.

### C Answer the questions based on the information in the video.

- 1 According to Audrey, what can you do if there is disagreement, and what effect does this have?  
\_\_\_\_\_
- 2 What are a lot of people in the U.S. talking about?  
\_\_\_\_\_
- 3 What reason does Audrey give for teaching her children differently than her parents?  
\_\_\_\_\_

## AFTER YOU WATCH

### A **PAIR WORK** Do you think it's important to always *see eye to eye* with your friends? With your family? What are its advantages and disadvantages?

### B **PAIR WORK** Discuss these phrases with your partner. Which phrases describe your approach when having a disagreement? Give reasons for your answers.

agree to disagree

see the other side of the coin

change your tune

seek a compromise

go along (with)

strongly oppose

### C **GROUP WORK** Can you think of any recent events in the news where people have *turned a blind eye*? Should they have taken more responsibility? Why or why not?





## Meet Susanne

**Occupation:** Real estate agent

**Country of origin:** Germany

## WHAT DO YOU THINK?

What do you think is the difference between *feeling lonely* and *isolation*?

## WHILE YOU WATCH

- A Put the meanings of *remote* (1–3) in the order Susanne mentions them. Then write the other meaning she mentions.
- \_\_\_\_\_ a remote control
- \_\_\_\_\_ working from home
- \_\_\_\_\_ being very far away from everything
- B Write the movie, book, and professions that Susanne mentions when she thinks about people living in isolation.
- 1 movie / book: \_\_\_\_\_
- 2 professions: \_\_\_\_\_
- C Answer the questions based on the information in the video.
- 1 What effect does isolation have on the characters in *Robinson Crusoe* and *Castaway*? What actions do they take?
- \_\_\_\_\_
- 2 What is a key difference between characters like Robinson Crusoe and professionals like writers and scientists?
- \_\_\_\_\_
- 3 Where did Susanne feel isolated? Why?
- \_\_\_\_\_

## AFTER YOU WATCH

- A **PAIR WORK** What do you think are the advantages and disadvantages of being alone or having extended periods of isolation?
- B **PAIR WORK** Group the words below according to their category. Then discuss the reasoning behind your choices with a partner. Is it possible for a person to be both an introvert and an extrovert? What best describes your personality?

bashful      bold  
calm      focused  
loner      opinionated  
outgoing      personable  
shy      social butterfly

| Introvert | Extrovert |
|-----------|-----------|
|           |           |

- C **GROUP WORK** Have you ever voluntarily isolated yourself for an extended period of time? Why? Did it work?





## More about Susanne

**Hobbies:** Travel

**Likes:** Books and movies

## WHAT DO YOU THINK?

What is the difference between *myriad* and *endless*?

## WHILE YOU WATCH

### A Write words from the video for the definitions.

- 1 \_\_\_\_\_: someone that you work with
- 2 \_\_\_\_\_: to like someone or something better than another
- 3 \_\_\_\_\_: a person who acts for or represents another person
- 4 \_\_\_\_\_: the need for something
- 5 \_\_\_\_\_: a very large number of something

### B Circle the correct answers to complete the sentences.

- 1 Susanne's colleagues are ...  
 a scientists.                                      b renters.                                      c real estate agents.
- 2 Susanne primarily works ...  
 a at home.                                      b at her office.                                      c remotely.
- 3 Susanne thinks professionals who work alone ...  
 a don't have a choice.                                      b are lonely.                                      c are more productive.

### C Answer the questions based on the information in the video.

- 1 What two reasons does Susanne give for scientists/writers working alone?  
 \_\_\_\_\_
- 2 Would Susanne want to be a writer? Why or why not?  
 \_\_\_\_\_
- 3 What are the different ways people can work remotely?  
 \_\_\_\_\_

## AFTER YOU WATCH

### A PAIR WORK More and more people are working remotely. What do you think are the causes and effects of people working remotely? Discuss with relation to individuals, companies, and society.

### B PAIR WORK The following idioms are related to communication. What do they mean? In what everyday situations might they occur? Can you use them in a sentence?

drop a line

keep (me) posted

get a hold of

put (your) foot in (your) mouth

gotten (our) wires crossed

talk at cross-purposes

### C GROUP WORK If you had to work remotely, what kind of job would you choose? Why?





## Meet João

**Occupation:** Works in finance for an insurance company

**Country of origin:** Brazil

## WHAT DO YOU THINK?

What is the difference between *spontaneous* and *planned*?

## WHILE YOU WATCH

A Complete the chart based on the information in the video.

|             | A pleasant surprise | An unpleasant surprise |
|-------------|---------------------|------------------------|
| What ... ?  |                     |                        |
| When ... ?  |                     |                        |
| Where ... ? |                     |                        |

B Write the words from the video for the definitions.

- \_\_\_\_\_ : to give someone something of a better standard
- \_\_\_\_\_ : happening or done in a natural, often sudden way, without any planning or without being forced
- \_\_\_\_\_ : moving in one direction, especially continuously and easily
- \_\_\_\_\_ : a person who stands at the front of a building and allows people to go in and out
- \_\_\_\_\_ : to be likely to behave in a particular way or have a particular characteristic

C Answer the questions based on the information in the video.

- How did João feel about his experience flying back from Portugal?  
\_\_\_\_\_
- Why did João's doorman call him?  
\_\_\_\_\_
- What reason does João give for having everything planned?  
\_\_\_\_\_

## AFTER YOU WATCH

- A **PAIR WORK** João says he plans when it comes to work, but likes to allow for some spontaneity in his life. Do you think it is possible to be both planned and spontaneous?
- B **PAIR WORK** Oscar Wilde once said, "Spontaneity is a meticulously prepared art." What do you think he meant? Do you agree or disagree? Why?
- C **GROUP WORK** Do you think it is better to be planned or spontaneous for the following situations? Give reasons for your answers.
- a birthday party
  - a meeting
  - a vacation
  - a job interview
  - a night out
  - a shopping trip



**More about João****Interesting fact:** Travels a lot for work**Personality:** Organized but spontaneous**WHAT DO YOU THINK?**

What is the difference between an *underdog* and a *dark horse*?

**WHILE YOU WATCH****A Who does each thing? Write J (João) or N (João's nephew).**

- 1 Went to one of Brazil's best universities. \_\_\_\_\_
- 2 Didn't expect a family member to make an achievement. \_\_\_\_\_
- 3 Works in the U.S. \_\_\_\_\_

**B Circle the correct answers to complete the sentences.**

- 1 João's nephew ...
 

|                      |                            |                                 |
|----------------------|----------------------------|---------------------------------|
| a moved to the city. | b grew up in a small town. | c had trouble learning English. |
|----------------------|----------------------------|---------------------------------|
- 2 Both João and his nephew ...
 

|                 |                          |                            |
|-----------------|--------------------------|----------------------------|
| a achieved big. | b come from small towns. | c went to the same school. |
|-----------------|--------------------------|----------------------------|
- 3 At first, João ...
 

|                        |                               |                            |
|------------------------|-------------------------------|----------------------------|
| a didn't like the U.S. | b didn't manage the language. | c quickly learned English. |
|------------------------|-------------------------------|----------------------------|

**C Answer the questions based on the information in the video.**

- 1 What was João's big achievement?  
\_\_\_\_\_
- 2 Why does João think people cheer for the underdog?  
\_\_\_\_\_
- 3 Why does João think some people might not cheer for the underdog? What example does he give?  
\_\_\_\_\_

**AFTER YOU WATCH****A PAIR WORK Which factors do you think make someone an underdog? What are the characteristics of a *winning* underdog?****B PAIR WORK Use your phones to look up the people listed below. Can you think of some other famous examples of underdogs? What do they have in common?**

J. K. Rowling    Howard Schultz    Oprah Winfrey

**C GROUP WORK Talk about a time when you or someone you know were an underdog. What happened, and how did it turn out?**



## Meet Andrea

**Occupation:** Financial analyst

**Country of origin:** Colombia

## WHAT DO YOU THINK?

What do you think the word *heritage* means?

## WHILE YOU WATCH

### A Check (✓) the family members Andrea has met.

- ☐ 1 grandmother on mother's side  
☐ 2 grandfather on mother's side  
☐ 3 great uncles

- ☐ 4 grandparents on father's side  
☐ 5 second cousins  
☐ 6 great-grandmothers on mother's side

### B Write the correct names in the box to complete the sentences.

grandfather    mom    parents and grandparents    great-grandmother

- 1 Andrea's \_\_\_\_\_ never finished school.
- 2 Andrea met her \_\_\_\_\_ from her mom's side of the family.
- 3 Andrea's \_\_\_\_\_ told her that her maternal grandfather was a great family man.
- 4 Her \_\_\_\_\_ are from Pereira.

### C Circle the correct answers to complete the sentences.

- 1 Andrea's grandfather from her dad's side of the family ...  
 a wrote books.                      b was a salesman.                      c came from Pereira.
- 2 Andrea wants to know more about her ...  
 a mother's father.                      b father's father.                      c father's mother.
- 3 A lot of Andrea's family went to the U.S. ...  
 a to find work.                      b to sell coffee.                      c when they were really young.

### D Answer the questions based on the information in the video.

- 1 What happened to Andrea's family after they moved to the United States?  
 \_\_\_\_\_
- 2 What characteristic describes Andrea's family in the U.S.?  
 \_\_\_\_\_
- 3 Is Andrea interested in doing a DNA test? Why?  
 \_\_\_\_\_

## AFTER YOU WATCH

- A **PAIR WORK** Imagine Andrea was able to travel back in time to meet her grandfather. What do you think she would ask him?
- B **PAIR WORK** What do you know about your family history? How far back do you know your family tree? Do you think it's important to know about your heritage? Why or why not?
- C **PAIR WORK** How would you go about finding out more about the genealogy of your family? Would you do a DNA test? Why or why not?







## More about Andrea

**Interesting fact:** Moved to the U.S. when she was young

**Likes:** Learning about her family's cultural heritage

## WHAT DO YOU THINK?

What is the difference between an *occasion* and a *ritual*?

## WHILE YOU WATCH

### A Put the events (1–4) in the order they happened.

- \_\_\_\_\_ Andrea talks about traditions in Colombia.
- \_\_\_\_\_ Andrea describes how she teaches her kids about the importance of family time.
- \_\_\_\_\_ Andrea talks about her family visiting the U.S.
- \_\_\_\_\_ Andrea talks about when her family spends time together.

### B Circle the best answer to complete the sentences.

- 1 Andrea's family gets together *to celebrate anything they can / for traditional Colombian holidays only*.
- 2 In December, Andrea's family *lights fireworks / celebrates a traditional Colombian holiday*.
- 3 Andrea moved to New York City about *15 / 20* years ago.

### C Answer the questions based on the information in the video.

- 1 What is Día de las Velitas? When and how is it celebrated?

\_\_\_\_\_

- 2 What does Andrea try to teach her children?

\_\_\_\_\_

- 3 Who comes to visit Andrea? What do they create together?

\_\_\_\_\_

## AFTER YOU WATCH

- A **PAIR WORK** How would you describe Andrea's feelings toward celebrations? Do you share her feelings? Why or why not?

- B **PAIR WORK** What special occasions did you celebrate while growing up? What was your favorite? Why? What did you usually do?

- C **GROUP WORK** What kinds of special occasions are unique to families? What kinds of occasions are celebrated throughout a community, city, or country? For what reasons are they celebrated? Are these celebrations becoming more or less important? Why?





## Meet Eric

**Occupation:** Graphic designer

**Country of origin:** Ecuador

## WHAT DO YOU THINK?

What is the difference between *distracted* and *focused*? Do they have positive, negative, or neutral connotations?

## WHILE YOU WATCH

A Check (✓) to make true sentences. Eric is ...

☐ 1 very focused.

☐ 2 easily distracted.

☐ 3 a big fan of cat videos.

☐ 4 obsessed with internet research.

☐ 5 only does research for his work.

☐ 6 interested in pop culture.

B Circle the best answer to complete the sentences.

1 Eric says he gets distracted by ...

a trivialities.

b random questions.

c his boss.

2 Eric wants to ...

a be distracted.

b listen to classical music.

c know why the sky is blue.

3 To get things done, Eric ...

a does research online.

b focuses on the finish line.

c does smaller tasks.

C Answer the questions based on the information in the video.

1 What phrase does Eric use to describe how he accomplishes something?

2 What techniques do Eric's friends recommend for avoiding distractions? What does it help them do?

## AFTER YOU WATCH

A **PAIR WORK** Read the quote and say what you think it means. Do you agree or disagree? Give reasons for your answer.

"If we let ourselves, we shall always be waiting for some distraction or other to end before we can really get down to our work."

– C. S. Lewis

B **GROUP WORK** Consider the following techniques to avoid distraction. Do you think they work? What are their advantages and disadvantages? Can you think of other techniques to focus?

• create a tidy workspace

• hide your phone

• set milestones

• find a quiet place

• listen to music

• take a break

• go offline

• set deadlines

C **GROUP WORK** Technology, such as smartphones, helps students in the classroom – but using it comes with disadvantages. One study reported that 92 percent of college students send text messages during class. Should smartphones be allowed in class? Do the benefits outweigh the drawbacks? Why or why not?



**More about Eric****Age:** 28**Likes:** Cat videos and pop culture trivia**WHAT DO YOU THINK?**

What is the difference between being *absorbed in something* and being *attentive*?

**WHILE YOU WATCH****A Write words from the video for the definitions.**

- 1 \_\_\_\_\_: in an area near a place
- 2 \_\_\_\_\_: done or chosen without any plan or system
- 3 \_\_\_\_\_: someone who is the same age or has the same job
- 4 \_\_\_\_\_: a discussion to suggest solutions and ideas
- 5 \_\_\_\_\_: an idea or theme that is present in several ways throughout

**B Complete the paragraph with the correct phrases in the box. There are three extra phrases.**

|                     |                           |                           |
|---------------------|---------------------------|---------------------------|
| cleaning the floor  | complicated ones          | doing laundry             |
| self-initiated ones | what the client is asking | whatever needs to be done |

At work, Eric pays special attention to <sup>1</sup> \_\_\_\_\_. He finds the most difficult tasks to be the <sup>2</sup> \_\_\_\_\_ – but once he takes the first step, he finds they go easily. When Eric has to do tasks at home, he usually concentrates on <sup>3</sup> \_\_\_\_\_.

**C Answer the questions based on the information in the video.**

- 1 What task does Eric feel he must do to the best of his abilities?

\_\_\_\_\_

- 2 What does Eric feel he needs to absorb from his clients?

\_\_\_\_\_

- 3 How does Eric prioritize doing housework?

\_\_\_\_\_

- 4 How does Eric describe his roommate?

\_\_\_\_\_

**AFTER YOU WATCH**

- A **PAIR WORK** According to a study by Microsoft, the attention span of the average human being has decreased to just eight seconds. Why do you think our attention spans are decreasing? What can be done to reverse this trend?
- B **PAIR WORK** What disruptions or distractions do you have to deal with regularly at home? At work? In public and private? What strategies help you to stay focused?
- C **GROUP WORK** Technology can be very distracting, but it can also help people be more productive. Together with your group, imagine a technology to help people stay focused and get their work done more efficiently. Describe the general objectives of the product and its specific features and selling points.





### Meet Audrey

**Occupation:** Works for a non-profit organization

**Country of origin:** France

### WHAT DO YOU THINK?

What is the difference between *unexpected* and *exciting*?

## WHILE YOU WATCH

A Check (✓) the advantages Audrey mentions about living in a big city.

☐ 1 Broadway shows

☐ 4 great food

☐ 7 job opportunities

☐ 2 movies

☐ 5 shopping

☐ 8 meeting people

☐ 3 museums

☐ 6 parks

☐ 9 restaurants

B List the factors Audrey says are most important for good quality of life in the ...

1 city: \_\_\_\_\_

2 suburbs: \_\_\_\_\_;

3 countryside: \_\_\_\_\_;

C Answer the questions based on the information in the video.

1 What does Audrey think is "very exciting" about living in the city?

2 According to Audrey, what are the most important factors of good quality of life in the city?

3 What are the three differences Audrey mentions between living in Paris and New York?

## AFTER YOU WATCH

A **PAIR WORK** What factors do you think make for a *poor* quality of life in the city? The suburbs? The countryside?

B **PAIR WORK** Where would you rather live – the city, suburbs, or countryside? Why?

C **GROUP WORK** Twenty-five years from now, do you think the quality of life in cities will have changed for better or worse? In what ways will it impact quality of life and people's health? How could any of the negative changes you mentioned be combatted and prevented?





## More about Audrey

**Interesting fact:** Loves Broadway shows

## WHAT DO YOU THINK?

What do you think the term *FOMO* (fear of missing out) refers to?

## WHILE YOU WATCH

### A Check (✓) the sentences that are true for Audrey.

- ☐ 1 She often gets enough sleep.  
☐ 2 She wakes up at 6:30 a.m.  
☐ 3 She goes to lots of work events.

- ☐ 4 She goes to sleep early.  
☐ 5 She goes to bed at 11 p.m.  
☐ 6 She tries to catch up on sleep when she can.

### B Rewrite the sentences so they are true for Audrey.

1 Audrey always catches up on sleep on weekends.

2 According to Audrey, many people don't get enough sleep.

3 Sometimes Audrey stays up too late because she's obsessed with social media.

### C Answer the questions based on the information in the video.

1 What is the main reason Audrey says people do not get enough sleep?

2 Why does Audrey think people are stressed out all the time?

3 What is the main factor that contributes to Audrey's bad sleeping habit? Is FOMO (fear of missing out) a factor?

## AFTER YOU WATCH

### A **PAIR WORK** What factors affect sleep habits? What steps can a person take to ensure a good night's sleep?

### B **PAIR WORK** Match the idioms (1–9) with their meanings (a–i).

- |                         |       |                                       |
|-------------------------|-------|---------------------------------------|
| 1 lose sleep over       | _____ | a rest to look healthy and attractive |
| 2 catnap                | _____ | b short nap                           |
| 3 beauty sleep          | _____ | c go to sleep                         |
| 4 put (one) to sleep    | _____ | d worry                               |
| 5 sleep it off          | _____ | e wish someone a good sleep           |
| 6 sleep tight!          | _____ | f get rest and feel better            |
| 7 sleep like a log/rock | _____ | g sleep peacefully                    |
| 8 sleep like a baby     | _____ | h bore                                |
| 9 hit the hay/sack      | _____ | i sleep deeply                        |

### C **GROUP WORK** What do you think causes FOMO? Is there a "cure" for FOMO?



**Meet Ryoko****Occupation:** Academic advisor**Country of origin:** Japan**WHAT DO YOU THINK?**

What do you think it means to  
*Americanize* something?

**WHILE YOU WATCH****A Complete the sentences with the correct words from the video.**

- I feel very few of them are \_\_\_\_\_.
- ... I notice that many of them just serve \_\_\_\_\_.
- "Nigiri" is a kind of sushi that has small rice ball on the \_\_\_\_\_ and raw fish on \_\_\_\_\_.

**B Match the dish (1–3) with its ingredients (a–c).**

- |                    |       |                                              |
|--------------------|-------|----------------------------------------------|
| 1 nigiri           | _____ | a seaweed, rice, imitation crab, and avocado |
| 2 California rolls | _____ | b eel and fried shrimp                       |
| 3 dragon rolls     | _____ | c fish and a small amount of rice            |

**C Circle the correct answers to complete the sentences.**

- According to Ryoko, Japanese people eat ... almost every day.  
a sushi                      b curry                      c tofu
- California rolls have sesame seeds on the ...  
a outside.                      b inside.                      c bottom.
- California and dragon rolls both have ...  
a eel.                      b shrimp.                      c avocado.

**D Answer the questions based on the information in the video.**

- Why aren't there California rolls in Japan?  
\_\_\_\_\_
- How is tofu in the U.S. different than tofu in Japan?  
\_\_\_\_\_
- What three traditional ingredients does Ryoko mention? What changes does she make?  
\_\_\_\_\_

**AFTER YOU WATCH**

- A PAIR WORK** What is the difference between regional and local cuisines? Can you think of examples? Can you think of an example of a traditional dish that has different regional or local variations? Who gets to decide what is the "traditional" way of making something?
- B PAIR WORK** Imagine Ryoko is visiting your hometown. Tell her about the local and regional cuisines, and how they are different or similar to Japanese food. Could she find the ingredients she needs to cook Japanese food? What substitutes could she use?
- C GROUP WORK** Mexican-Korean, Tex-Mex, and sushi pizza are types of *fusion food* – food that combines different methods of cooking. Can you think of more? Have you ever tried fusion food? Do you think it enhances or diminishes one type of cooking? Why?





## More about Ryoko

**Likes:** Traditional Japanese cooking

## WHAT DO YOU THINK?

What do you think the word *nutrition* means?

## WHILE YOU WATCH

### A Match the sentence halves.

- |                                            |                                    |
|--------------------------------------------|------------------------------------|
| 1 Ryoko eats more soy-based foods to _____ | a pollute water sources.           |
| 2 Chickens, cows, and pigs _____           | b release gas.                     |
| 3 Cows _____                               | c reduce her environmental impact. |

### B Complete the sentences with words in the box.

chicken    kale    meat    seitan

- Ryoko eats less \_\_\_\_\_ than she used to.
- She doesn't really like \_\_\_\_\_.
- She doesn't think people can eat \_\_\_\_\_ every day.
- She puts \_\_\_\_\_ in her soup.

### C Answer the questions based on the information in the video.

- Why does Ryoko think people are turning to alternative sources of protein?  
\_\_\_\_\_
- Why doesn't Ryoko like seitan and tempeh?  
\_\_\_\_\_
- According to Ryoko, what is a superfood? What three examples does she give?  
\_\_\_\_\_
- Does Ryoko think people should primarily eat superfoods? Why or why not?  
\_\_\_\_\_

## AFTER YOU WATCH

### A **PAIR WORK** What do you think it means to eat *ethically*? Consider the examples below. What is their impact? What else can people do to eat more ethically?

- |                                      |                       |
|--------------------------------------|-----------------------|
| • choose foods low on the food chain | • grow your own foods |
| • eat fewer processed foods          | • start composting    |
| • find organic products              |                       |

### B **PAIR WORK** How would you describe your diet? How is it similar to or different than Ryoko's diet? Would you consider eating more soy-based foods? Why or why not?

### C **GROUP WORK** Ryoko talked about reasons for eating *less* meat. Are there reasons for eating *more* meat? Think of reasons why eating meat should be part of a balanced diet.





**Meet João**

**Occupation:** Works in finance for an insurance company

**Country of origin:** Brazil

**WHAT DO YOU THINK?**

What is the difference between *affiliation* and *support*?

**WHILE YOU WATCH****A Put the topics (1–4) in the order João talks about them.**

- \_\_\_\_\_ Brazil's colors
- \_\_\_\_\_ ways people can show their support for a cause
- \_\_\_\_\_ an example of a group he feels connected to
- \_\_\_\_\_ his favorite color

**B Answer the questions based on the information in the video.**

- 1 Where does João connect with other types of groups?  
\_\_\_\_\_
- 2 How do people show their support on social media?  
\_\_\_\_\_
- 3 What two things do Brazilians do to support their team in the World Cup?  
\_\_\_\_\_
- 4 What two causes does João mention? What happens when other people change the colors on their social media profiles?  
\_\_\_\_\_

**AFTER YOU WATCH**

- A **PAIR WORK** João discusses one particular way that people can show support for a cause on social media. Can you think of some other ways to raise awareness and support for a cause online? What are the advantages and disadvantages?
- B **PAIR WORK** Choose a cause that you and your partner both agree is important. Create a plan to raise awareness and support your cause. Think about what kinds of social media you will use, how you will attract people's attention, and how you will get them to spread the word.
- C **GROUP WORK** The use of various colored ribbons is designed to create public awareness of health, medical conditions, disability, and other issues. Do you think this is effective and actually helps a cause? Is it a good use of time and resources? Why or why not?
- D **GROUP WORK** Do you know what the colors below stand for? Discuss them as a group. Then look them up on your phones to see whether you are correct.

pink   purple   red   white   yellow





**More about João**

**Likes:** Soccer

**Favorite color:** Blue

### WHAT DO YOU THINK?

What do you think it means to show your *true colors*?

## WHILE YOU WATCH

A Write the words from the video for the definitions.

- 1 \_\_\_\_\_: a strong feeling about someone or something
- 2 \_\_\_\_\_: a summary of a situation at a particular point in time
- 3 \_\_\_\_\_: the state of feeling shy or ashamed
- 4 \_\_\_\_\_: not real, but made to look or seem real
- 5 \_\_\_\_\_: used to describe an emotion that is produced by effort and not sincerely felt

B Circle the correct answers to complete the sentences.

- 1 According to João, the color red ...
  - a is positive.
  - b is negative.
  - c means a lot of things.
- 2 One of the emotions João associates a red face with is ...
  - a anger.
  - b sadness.
  - c exhaustion.
- 3 In his language, João says the color blue has a ...
  - a negative meaning.
  - b similar meaning in the U.S.
  - c different meaning in the U.S.

C Answer the questions based on the information in the video.

- 1 What does the color red mean to João?

\_\_\_\_\_

- 2 In Brazil, what does it mean to have a "yellow smile"?

\_\_\_\_\_

- 3 What does it mean to say "everything is blue"?

\_\_\_\_\_

## AFTER YOU WATCH

A **PAIR WORK** Can you think of a color other than red that has both positive and negative connotations?

B **PAIR WORK** What is your favorite color? Is there a color you strongly dislike? What is it you respond to in these colors, and what do you think it says about your personality?

C **PAIR WORK** Read the color expressions in the box. What do they mean? When are they used? Give examples. Are there equivalents in your language?

golden opportunity  
red tape

green with envy  
tickled pink

once in a blue moon  
white lie

D **GROUP WORK** Talk about the colors you associate with anger, creativity, authority, innocence, love, and hate. Explain why. What other emotions do you associate with colors?



**Meet Susanne****Occupation:** Real estate agent**Country of origin:** Germany**WHAT DO YOU THINK?**

What is the difference between  
*adapt* and *change*?

**WHILE YOU WATCH****A Put the milestones (1–12) in the order Susanne mentions them.**

- |                      |                     |                           |
|----------------------|---------------------|---------------------------|
| _____ primary school | _____ kindergarten  | _____ get married         |
| <u>1</u> birth       | _____ have children | _____ travel              |
| _____ graduation     | _____ first kiss    | _____ choose a profession |
| _____ get a degree   | _____ retire        | _____ death               |

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

- Susanne has a master's degree in \_\_\_\_\_.
- Susanne stayed in book publishing because she wanted to please her \_\_\_\_\_.
- Susanne is originally from \_\_\_\_\_.
- To move to another country, Susanne says a person needs a sense of \_\_\_\_\_.

**C Answer the questions based on the information in the video.**

- Who initially recommended Susanne should work in real estate? Why did she finally decide to do it?  
\_\_\_\_\_
- How long has Susanne worked in real estate, and how does she feel about it?  
\_\_\_\_\_
- How is Susanne's experience different from her family's experience?  
\_\_\_\_\_
- Would Susanne recommend moving to another country? Why?  
\_\_\_\_\_
- What phrase does a Susanne use to refer to the later years in a person's life?  
\_\_\_\_\_

**AFTER YOU WATCH**

- PAIR WORK** Think about an important milestone in your life. Was the experience the way you imagined it would be? Do you think people experience milestones differently as they get older?
- PAIR WORK** What do you think are the three most important milestones in a person's life? Rank them from 1 to 3 (1 = most important). Then compare with a partner. Do you agree or disagree? Why?
- GROUP WORK** Would you move to another country like Susanne? What do you think are the advantages and disadvantages of doing so? What do you think are the most challenging changes a person has to make in a new country, and what can they do in order to adjust?



**More about Susanne****Likes:** Excitement of big cities**Interesting fact:** Only family member who lives outside Germany**WHAT DO YOU THINK?**What do you think it means to *deal with something*?**WHILE YOU WATCH**A **Circle** the correct answers to complete the sentences.

- 1 Susanne thinks the expression, "If it isn't broken, don't fix it," means that a person should ...
  - a fix what is broken.
  - b leave things alone if they are working.
  - c change direction in life when needed.
- 2 Susanne thinks that to ... as much as you can helps a person make a change.
  - a prepare
  - b analyze
  - c use caution
- 3 Susanne thinks Munich is ... but ...
  - a small; uneventful
  - b beautiful; unexciting
  - c beautiful; small

B **Answer the questions based on the information in the video.**

- 1 Does Susanne think the expression "If it isn't broken, don't fix it" is good or bad advice? Why?  
\_\_\_\_\_
- 2 What advice would Susanne give someone who's contemplating change in their life?  
\_\_\_\_\_
- 3 What does she think her life would have been like if she had stayed in Munich? Does she regret moving?  
\_\_\_\_\_

**AFTER YOU WATCH**

- A **GROUP WORK** *Shake things up, turn over a new leaf, start from square one, and blaze a trail* are all idioms to do with change. What do they mean? Can you think of a situation when they applied to your life or the life of someone you know?
- B **PAIR WORK** Think about Susanne's advice to someone contemplating making a life change. Do you think it is helpful advice? Why or why not? What advice would you give?
- C **PAIR WORK** Do you know someone who has changed dramatically due to a major life event? What changes took place and what caused them? How were they affected? Was it a change for better or worse? Why?



# REPLACED BY ROBOTS

## Documentary summary

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

## Language summary

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

### BEFORE YOU WATCH p. 1

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

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

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

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

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

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

#### Answers

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

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

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

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

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

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

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

### WHILE YOU WATCH pp. 2–3

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

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

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

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

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

#### Answers

3, 4, 5

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

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

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

#### Answers

1, 3, 4, 5, 7, 10

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

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

#### Answers

1 efficiently; undoubtedly 2 inevitably  
3 Fortunately 4 Significantly

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

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

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

#### Answers

1 thoroughly; unquestionably 2 unavoidably  
3 Luckily 4 Importantly

## AFTER YOU WATCH p. 4

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

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

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

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

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

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

#### Answers

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

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

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

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

#### Possible answers

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

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

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

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

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

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

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

## Documentary summary

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

## Language summary

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

### BEFORE YOU WATCH p. 5

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

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

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

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

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

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

#### Answers

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

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

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

### WHILE YOU WATCH pp. 6–7

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

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

#### Possible answer

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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



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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

2, 3, 6, 5, 4, 1

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

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

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

**Answers**

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

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

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

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

## AFTER YOU WATCH p. 8

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

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

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

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

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

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

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

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

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

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

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

## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 9

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

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

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

### Answers

1, 4

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

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

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

### Answers

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

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

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

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

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

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

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

## WHILE YOU WATCH pp. 10–11

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

**Do the task** Watch the video.

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

### Possible answers

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

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

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

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

### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

- 1 B 3 C 4 A

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

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

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

#### Answers

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

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

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

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

#### Answers

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

## AFTER YOU WATCH p. 12

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

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

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

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

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

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

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

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

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

# HEALTH-CONSCIOUS AND DATA-HUNGRY

## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 13

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

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

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

### Answers

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

A blood sugar B sleep pattern C heart rate

D blood pressure E fitness tracker

F physical activity

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

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

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

### Answers

1 see eye to eye 2 turn a blind eye

3 without batting an eye 4 a fresh outlook on

5 My perception of 6 keep your eyes on the prize

7 from a scientific viewpoint 8 the way we look at

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

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

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

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

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

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

## WHILE YOU WATCH pp. 14–15

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

**Do the task** Watch the video.

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

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

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

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

### Answers

1 M 2 D 3 D 4 D 5 M

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

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

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

**Answers**

1 a 2 a 3 b 4 b

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

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

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

**Answers**

6, 2, 5, 1, 3, 4

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Possible answers**

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

## AFTER YOU WATCH p. 16

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

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

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

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

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

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

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

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

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

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

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

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

## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 17

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

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

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



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

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

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

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

### Answers

1 c 2 e 3 d 4 a 5 b

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

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

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

## WHILE YOU WATCH pp. 18–19

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

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

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

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

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

### Answers

1 c 2 b 3 d 4 a

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

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

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

### Answers

1, 3, 5, 6, 7

A 3 B 1 C 6, 7 D 5



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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

## AFTER YOU WATCH p. 20

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

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

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

#### Answers

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

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

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

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

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

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

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

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

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

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

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

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

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



## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 21

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

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

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

### Answers

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

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

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

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



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

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

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

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

### Answers

1 b 2 d 3 c 4 a

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

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

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

## WHILE YOU WATCH pp. 22–23

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

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



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

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

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

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

### Answers

3, 5, 4, 2, 6, 1

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

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

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

**Answers**

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

## AFTER YOU WATCH p. 24

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

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

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

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

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

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

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

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

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

# LEARNING AN IDENTITY

## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 25

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

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

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

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

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

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

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

### Answers

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

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

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

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

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

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

## WHILE YOU WATCH pp. 26–27

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

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



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

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

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

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

### Answers

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

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

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

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

**Answers**

1 Michelle 2 Jessie 3 Kevin 4 Tia 5 Monica

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

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

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

**Answers**

1 c 2 b 3 a 4 b 5 c

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

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

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

**Answers**

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

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

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

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

## AFTER YOU WATCH p. 28

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

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

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

**Answers**

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

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

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

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

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

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

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

## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 29

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

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

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

### Answers

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

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

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

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

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

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

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

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

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

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

## WHILE YOU WATCH pp. 30–31

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

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

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

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

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

### Answers

3, 5, 6, 7, 8, 9

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

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

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

### Answers

1 15 2 12 3 6 4 15

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

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

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

**Answers**

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

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

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

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

**Answers**

- 1 b 2 a 3 c 4 c

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

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

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

**Answers**

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

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

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

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

## AFTER YOU WATCH p. 32

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

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

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

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

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

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

**Answers**

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

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

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

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



# A LONG AND HEALTHY LIFE

## Documentary summary

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

## Language summary

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

### BEFORE YOU WATCH p. 33

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

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

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

- 1 sanitation 2 germ 3 diabetes

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

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

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

### WHILE YOU WATCH pp. 34–35

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

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

#### Answers

sanitation; obesity, mind-set

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

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

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

#### Answers

4, 2, 1, 6, 3, 5

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

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

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

#### Answers

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



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

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

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

#### Answers

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

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

**Do the task** Ss work individually.

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

## AFTER YOU WATCH p. 36

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

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

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

#### Possible answers

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

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

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

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

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

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

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

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

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

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

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

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

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

## Documentary summary

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

## Language summary

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

### BEFORE YOU WATCH p. 37

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

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

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

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

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

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

### WHILE YOU WATCH pp. 38–39

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

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

#### Answers

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

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

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

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

#### Answers

- 1 a 2 b 3 a

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

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

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

**Answers**

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

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

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

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

**Answers**

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

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

**Do the task** Play the video.

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

**Answers**

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

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

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

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

**Answers**

- 1 procurement 2 community 3 cultural identity
- 4 niches

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

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

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

**Answers**

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

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

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

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

**Answer**

3

## AFTER YOU WATCH p. 40

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

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

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

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

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

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

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

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

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

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

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

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

## THE SECRET SCIENCE OF COLORS

## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 41

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

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

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

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

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

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

**Answers**

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

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

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

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

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

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

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

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

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

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

## WHILE YOU WATCH pp. 42–43

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

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

**Answer**

The ways supermarkets use color on food packaging.

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

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

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

**Answers**

1 a 2 a 3 b 4 a 5 b

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answers

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

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

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

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

#### Answer

Summary 1: The video mentions all these ideas.

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

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

## AFTER YOU WATCH p. 44

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

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

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

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

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

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

#### Possible answers

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

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

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

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

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

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

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

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

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

## Documentary summary

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

## Language summary

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

## BEFORE YOU WATCH p. 45

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

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

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

### Answers

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

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

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

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

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

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

## WHILE YOU WATCH pp. 46–47

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

**Do the task / Review the task** Ss watch the video and see whether the advantages they predicted were correct.

### Possible answers

useful, convenient, solve real problems,  
make things accessible

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

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

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

### Answers

1 B 2 D 3 E 4 C 5 A

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

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

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



### Answers

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

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

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

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

### Answers

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

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

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

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

### Answers

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

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

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

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

### Answers

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

## AFTER YOU WATCH p. 48

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

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

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

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

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

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

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

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

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

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

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

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



## Video summaries

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

## UNIT 1 OPENER: p. 50

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

## WHILE YOU WATCH

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

## Answers

4, 2, 1, 6, 3, 5

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

## Answers

1 c 2 a 3 b

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

## Answers

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

## AFTER YOU WATCH

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

## UNIT 1: p. 51

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

## WHILE YOU WATCH

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

## Answers

1, 3, 4

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

## Answers

1 c 2 d 3 b 4 a

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

## Answers

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

## AFTER YOU WATCH

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

## Suggested answers

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

## Video summaries

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

## UNIT 2 OPENER: p. 52

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

## WHILE YOU WATCH

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

### Answers

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

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

### Answers

- 1 c    2 b    3 a

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

### Answers

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

## AFTER YOU WATCH

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

## UNIT 2: p. 53

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

## WHILE YOU WATCH

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

### Answers

- 3, 4, 5

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

### Answers

- 1 a    2 b    3 c    4 c

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

### Answers

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

## AFTER YOU WATCH

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

## EXPERT SPEAKER: ANDREA

### Video summaries

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



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

### UNIT 3 OPENER: p. 54

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

### WHILE YOU WATCH

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

#### Answers

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

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

#### Answers

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

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

#### Answers

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

### AFTER YOU WATCH

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

### UNIT 3: p. 55

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

### WHILE YOU WATCH

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

#### Answers

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

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

#### Answers

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

### AFTER YOU WATCH

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



## EXPERT SPEAKER: AUDREY

### Video summaries

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

### UNIT 4 OPENER: p. 56

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

### WHILE YOU WATCH

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

#### Answers

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

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

#### Answers

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

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

#### Answers

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

### AFTER YOU WATCH

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

### UNIT 4: p. 57

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

### WHILE YOU WATCH

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

#### Answers

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

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

#### Answers

1 richer 2 move forward 3 how to behave.

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

#### Answers

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

### AFTER YOU WATCH

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



## Video summaries

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

## UNIT 5 OPENER: p. 58

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

## WHILE YOU WATCH

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

### Answers

2, 3, 1

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

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

### Answers

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

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

### Answers

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

## AFTER YOU WATCH

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

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

### Possible answers

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

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

## UNIT 5: p. 59

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

## WHILE YOU WATCH

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

### Answers

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

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

### Answers

- 1 c 2 b 3 c

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

### Answers

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

## AFTER YOU WATCH

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

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

### Answers

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

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

## Video summaries

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

## UNIT 6 OPENER: p. 60

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

## WHILE YOU WATCH

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

### Answers

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

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

### Answers

1 upgrade 2 spontaneous 3 flowing  
4 doorman 5 tend

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

### Answers

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

## AFTER YOU WATCH

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

## UNIT 6: p. 61

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

## WHILE YOU WATCH

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

### Answers

1 N 2 J 3 J

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

### Answers

1 b 2 a 3 b

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

### Answers

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

## AFTER YOU WATCH

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

### Suggested answers

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

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

### Suggested answers

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

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



## EXPERT SPEAKER: ANDREA

### Video summaries

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

### UNIT 7 OPENER: p. 62

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

### WHILE YOU WATCH

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

#### Answers

1, 4, 6

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

#### Answers

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

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

#### Answers

1 b 2 a 3 c

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

#### Answers

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

### AFTER YOU WATCH

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

### UNIT 7: p. 63

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

### WHILE YOU WATCH

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

#### Answers

2, 4, 3, 1

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

#### Answers

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

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

#### Answers

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

### AFTER YOU WATCH

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

#### Possible answers

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





## Video summaries

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

## UNIT 8 OPENER: p. 64

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

## WHILE YOU WATCH

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

### Answers

2, 3, 6

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

### Answers

1 b 2 c 3 c

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

### Answers

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

## AFTER YOU WATCH

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

## UNIT 8: p. 65

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

## WHILE YOU WATCH

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

### Answers

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

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

### Answers

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

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

### Answers

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

## AFTER YOU WATCH

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

## EXPERT SPEAKER: AUDREY

### Video summaries

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

### UNIT 9 OPENER: p. 66

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

### WHILE YOU WATCH

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

#### Answers

1, 3, 6, 8

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

#### Answers

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

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

#### Answers

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

### AFTER YOU WATCH

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

### UNIT 9: p. 67

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

### WHILE YOU WATCH

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

#### Answers

2, 3, 6

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

#### Answers

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

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

#### Answers

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

### AFTER YOU WATCH

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

#### Answers

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

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



## Video summaries

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

### UNIT 10 OPENER: p. 68

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

### WHILE YOU WATCH

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

#### Answers

1 authentic 2 rolls 3 bottom 4 top

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

#### Answers

1 c 2 a 3 b

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

#### Answers

1 c 2 a 3 c

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

#### Answers

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

### AFTER YOU WATCH

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

### UNIT 10: p. 69

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

### WHILE YOU WATCH

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

#### Answers

1 c 2 a 3 b

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

#### Answers

1 meat 2 seitan 3 chicken 4 kale

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

#### Answers

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

### AFTER YOU WATCH

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

#### Suggested answer

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

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

## Video summaries

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

## UNIT 11 OPENER: p. 70

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

## WHILE YOU WATCH

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

**Answers**

2, 4, 3, 1

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

**Answers**

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

## AFTER YOU WATCH

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

**Possible answers**

There are numerous causes attached to each color, but some examples include: pink for breast cancer; purple for ADHD; red for HIV/AIDS; white for blindness; yellow for bone cancer.

## UNIT 11: p. 71

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

## WHILE YOU WATCH

- A Read the instructions aloud and play the video. Invite volunteers to share their answers.

**Answers**

- 1 passion 2 status report 3 embarrassment  
4 fake 5 forced

- B Read the instructions aloud. Make sure Ss understand *connotation* and *exhausted*. Check answers as a class.

**Answers**

- 1 c 2 a 3 c

- C Read the instructions aloud and play the video again. Invite volunteers to share their answers.

**Answers**

- 1 It can mean passion, or it could mean a stop sign.  
2 A “yellow smile” means a forced or fake smile.  
3 “Everything is blue” means everything is all right.

## AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Invite volunteers to share their answers.
- B **PAIR WORK** Read the instructions aloud. Give time for discussion. Invite volunteers to share their answers.
- C **PAIR WORK** Read the instructions aloud. Invite volunteers to share their answers.

**Suggested answers**

golden opportunity: a chance to do something that's likely to be successful or rewarding  
green with envy: feeling extremely envious  
once in a blue moon: rarely  
red tape: excessive bureaucracy  
tickled pink: delighted  
white lie: a small, harmless lie

- D **GROUP WORK** Put Ss in groups. Read the instructions aloud. Invite volunteers to share their answers.

## Video summaries

In the first video, *Things Change*, Expert Speaker Susanne talks about the milestones in a person's life, how she discovered her career, and gives advice about moving to another country. In the second video, *Job Change*, Susanne talks about the expression "If it isn't broken, don't fix it," managing change, and what her life might have been like had she stayed in Germany.

## UNIT 12 OPENER: p. 72

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

## WHILE YOU WATCH

- A Read the instructions aloud and play the video. Make sure Ss understand milestones. Invite volunteers to share their answers.

### Answers

First column: 3, (1), 5, 7; Second column: 2, 9, 4, 10;  
Third column: 8, 11, 6, 12

- B Read the instructions aloud. Invite volunteers to share their answers.

### Answers

1 teaching 2 parents 3 Munich 4 adventure

- C Read the instructions aloud and play the video again. Give time for discussion. Invite volunteers to share their answers.

### Answers

- 1 Her husband. She finally decided to "follow her nose" and try it.
- 2 She's been in real estate for ten years, and she loves it.
- 3 They went away for a year or two and came back to live in Munich. She stayed in the U.S.
- 4 Yes, she would. It gives people the chance to start fresh, be who they want to be, keep the things they like, and do other new things.
- 5 Susanne uses the phrase "the golden years" to refer to the later years in a person's life.

## AFTER YOU WATCH

- A **PAIR WORK** Put Ss in pairs. Read the instructions aloud. Give Ss time for reflection and discussion. Invite volunteers to share their answers.
- B **PAIR WORK** Read the instructions aloud. Give Ss time for reflection and discussion. Invite volunteers to share their answers.
- C **GROUP WORK** Read the instructions aloud. Give Ss time for reflection and discussion. Check answers as a class.

## UNIT 12: p. 73

Discuss the question in the *WHAT DO YOU THINK?* box as a class.

## WHILE YOU WATCH

- A Read the instructions aloud. Invite volunteers to share their answers.

### Answers

1 b 2 a 3 b

- B Read the instructions aloud and play the video again. Invite volunteers to share their answers.

### Answers

- 1 She thinks it's bad advice. She thinks if a person doesn't make changes, they will never discover new things, and just because something isn't broken, it doesn't mean it's great.
- 2 She would advise to prepare and then just do it.
- 3 She doesn't think she would have been happy in Munich if she had stayed, because it is a small pond. No, she doesn't.

## AFTER YOU WATCH

- A **GROUP WORK** Put Ss in groups. Read the instructions aloud. Give time for reflection and discussion. Invite volunteers to share their answers. As an extension, Ss make sentences using the phrases.

### Answers

shake things up: cause change by doing things differently  
turn over a new leaf: to start over in a different, improved way  
start from square one: to start from the beginning  
blaze a trail: to find a new path or method

- B **PAIR WORK** Put the Ss in pairs. Read the instructions aloud. Give time for reflection and discussion. Invite volunteers to share their answers.
- C **PAIR WORK** Read the instructions aloud. Make sure Ss understand *reversible*. Give time for reflection and discussion. Invite volunteers to share their answers.

**Unit 1: Replaced by robots**

- Narrator** Robots have been part of the global workforce since the 1960s. However, in recent decades, advances in robotics have progressively allowed them to take on a greater variety of jobs than previously imaginable.
- Robot** I'm a security robot. Nice to see you here.
- Narrator** Robots can work faster and more accurately than humans, which can greatly improve production processes. Unfortunately, because robots work so efficiently, they can take jobs away from people – and with advances in artificial intelligence, this trend will undoubtedly continue. Art Liscano from Fresno, California, is at risk of losing his job because of new technology.
- Art Liscano** Here in Fresno, our workforce has decreased from approximately 50 meter readers, down to, currently, we have about 10.
- Narrator** For the most part, the jobs that robots are taking over tend to be manual. However, there is some good news, too. New jobs are necessary to program and maintain the robots. The problem is, these jobs inevitably require specialized training.
- Yannick Schilly** You cannot have an untrained person taking care of a multimillion-dollar asset.
- Narrator** Fortunately for people who have lost jobs due to automation, some people are doing their best to come up with solutions to this problem. In San Francisco, one lawmaker is trying to raise money by pushing for a new tax for robots that replace jobs.
- Jane Kim** So that we can help invest back in human capital and help people re-tool for other jobs.
- Narrator** Meanwhile, some companies are trying to close the skills gap by employing workers in apprenticeship programs. Significantly, these programs allow workers to learn new skills while they are working.
- A.J. Scherman** When I tell someone I'm an apprentice, the first thing they ask is, "Do you make money?" And the answer is obviously, "Yes, we make great money."
- Narrator** People and robots working together are reshaping the workforce in many sectors, including the construction industry.
- Zak Podkaminer** It's not replacing them. They still have all the masons on this job site that they normally would have. They're just going to be able to get off this job site a little bit quicker and get to the next one sooner.

**Narrator** There is no doubt that the future will see robots taking on more and more jobs. The challenge for humanity will be finding ways of working with them rather than against them.

**Jaylen Britton** A lot of people say, "The robots, they're going to take over the human jobs." But really the robots, they're going to enhance what we're already doing, so if you evolve with the robots that are evolving ... we grow with whatever is growing.

**Unit 2: Acting up**

- Sam** My name's Humphrey. Sam Humphrey. The Sam acting dream goal is this world of Hollywood, I suppose. I want to be on the big screens. I've been acting pretty much since preschool. Now that I am 22, now I have grown somewhat, it's important for me to be independent. Don't call me small.
- Narrator** Sam Humphrey has an inherited condition called skeletal dysplasia. This rare disorder means that Sam's bones grow very slowly, and as a result, he's physically smaller than a typical adult.
- Sam** So this is my growth chart. Six years ago, I was about this tall, but now I'm currently this height, which is about 127 centimeters. However, my goal is to try and reach 150 centimeters.
- Narrator** Due to Sam's appearance, most people would think he's a child.
- Sam** Going shopping on my own and people thinking I'm ten years old, it can get, like, a little bit frustrating. People kind of come up to me and ask me where my mum is or wondering am I lost, or am I on my own?
- Narrator** Generally, this doesn't bother Sam since he knows that most people are genuine and sincere in their concern for him. Unfortunately, this isn't always the case, especially now that Sam is learning to drive.
- Sam** I have had a number of occasions where people have looked at me funnily and tried to take pictures and stuff, which is definitely weird.
- Narrator** Despite the rare insensitive stranger, Sam finds most people to be very open-minded, especially in the world of acting. Through acting, Sam is trying to stand up for himself and show the world that he is more than just his condition.
- Sam** So, I'm trying to break out of that stereotype as people see me as the kid so ... if I do this sort of work and show it around I figured they have to see me as something else.



- Narrator** Fortunately, after hours of rehearsing and lots of auditions, Sam's determination paid off and he got a role in a popular Australian soap opera.
- Sam** Well, I got a part on *Neighbours*. They gave me a call and asked if I wanted to play the character James Udagawa, who's a financial whiz. He's like an investor for the hotel manager: her name's Terese. He gets mistaken as a kid to start off with, and so that kind of relates back to me because I get mistaken as a kid quite a bit.
- Actress** You just told him. Yeah. Hey, can you hold on for a sec? Hey! You must be looking for the kids' activity center?
- Sam** Sure. Thanks, Terese.
- Narrator** Sam's success comes down to his belief in himself and his accepting nature.
- Sam** From here, to be honest, I'm not sure where I'm gonna go, but I'll just take it one step at a time, you know, one role at a time.

### Unit 3: What if?

- Narrator** Regret. We've all experienced it at one time or another. It is a powerful, emotional reaction to decisions we wish we hadn't made. Forty-seven-year-old Christopher Richardson has just received an invitation to his college reunion. He's nervous about attending. But why?
- Christopher** I have a regret, I regret a situation where I didn't treat the moment with the kind of respect that it deserved. And that regret has now been with me for a very long time.
- Narrator** Twenty-five years ago, Christopher, then age 22, gave a speech in front of his graduating class. He was determined to be funny and unique, but it was a complete disaster. The reaction was fast and harsh. Fellow graduates told him he had embarrassed them, the university, and himself. Christopher wanted to crawl under a rock. But was it really all that bad? Psychologist Jason Roth gives his professional opinion.
- Jason Roth** It's been 25 years since you saw the speech. Now, I've seen the speech, it's fresh in my mind, and it's 25 years old in yours. So, I suspect we're talking about two different speeches.
- Narrator** The psychologist hints that the speech might not have been as bad as Christopher remembers.
- Christopher** So how should I approach that, that reunion then?
- Jason Roth** I would invite you to approach it with curiosity.

- Narrator** Christopher isn't the only one with regrets. Meet Patti. She thinks if she had followed her dreams, her life might be different now. Her regret is one that a lot of people can probably relate to.
- Patti** I think the biggest one for me is not having gone down the path of my art, which is something that was a gift that I had from the time I was little. But, for all the wrong practical reasons, I went into advertising because I knew that there would be work.
- Jason Roth** I would say, generally, the greatest category of regrets would be of things that people did not do.
- Narrator** Nicole Bishop used to worry about the past, too. Until a good friend, who later sadly passed away, gave her some valuable advice.
- Nicole** I remember her calling me one day, saying you need to stop worrying about things that aren't actual worries and do more living.
- Narrator** She has now learned to live life to the fullest and is even taking part in a ten-mile race to raise money for charity. Making choices like this helps her later avoid regretting things she didn't do. The emotional force of regret can cause us to hold on to worries for years. But is it possible that other perspectives could help us let go of some of our regrets? The day of Christopher's reunion arrives – will he be greeted with looks of disapproval? Let's find out.
- Woman 1** I don't remember it.
- Woman 2** I don't remember having any "embarrassed for you" moments. I really don't remember that.
- Man** I liked it. It was irreverent. It was totally outside of what you would have expected.
- Narrator** The reunion is an unqualified success. It seems Christopher's regret was misplaced. What is also clear is that worrying about what should have been was a waste of time, and that letting go of regret is always possible.

### Unit 4: Health-conscious and data-hungry

- Narrator** How do you start your day? Do you have an active lifestyle? The development of fitness trackers, smart watches, and smartphones, all of which include sensors to track movement, means that it's never been easier to monitor your level of physical activity. These devices may offer a fresh outlook on fitness habits, but do they actually make us more active, or help us to live more enjoyable lives?



- Narrator** Bob Troia is health-conscious and data-hungry! The 41-year-old businessman sleeps with a gadget on his forehead to record detailed information about how long and how deeply he slept. A typical morning for Bob starts with collecting data about his sleep patterns and measuring his heart rate. He then weighs himself, checks his blood pressure, and even his blood sugar level. Next, he does a cognitive test on his computer. And finally, a test to measure his physical reaction time.
- Narrator** Bob is part of a growing international community of self-quantifiers, people who invest a great deal of time, and often money, gathering detailed data about how their bodies function throughout the day. These small details fit together like a puzzle, giving “the big picture” about their general well-being, and a different perspective on what it means to be healthy.
- Bob Troia** I think as you get older, you know, once I think really when I turned 40, for me it was, you start looking ahead. The sort of idea for me is doing whatever I can take to ensure that I have this sort of long, enjoyable life.
- Narrator** Technology journalist David Pogue agrees that wearing data-collecting devices can help motivate and stimulate physical activity. What these devices offer is essentially increased self-awareness.
- David Pogue** Just that awareness that you’re being watched, and your activity levels being monitored, leads you to get more activity. You take more stairs, you get off a subway stop earlier, because they reward you with little lights and graphs for doing well.
- Narrator** David adds that the ability of devices to share vital data with other users adds a competitive element to using them.
- David Pogue** Everybody behaves differently when they’re on stage versus when they’re off stage. You want to be your best self; you want to put your best foot forward. And that’s what sharing your data with a few other people does for you.
- Narrator** It’s not just Bob and David that share this fresh outlook on health and fitness. The growing global community of self-quantifiers not only share their data online, but also meet up to share their experiences in person, like at this recent gathering in New York. Whether ‘The Quantified Self’ is the pursuit of self-improvement or just an expression of self-interest, it appears to be a trend that’s here to stay.

## Unit 5: Life in the Arctic

- Narrator** Do you think you have what it takes to survive the harsh Arctic winter? From freezing temperatures and extreme weather to severe loneliness and dangerous driving conditions, for people living in some of the most remote places on Earth, life can be difficult. So why do people decide to live in such hostile environments? David and Jenna, a young couple from the United States, have turned their backs on life in the city and have gone completely off the grid in Alaska.
- Jenna** Michigan is a great place. I just had something in me, you know, that wanted to live a little bit more directly involved with the processes around.
- David** It’s kind of stressful for me in town, just, just so much going on.
- Narrator** They built their own house, hunt for their food, and even make all their own tools and clothes.
- Narrator** In Greenland, another part of the Arctic, two Danish soldiers have perhaps one of the toughest jobs on the planet. They are about to spend the next 26 months patrolling the frozen wilderness on dog sleds. A long way from home and with only each other for company, being isolated can have a significant negative psychological impact.
- Kasper Pedersen** You have to be a really good friend with the guy next to you. It gets some pretty interesting discussions sometimes. We are specially chosen. Because you can’t, cannot just send a tough army guy with big muscles and stuff like that up here. You’ve got to be the right thing in here.
- Narrator** Without abundant entertainment, it’s important to keep busy. Having decided to open a floating guesthouse on a frozen lake in Arctic Canada, Monique Robert likes to paint, while her husband Daniel enjoys playing ice hockey.
- Narrator** Alexander, a guide and engineer living in Svalbard, Norway, certainly sees the positives of living in the great outdoors, even if other people don’t.
- Alexander Pilditch** Quite a lot of my friends think I’m absolutely bonkers, but actually, actually until they see it I can’t really, I can’t explain it to people when I’m back in the U.K., because this is my explanation out here. This is why I do what I do up here. It’s just fantastic.
- Narrator** Arctic life isn’t for everyone, but with its immense beauty and picturesque landscapes, it’s easy to see why some people fall in love with this winter wonderland.

## Unit 6: Ice cream obsession

**Narrator** What could this woman be doing? Why are this woman's brainwaves being measured? And where exactly is she? You might be surprised to hear the answers. These people are visiting a special exhibit called "Scoop" at the British Museum of Food in London. It's all about ice cream – one of the most popular desserts in the world. People love ice cream, and of course one reason why is that it's so sweet. But what you may not know is that its history goes back hundreds of years, and a lot has changed since then.

**Robin Weir** One of the biggest surprises was parmesan cheese ice cream because people don't realize that ice cream, savory ice creams, used to be very popular.

**Narrator** In fact, not-so-sweet ice cream flavors were made in Rome as early as 1714, and molds, like the ones on display at the British Museum of Food, were used for these creations. Fast-forward to the current day, and people are still crazy about ice cream. These women are enjoying new flavors like cucumber and rose in the exhibition's café. And for ice cream lovers, the sweet treat not only tastes great, it also does something surprising to our brains.

**Sam Bompas** Ice cream is something really delights us. In fact, I have even heard that some neuro-imagers use it when they're testing out the MRI scanners just to check that their equipment is working, because it makes your brain light up so much.

**Narrator** The combination of the cold temperature, the sugar, and the flavors cause this change in brain activity. Ice cream may make us happy even though it's not the healthiest food, but most people are genuinely surprised to learn that some varieties in the past were not just unhealthy, they were actually poisonous.

**Sam Bompas** So, 300 years ago daffodils were actually really exotic and they're also still massively poisonous. So one of my favorite flavors we've made is we actually made the first ice cream that you can eat, that's daffodil flavor but won't actually kill you.

**Narrator** Kyle Gentleman, who lives in Falkirk in Scotland, has been totally obsessed with ice cream for years. He created a new, highly unusual ice cream flavor that has divided people's opinions. Some have even come from far away to try it.

**Victoria Gibbons** We came 4,000 miles to get here, so when I tried it, it was actually really good, really creamy. It still tasted like ice cream, it wasn't like, you know, the spread you put on a sandwich but it was really good. I'm glad we tried it. It was a good surprise.

**Kirsty Nimmo** It was quite strange but sweet.

**Kyle Gentleman** You didn't expect it, hey?

**Kirsty Nimmo** Yeah ... it tasted like the topping that you put on cupcakes, like a kind of frosting, that's what I felt it tasted like, yeah.

**Narrator** So what does this exciting new ice cream taste like? That's right: mayonnaise. But is it overrated?

**Jemma Fotheringham** I'm going to try the mayo ice cream. Oh, it's rotten!

**Narrator** Clearly, some customers are utterly shocked by the taste. Maybe mayonnaise ice cream isn't for everyone. Whatever his customers' opinions, Kyle had a reason for choosing to make such a strange flavor.

**Kyle Gentleman** In Scotland, chips go with everything. From breakfast, dinner, it doesn't matter. And so do the condiments also, as in mayonnaise and ketchup. So, we thought why not go with that? Something that Scottish people love. So we went with mayonnaise.

**Narrator** Parmesan, cucumber, rose, daffodil, mayonnaise. Who would have thought that ice cream could come in so many surprising flavors? What will they think of next?

## Unit 7: Learning an identity

**Narrator** At one time, around 1.5 million people spoke what we refer to as a Native American language.

**Kevin Tafoya** *She-oh*, just, "Hello." *Ohshe-wa-zah?* "How are you?" And, uh, *shkee*. "Thank you."

**Narrator** In the late 15th century, there were around 300 of these languages in what is now North America. But more than two-thirds have become extinct. Even Cherokee, one of the most widely spoken of these languages, is struggling to survive.

**Monica Wildcatt** The amount of people today that know the language is very small. There's less than 300 speakers, fluent speakers, that exist today.

**Narrator** The clock is ticking to preserve not just the language, but also the Cherokee culture. At the head of this push for preservation are members of the Eastern Band of Cherokee Indians, who have started preschool and elementary language immersion schools in an attempt to keep the tribe's language alive.

**Kevin Tafoya** It's really important to us just to preserve that for our family and for our people just so that they understand where they come from. It's their cultural identity.

**Narrator** Kevin learned Cherokee in later life but wants something different for his children. He has enrolled them at New Kituwah Academy, where children learn in Cherokee from an early age. In the classrooms are students who have studied only in Cherokee since they were young.

**Michelle Long** What happens once all our speakers are gone, our fluent speakers, you know? We have to have these children here to help carry it on.

**Narrator** A similar program is the Mukayuhsak Weekuw, or “Children’s House” immersion school, which was conceived by the Mashpee Wampanoag who live on Cape Cod in Massachusetts.

**Narrator** The Wampanoag children are taught exclusively in the Wopanaotooak language, which was reintroduced just two decades ago after not being spoken for nearly 200 years.

**Jessie “Little Doe” Baird** The language was probably unspoken for roughly 170 years or so; 170 to 180 years, no speakers, which translates to six generations of Wampanoag people not speakers of the language.

**Narrator** Never did they expect to hear their ancestral language being spoken by so many people but, to the delight of the entire community, their efforts are paying off.

**Tia Pocknett** I do see progress. We have some children that are pre-verbal here and for their first words to actually be Wampanoag words is amazing.

**Narrator** And the importance of preserving Wopanaotooak extends beyond Cape Cod to all parts of the United States. The annual tradition of Thanksgiving in the U.S. originates from a harvest celebration by the Mashpee Wampanoag tribe.

**Jessie “Little Doe” Baird** Just, language brings ... It’s just too much of a list to explain what it’s brought home to us. It’s a lot.

**Narrator** The future is uncertain for the survival of Native American languages, but for the Cherokee and the Mashpee Wampanoag, it’s a fight to preserve more than just words. Their languages signify their very identity.

## Unit 8: Brain training tech

**Narrator** Most people agree that recent technological advancements, such as smartphones, make our lives easier. However, at the same time, a worrying trend is emerging: our memory and ability to concentrate is getting worse. But what’s the reason for this? It seems technology is simply just doing its job too well. We’ve gotten accustomed to not needing to remember things; our devices now do this for us.

**Ann Linsley** You know, I used to pride myself in the ability to multitask, with lots of different people and lots of different activities going on. And then it was harder and harder to keep track of what I was doing. I’d forget what day it is, where I was going, why I was doing this.

**Narrator** The rise of smartphones has also seen an increase in the need for instant gratification. Most users spend less than 15 seconds reading an article before they get distracted and scroll to the next one. Being able to focus for long periods of time has been affected by technology’s capacity to help us complete tasks quickly. Fortunately, developers are trying to combat these issues through the use of technology itself. At the University of California, researchers have been developing a video game specifically designed to boost mental ability. After playing this game for just 12 hours over a month, healthy volunteers improved their ability to multitask, to stay focused on a boring task, and to retain information.

**Adam Gazzaley** We found that their multitasking abilities on the video game itself improved after playing it for a month. But we also found that other cognitive control abilities that we did not directly train, their sustained attention and their working memory abilities, also improved after game play.

**Narrator** Of great interest to the researchers was that the improvements were still apparent six months after the training stopped.

**Adam Gazzaley** I think it shows that video game mechanics can be a really powerful tool to reshape the brain.

**Narrator** Meanwhile, for readers who are easily distracted, a Berlin-based start-up is developing an app that allows users to read famous books in 15 minutes. But is this really possible?

**Holger Seim** It is obviously not possible to read a full book in 15 minutes. But what we found is that a lot of people have a hard time to get started with reading books at all, with all the noise happening – with all the social media, messaging. People are distracted when they consume content on mobile devices. And a full book is just not competitive on such a mobile screen when people have short attention spans and try to read something short.

**Narrator** Seim and his team rewrite famous books, reducing them to include only the most important points. But some people are critical of this approach, saying it just contributes to the problem of short attention spans. However, Seim prefers to focus on the positives. While the app only shows a portion of a book, it’s actually encouraging a return to reading.

**Holger Seim** OK, let's look at the facts. And we run surveys among our customers frequently. We speak to them and we see that most of our users use Blinkist to discover new books that they can read in full.

**Narrator** Technology has traditionally been developed to help us overcome problems, and now this includes helping us to regain our memory and ability to concentrate.

## Unit 9: A long and healthy life

**Narrator** In the twenty-first century, it's now more common than ever to see people enjoying a long and happy retirement. Yet, it hasn't always been this way.

**Adrian Pang** In 1840, humans lived an average of 35 years. And not even 200 years later, our average life expectancy has now risen to 67 years.

**Narrator** In some countries, like Japan and Singapore, most people now live well into their eighties. More and more are also making it to 100. The definition of life expectancy, and the reasons why we're now living so long, are important to understand.

**Adrian Pang** Life expectancy measures the age we expect 50 percent of the population to live past. So half of us will make it past that age.

**Narrator** But which factor has contributed the most to our increasing life expectancy?

**Adrian Pang** Was it germ theory? The discovery of DNA? Antibiotics? Or, sanitation? The answer is sanitation.

**Narrator** More than any other development in the last 200 years, sewage systems, clean drinking water, and improvements in waste management have contributed to better public health and in turn, helped the average person live a longer life. Who would have thought your toilet would help you live longer?

**Narrator** A modern lifestyle is also helping to increase our lifespan. People are exercising more regularly, cutting out unhealthy activities like smoking, and becoming more conscious about what they eat. Research indicates that consuming food with high levels of omega-3 oils, such as salmon or tuna fish, seems to be lengthening our lives. But what else should we be eating?

**Adrian Pang** Here's my list of top ten life lengthening foods: nuts, dark chocolate, green tea, Greek yogurt, avocado, quinoa, broccoli, berries, garlic, and tomatoes.

**Narrator** A healthy, balanced diet is also a great way to fight obesity, one of the leading causes of death globally. Obesity, and many of the foods associated with weight gain, have links to cancer and cardiovascular disease, among other health concerns.

**Professor Goh Lee Gan** If you control obesity, you can control diabetes, high blood pressure, and also to some extent the cholesterol level.

**Narrator** Most people today have the ability to make healthy choices, and it's important to remember that ultimately, these individual choices impact lifespan, and they affect quality of life as well.

**Dr. Joanna Lin** It's essentially a mindset. I think anyone, at any age, should try and adopt a more proactive lifestyle, people tend to put it off because either they're busy at work, or they've got other commitments, family commitments, etc., but I think it's important to try and take some time for yourself. OK, because I think basically if you don't look after yourself, nobody else will.

**Narrator** Although modern living allows us to live, on average, a much longer life than in the past, it's important to begin maintaining a healthy mindset if we want to grow old and feel good at the same time.

## Unit 10: Reinvention on demand

**Narrator** From our oceans and beaches, to cities and parks, plastic is everywhere we look. But imagine if we lived in a plastic-free world. One of the industries with the biggest appetite for plastics? Supermarkets. However, it would seem that store owners are now becoming more aware of their plastic consumption and trying to reduce the waste it creates. The LØS Market in Copenhagen, Denmark, is a grocery store that has a zero packaging policy. Customers bring their own containers with them and are delighted to have found a supermarket that shares their values.

**Ffion Legg** I think a lot of people are keen to know how they can help in some way, and so recycling is a big deal and people are getting used to that, but I think this is a huge way that we could reduce our waste.

**Narrator** Another issue that supermarkets face is unnecessary food waste. They're having to think of new ways to reduce the number of products that get thrown away. Rescued Fruits, a company in Sweden, collects unsold apples from supermarkets and presses them into juice.



- Cecilia Larsson** So, this is a pallet that we got today with apples, and as you can see this apple is quite perfect and ready to eat, and we have also on the same pallet apples that does not look good and that we don't use either. So what we do is that we sort the good ones from the bad and make juice from the good ones.
- Narrator** One of the company's clients, Fahlmans Patisserie, believes that Rescued Fruits will soon need to start increasing its supply of juice to meet demand, which shows what a great idea it is.
- Evelina Svensson** We've been with them for a while now, but we can definitely see them growing, because I can see them in stores now that you wouldn't have found them before. But yeah, customers are actually coming and asking if we sell them, and that's why they choose to come here, so that's great.
- Narrator** Demand for higher environmental standards is having an impact on other industries, too. In London, many hotels are adapting to meet the growing demand for sustainable tourism. The Palace Hotel is always looking for new ways to minimize its impact on the environment. In fact, the hotel aims to be completely plastic-free in a couple of years. Meanwhile, nearby Hotel Qbic has been designed with sustainability in mind. It's estimated that 80 percent of the building is made from recycled materials, significantly reducing its environmental impact. This doesn't only keep customers happy, but it's good for the environment, too. The hotel also generates energy from solar panels on the roof and offers guests free bikes to get around the city. Green Tourism Chief Executive Jon Proctor points out that sustainable tourism involves more than simply cutting back on things that are harmful to the environment.
- Jon Proctor** It also goes beyond that into elements to do with procurement, sourcing, using the local community, working with other businesses, developing the cultural identity of the area, so creating new products, new niches. All these things are an important part of a sustainable tourism product.
- Narrator** It would seem that we are approaching a time when more and more businesses are reinventing themselves in order to meet the demands of environmentally-aware customers and ensure a better future for our planet, too.

## Unit 11: The secret science of colors

- Narrator** Have you ever stepped into a supermarket and been tempted by all the vibrant produce and appealing packaging? The bold displays and the bright fruits and vegetables all transmit delight, freshness, and fun. The retail industry does an incredible job conveying just how exciting its products are, and it does this using the secret science of colors.
- Nikki Muller** Every single product here is screaming, "Buy me, buy me!" But how do I even begin to choose which brand to buy?
- Narrator** Retail expert Francis Tan explains how supermarkets influence our food choices.
- Francis Tan** Here you are. This just to show you the power of packaging. Packaging, really, is about marketing. It tries to define what the product represents, what the brand represents.
- Narrator** Colors on product packaging, like other design elements, are carefully selected to ensure that the product looks as appealing as possible to consumers. In the produce section, it's also obvious just how important colors are when it comes to choosing food.
- Francis Tan** You can see the color's vibrant, isn't it? Yeah, the orange, the green, the red. It conjures freshness.
- Narrator** Back in the ice cream section, it's time to find out how children react to colors on food packaging.
- Nikki Muller** Well, how do kids respond to colors? Is it different from how adults do so, and maybe kids associate colors with certain things. What's your take on it?
- Francis Tan** Yes, this all depends on the life experience they draw on. So for the kids, for example, red color appears something that's new, something that's excitable. And something that's in black, the appeal will be very strong for the adults, but not the kids because black means classic, elegant.
- Narrator** Nikki and Francis decide to do an experiment to see what effect colors can have on children's decision-making.
- Nikki Muller** Meet Mr. Teddy! Three, two, one, get out of here! Go, go, go, go, go!
- Narrator** Nikki has given Teddy the green light to choose whatever he wants in the supermarket. Let's see how the packaging and colors affect his decisions. Unsurprisingly, Teddy chooses a range of brightly colored items. Marshmallows, ice cream ...
- Francis Tan** Hey, I think he likes bananas. The color attracts him too, it's fun, it's cheerful.
- Narrator** And cereal.

**Francis Tan** It's yellow. It was yellow banana just now, right? And now you've got the yellow koala. It looks like it is a color that works on him. At a background the yellow looks very enticing, it's very strong, it's very powerful in terms of its ability to entice the kids.

**Nikki Muller** You made it! All right, Teddy, why these marshmallows?

**Teddy** Because I like the color red over here and over here.

**Nikki Muller** Now this one's a really funky bag, huh? Lots of different colors. Do you like that it has lots of different colors?

**Teddy** Yeah, that's why I chose it.

**Nikki Muller** Because it's bright?

**Teddy** Uh-huh.

**Nikki Muller** The theory goes undisputed: kids are innately attracted to bright colors, which they associate with fun and happy times.

**Narrator** So, the next time you're in a supermarket, think about how color affects your choices. Ask yourself how many products you choose based on their appealing packaging. The truth may surprise you.

## Unit 12: Apps to the rescue

**Narrator** Constantly connected to the internet, smartphones can help us order taxis, buy pizza, or book flights. Whatever we need, we have it at the tap of an app. Of course, the most important quality of any good app is that it be useful and convenient.

**Vivian Chan** And now just having apps means making everything really accessible and really easy.

**Jessica Curry** I do almost everything on apps at this point. I'm looking for a job, so I'm using LinkedIn. I'm calling an Uber right now. I'm on Facebook, Instagram, all the time.

**Narrator** But increasingly, it's essential that apps offer more than just convenience: they need to solve real problems. Here in the Lapland region of Finland, reindeer farming is a way of life. But the long winters lead to difficult driving conditions, and there are thousands of car accidents involving reindeer each year. For reindeer herders, a fundamental change is essential to ensure their animals, and drivers, remain safe.

**Jaakko Ylinampa** Of course it's a big loss for the reindeer herders, because if they've got 4,000, or even more reindeer killed every year. And of course it's a big loss for the actual driver who gets into the collision.

**Narrator** In an attempt to solve this problem, Finnish reindeer herders, as well as drivers, are embracing an innovative app called Porokello that warns users about reindeer in the area. Anyone with the app can submit a reindeer sighting, and drivers are notified via alerts.

**Maria Timo-Huhtala** We know that we are in the area where reindeer has been seen in the past one hour, and somebody gave the warning for us. So now we know to be cautious and look more carefully beside the roads.

**Narrator** The project seems to have started successfully. But only time will tell if drivers – and reindeer – will really benefit from the Porokello app.

**Narrator** Further south, in the United Kingdom, apps are being used to address different environmental issues.

**Oliver Hayes** There are lots of causes of air pollution, but in cities, and in London in particular, road traffic is the biggest problem.

**Narrator** Walking or biking in poor quality air near busy roads can make conditions like asthma worse and may lead to the development of other respiratory issues. Romain Lacombe is the CEO of Plume Labs, a start-up based in Paris. He's using Flow, his company's air quality tracker, which comes with its own app that links to other Flow users. Together, they provide a real-time map of air pollution in the city.

**Romain Lacombe** By crowd-sourcing the level of pollution across town, we'll be able to build a map of the areas where you can go in real time to escape pollution. We're putting this device in the hands of people, so that we can all know our own personal exposure, but also so we can help each other.

**Narrator** Providing more than just convenience, apps are now improving safety on the roads and quality of life in more profound ways. Who knows what unforeseen problems they'll solve next?

## Unit 1 Opener

**Interviewer** Think of a famous robot from a TV show or the movies and describe it.

**Eric** I'm gonna say Cylons from the *Battlestar Galactica* show, circa 2004. When they were created, they were just your standard robots, you know, two arms, two legs. And then they had a falling out with the human race, and then they were, they left Earth. And then they disappeared for about, like, 80 years and then when they came back they were evolved. So they now have, like, human form. So when they arrived they just wanted to, ... basically want to conquer Earth again.

**Interviewer** Why did they come back to Earth after they'd left?

**Eric** Well there's a lot of theories. My personal theory is I feel like they felt incomplete because at the end of the day they still felt like robots even though they, you know, they look like humans. They were striving for that missing piece. That, like, that emotion that humans have inherently.

**Interviewer** How does society view the robots? Do they help humans or are they a danger?

**Eric** Well, they started as helpful. They started doing, they started, they originally were looked at as servants, and then at some point in their evolution they gained self-consciousness, so they were trying to fight for their own rights in a way. So, I guess humans looked at them as like, you know, a toaster, and now it's basically, it came to a point where the toaster was, like, demanding for equal rights. So it ... and the humans didn't view them as the same so then there was, like, that big change of perspective.

**Interviewer** What tasks do robots do in your home?

**Eric** Well, I am an owner of a Roomba, which is a robotic vacuum cleaner. And it's helpful in my home because basically when I'm not there, it just, kinda turns on and then goes all around my apartment just cleaning whatever dust it gathered on some places. And since it's so tiny, it kind of just fits wherever, like underneath, you know, underneath my couch or my coffee table and stuff like that, and then just, I mean, I haven't seen any dust in a while, so, I, you know. I'm close to it.

**Interviewer** Do you think robots are a positive invention in general?

**Eric** I think they are. Mostly because I think that they've made our lives easier. If you see how robots were used in, like, the building of, like, automobiles and stuff like that, they just made this process very seamless and very safe for, so no humans are hurt by anything. That's just one example. I feel like they just made, make humans' lives easier.

**Interviewer** Do you think that robots will ever be part of everyday life?

**Eric** I feel like they are already, but I'm not entirely sure if I would classify self-driving cars as a robot. Just because I feel like they don't need, like a driver, but they're also self-aware of like, their path and to make sure that they don't hit anything or, like, they cause a traffic accident. So I feel like in a way they are already, like, self-aware. I'm not sure.

## Unit 1

**Interviewer** Can you describe any machines or gadgets that exist for the home?

**Eric** One of my best friends, he owns this voice activated gadget that, kind of orders it's voice activated so he, kinda, just asks for, you know, if he's running low on, like, cups or plates or he wants to buy groceries online, he would just, like, order them immediately. It also works with the rest of his, like, household. Like, he would turn on his lights, on and off. He would request a song to be sang or, like, on the radio or whatever. So it's voice activated, but what it doesn't have is voice recognition, and there's been a couple of instances where I've ordered stuff online on my behalf without him knowing. So he would get these, like, packages on the mail of all this stuff that I kind of jokingly ordered. He would be upset at the beginning but, I mean, I would pay him back eventually.

**Interviewer** Which ordinary household tasks will machines have taken over in ten years' time?

**Eric** I have to think about that. I feel like they would, they would do the easier tasks. I feel like, maybe, cooking, but like the basic cooking. More remedial tasks, more everyday tasks like picking up, you know, dry cleaning. I think the manufacturers will have learned what we're doing now and used that as pattern building, and from that point they can, they definitely will have built, like, more convenient robots to do our more, like, everyday tasks like laundry and more advanced versions of, like, cleaning the apartment. They will have used the drone technology that's already now happening and to do it at a more everyday use. So it will just, you know, pick up your food delivery or, you know, pick up mail from your mail box. I just believe that they will have made your life even easier than it is now.

**Interviewer** What task in particular would you love a machine to do for you, and why?

**Eric** I would like just for my own take, I would love some sort of a voice assistant that would just become, like, a vocal calendar of sorts. That would just remind me of things to, like, maybe just remind of appointments to the doctor or to





remember to call my mom or things that help me, like, remember stuff. Usually in New York City, since the life is so fast-paced, you kind of tend to forget things. So I would love if there was, like, a gentle reminder app of sorts, or something. Voiced by, like, a famous actor or actress. Preferably.

## Unit 2 Opener

**Interviewer** What do you understand by the terms “millennial” and “white collar”?

**Ryoko** “Millennials” are the people who entered their early twenties in the early twenty-first century, and “white collar,” I think those are the people who work in the office.

**Interviewer** Do you think these labels are positive, negative, neutral, or factual?

**Ryoko** I think these labels are neutral and factual, and I don’t think they have any positive or negative connotations to them.

**Interviewer** Can you give us an example of another label that you know?

**Ryoko** At work, I work with engineering students and we often refer them as “nerds”. Because they are serious about their studies, their projects compared to stereotypical college students who like going to parties and having fun. So, I think that’s another example.

**Interviewer** Why do you think we label people?

**Ryoko** I think labels are based on both first impressions and something deeper based on what we know about the person or the group of the, group of people. And it is used, I think, to group people with similar characteristics or traits.

**Interviewer** Can you think of a situation where labels can serve a positive purpose?

**Ryoko** I think there are situations like that. For example, if somebody says, “Oh, you are a kind person,” that’s a positive label, I think. And in instances like that, I think I feel empowered. And I will probably try to be a better person and kinder person. So that’s an example.

## Unit 2

**Interviewer** Is it important to fit in with the majority?

**Ryoko** I think it’s not important to fit in the majority. For example, at my work students would come to my office and ask questions such as, “I can’t find friends, what should I do?” and I usually say to them, “It’s important to be yourself,” so just be yourself rather than trying to fit in. Find someone that you actually like to hang out with, enjoy spending time together, so that’s an example of, you know, it’s not that important to fit in.

**Interviewer** What advice would you give someone who needs to stand up for themselves?

**Ryoko** So I think it happens a lot to many of us and, for example, when you’re in school doing group projects, there’s always someone who doesn’t do the work. So, my advice would be tell that person, “Hey, we have a lot of work to do. You need to pick up your work. And it is going to benefit you, and it is going to benefit us as a group as well.” So that’s something you might want to say to stand up for yourself.

**Interviewer** At what age do you think you’re too old to drive?

**Ryoko** I think it depends on the person because we are all different. So, to me, you are too old to drive if you can’t hear well, if you can’t see well, and your reflexes too slow.

**Interviewer** What about going to music festivals?

**Ryoko** I don’t think so. As long as you enjoy the music and the festival, you are young enough to go.

**Interviewer** And voting?

**Ryoko** I don’t think you are ever too old to vote because voting, and the result of voting, will impact your life.

**Interviewer** When are you too young to drive, go to music festivals, and vote?

**Ryoko** OK, for driving, I don’t really feel comfortable – high school students, 15-year-olds, driving around. Maybe it has something to do with me being a mother, and living in New York City and looking at crazy traffic all the time. Music festival. So, if I were to take my child to a music festival, and I suppose he’s a teenager, maybe I don’t feel that comfortable him going there by himself. I’m OK with him going there, but I will probably drive him there. Um, and voting. There was a news, a while ago, saying lowering voting age to 16 somewhere, and I think there are some positives and negatives about it, but 18, which is currently the voting age in the United States, I think that’s not too young.

## Unit 3 Opener

**Interviewer** Tell us about a time when you did something that didn’t end well.

**Andrea** So, I was invited to a party. It was a quinceañera, and I had to look very pretty with a fancy dress. My mom warned me not to wear this set of shoes that were beautiful but looked very uncomfortable. I did, and unfortunately I couldn’t dance all night, they gave me blisters, and it was very painful for about two weeks.

**Interviewer** How did you want to spend the evening?

**Andrea** I wanted to be able to not sit down at all, and I wanted to be rolling on the dance floor, and I couldn’t do that.

**Interviewer** What is “hindsight”?

**Andrea** To me, “hindsight” is the opportunity to reflect.

**Interviewer** Do you think that using hindsight is important?



**Andrea** Absolutely. I think it's always very important to have the opportunity to reflect back on the good or the bad.

### Unit 3

**Interviewer** What do you consider life's little problems to be?

**Andrea** I think sometimes people hold on to emotions for too long, and they tend to overreact instead of just seeing things for what they are. They also don't understand that life is full of choices, and the consequences are the result of those choices.

**Interviewer** Do you go with the flow, or do you blow things out of proportion?

**Andrea** Well, I would say I'm a work in progress. I do check myself a lot to make sure that I'm not blowing things out of proportion, even though it's only human. You know, I try to reflect on the situation and just make sure that I am not overreacting.

**Interviewer** Can you give us an example?

**Andrea** Sure. So I work in a very high-paced environment, and sometimes it's very hard to just leave my, all problems at work. So I'm working very hard to do that. I'm also trying to say no more often without feeling guilty about it.

**Interviewer** You arrive home and realize you've left your house keys on your desk at work. What do you do?

**Andrea** Ah, that's me all the time. I'll probably go back and get them, unless there is somebody with a spare key that is closer to and faster to get to.

**Interviewer** Over lunch, you tell some friends an embarrassing story about your new boss. As you're leaving, you realize she's sitting right behind you. What do you do?

**Andrea** Wow, that's a very bad situation. I would probably just apologize, apologize right there and then. I have to own up to my mistakes and whatever I just did was horrible, so I will apologize.

### Unit 4 Opener

**Interviewer** Tell us about a world famous photograph or painting from history.

**Audrey** Well, my, one of my favorite one is from Leonardo da Vinci, and this is *La Vierge, Sainte Anne et L'Enfant*, which would translate into *The Virgin St Anne and the Child*. I love this painting, especially because of this history I read about it, is that it was offered together with *La Joconde* – the *Mona Lisa* – and with another painting to the king, Francois Premier, at the death of Leonardo Da Vinci. Leonardo Da Vinci was living with the Medici family, which was a very rich family from Italy, from Firenze. But, you know, by the end of his life he was getting old and not that good at painting anymore because he had arthritis. And, so the Medicis were not really nice to him anymore, so he, but Francois

Premier was the king of France, offered him to come to France and to live with him at the Louvre. And Leonardo da Vinci had such a wonderful life that he decided to give his paintings to France.

**Interviewer** Do you like the painting?

**Audrey** Well, I love it. I love it first because it's beautiful, and I love usually the painting with the Virgin and the Child. But also I love it because at the time, I mean, long time ago, at the Louvre you had *Mona Lisa* and on the right side of it, you had *The Virgin, St Anne and the Child*. It was way before *Mona Lisa* went in to this big room where now you have a twenty miles of other paintings and you almost cannot see it. So, everybody was basically gathering around *Mona Lisa*, and I would always look at the one that is on the right side of *Mona Lisa*. And that's part of it, I guess. You know, to go into things which are a little bit more into the light but that can be, in a sense, even more beautiful and speak to you in a different way.

**Interviewer** Can you think of an example of a time when you couldn't see the forest because of all of the trees?

**Audrey** Yes, well actually it's a interesting question because through my work, I do a lot of events, a lot of street art events, you know, against slavery. And every day I basically have to think about all the details, but every day I also have to pull back and think about the big pictures and not be caught only in the details. Because what people remember after is the big picture and the inspiration they got.

### Unit 4

**Interviewer** Do you think it's important to see eye to eye on everything with your friends?

**Audrey** I think it's definitely better, and the conversation is richer when you don't necessarily see eye to eye with your friends. But if there is some disagreement, then you can debate and you can grow in your own thoughts.

**Interviewer** Can you give us an example of when you didn't see eye to eye with a friend?

**Audrey** Well, yes, it happened actually a few days ago. We had a conversation around politics, and today there are a lot of conversations about politics in the U.S. ... and eventually the only way to basically stop the conversation was basically moving forward and moving to a different conversation.

**Interviewer** What were your parents strict about when you were younger? What did they turn a blind eye to?

**Audrey** Well, my parents were not very strict because I think I was a pretty easy-going child, but though they were really teaching me manners. You know, how to behave, how to say hello, how to behave when you are eating and this type of thing. And,



for example, with my own children, I see it a little bit differently because we live in the U.S. and expectations are a little bit different.

## Unit 5 Opener

**Interviewer** Where is the farthest from home you've ever traveled?

**Susanne** I went to China and Thailand, and that's the furthest away from home I've ever been.

**Interviewer** What does "remote" mean to you?

**Susanne** There's a couple of things that come to mind when I think of the word "remote". The first one would be that if something is remote, it's very far away from everything. Probably no streets, no public transportation, maybe no internet. I also, of course, think of the remote control, where you can switch on and off something from far away. Or if you are working remotely, that means you actually don't come in to work, you work from home or you work from somewhere else that's not the office. And if somebody says, "I'm not remotely interested in this," this means you're probably not going to change their mind.

**Interviewer** What movies, books, shows, or real-life stories do you know in which people live in some type of isolation?

**Susanne** There is a book called *Robinson Crusoe* where the protagonist is stranded on a deserted island in the Caribbean and has to survive for a couple of years, until he actually manages to escape. There's also the movie *Castaway* with Tom Hanks, which is a very similar situation to *Robinson Crusoe*.

**Interviewer** Can you think of any other types of people who live in isolation?

**Susanne** Another thing I can think of is nuns and monks that are living in isolation in their monasteries, sometimes even with a vow of silence. And of course writers. Writers are often very isolated in their work, when they have to do their research, and they have to do the actual writing. And scientists. Scientists when they have to go and research, and they're so in their work that they forget everything around them.

**Interviewer** Is their isolation a choice or an accident? How do they handle it?

**Susanne** For the castaways, like Robinson Crusoe and the Tom Hanks character, it's definitely an accident. They are having a very hard time with the isolation. They really get desperate, they miss other humans, they almost ... , some of them are almost trying to end their lives because everything is so horrible without other people around them. With the writers and the scientists, they, you would think they have a choice because, of course, they can just open the door and go outside and interact

with people. Some of them are probably so driven by their talent and by their need to write that even so on the outside they seem to have a choice, on the inside they really just have to get out their craft and commit themselves to it a hundred percent.

**Interviewer** Have you ever isolated yourself voluntarily?

**Susanne** For me to be isolated is very difficult because I'm really social. I love having people around me. But while I was in university there were a lot of times where I just had to study for an exam, and during those times you just hunker down and be by yourself and get all the things you need to know for the tests into your head. So, I have had periods where I was very isolated, and I did not enjoy them so much.

## Unit 5

**Interviewer** Where do you work and who do you work with?

**Susanne** I work in real estate, which means that I have colleagues that are also in real estate, that are real estate agents. We work together in an office. Some of them prefer to work from home. I like to be in the office and talk to everybody. And then you also go out all the time, and you meet with people that want to buy and sell real estate. So you meet with them, you show them around, you look at their real estate, and basically you're talking to people all day long.

**Interviewer** Can you think of a job where people work on their own?

**Susanne** Professions that I can think of that are working by themselves would be writers and also scientists. I think that they work alone out of necessity and of choice. It could be both, but they are probably being more productive if they are by themselves and they can concentrate better.

**Interviewer** Would you like to do those jobs? Why or why not?

**Susanne** For me it would probably not be a perfect profession because I would feel very lonely, and I like for every day to be different. So if I had to sit down all day and write a book, I don't think it would be for me.

**Interviewer** What ways can people who work remotely communicate with their teams?

**Susanne** There is a myriad of ways that people who work remotely can talk to their teams. You can, of course, do it electronically via email, you can do it over the phone, you can do video conferences, Skype, FaceTime, WhatsApp. The possibilities are endless. And it's always better if you see the other person when you communicate because so many things get lost when you just hear the other person, or if you just do an email or a text.



## Unit 6 Opener

- Interviewer** When was the last time you were pleasantly surprised?
- João** I think it was last week when I got upgraded flying back from Portugal. That was awesome.
- Interviewer** Have you ever had an unpleasant surprise?
- João** I actually did. Yesterday my doorman called me when I was at work because I had a leak in my apartment, so the water was flowing downstairs.
- Interviewer** Would you say that you are a spontaneous person?
- João** I like to have good surprises, it's true, so I'm more spontaneous. But at the same time because of work, I tend to have everything planned, so I think it's my nature, just to have everything planned.

## Unit 6

- Interviewer** Tell us about a time when an underdog won something.
- João** I can think about my nephew when he was trying to get to university in Brazil, and he, he was able to get into one of the best one in the country and he comes from a small town, so we didn't really expect that he would make that achievement.
- Interviewer** Have you ever been the underdog?
- João** I think I was, especially coming to work in the States. I didn't manage the language from the beginning, and being able to get to where I got, I think it was a big achievement also.
- Interviewer** Why do you think people cheer for the underdog?
- João** I think you really look at them, and they don't have the same chances that everybody else, and it's more like it's deep in your heart, you have that feeling that you really hope they could do better.
- Interviewer** Why might some people not cheer for the underdog?
- João** I can think of during Carnival in Brazil when you have the big parade, and each one of the people over there, they have their own school to support. Those schools, they are part of the neighborhood. So you're basically part of the neighborhood, and it makes a lot of sense to support your own neighborhood.

## Unit 7 Opener

- Interviewer** How many generations of your family have you met?
- Andrea** So from my mom's side I met up to my great-grandmothers. From my dad's side, only my grandmother, or my grandparents, yeah.
- Interviewer** Is there anything interesting in your family's history?

- Andrea** My grandfather from my dad's side only went to school up to second grade. However, he taught himself many, many subjects. He was a salesman for a book company, and he used to learn all of these books that he sold, and that's how he learned. He talked, he could talk pretty much about anything.
- Interviewer** Who in your family would you like to know more about and why?
- Andrea** So, I never got to meet my grandfather from my mom's side. He died when my mom was really young, so I never got the opportunity to meet him. My mom tells me that he was a loving and great family man, so he will be one person that I would like to know more about.
- Interviewer** Does all of your family come from the same area?
- Andrea** My city is Pereira, and that's where my parents and my grandparents come from. It's a small city in the mountains that produces, it's very big on coffee. Once we came to the United States, a lot of us came when we were really young, so we have moved on to marry people from, like, different backgrounds. So my family here in the United States is very diverse.
- Interviewer** Would you ever be interested in doing a DNA test to learn more about your family history?
- Andrea** Absolutely. I'm always very curious about learning more about my heritage and where I come from so, yeah, that would be a great opportunity.

## Unit 7

- Interviewer** Does your family often get together?
- Andrea** Yes, we do get together a lot. We enjoy family gatherings, and we spend a lot of time together.
- Interviewer** What kinds of occasion usually bring your family together?
- Andrea** Obviously we celebrate holidays, but we also make it a point to celebrate anything, pretty much. We get together for dinners, barbeques, birthdays.
- Interviewer** Do you have any rituals that are unique to Colombia?
- Andrea** So we're very traditional when it comes to, you know, the holidays. There is this particular celebration that Colombians follow that not a lot of any other countries do it, which is el Día de las Velitas. So, it's around the beginning of December where we all go out in the streets and light up candles, and we get together and do fireworks if they're allowed and, you know, it's a family, it's kicking off the holidays for us, and we still do that here in the United States.
- Interviewer** Do you enjoy big family get-togethers?





**Andrea** Yeah, absolutely. I treasure the time I spend with my family. We are a big family, and we always have fun, and I try to also teach my kids that, you know, this is the time that we get to spend with our loved ones. So we're all very big on that.

**Interviewer** Does your family ever visit you in New York for big family get-togethers?

**Andrea** Yes. We, luckily we've had the opportunity that for them to come and visit us, and it's great to have them over. They bring a little bit of our family over the years so, you know, with one of them, we feel like the rest of the family comes and visits. We create great memories, and we always, I mean, it's been 21 years and we feel like we always have a big family and we stay in touch. So it's great to have them over.

## Unit 8 Opener

**Interviewer** Are you easily distracted at work? What kinds of things distract you?

**Eric** I am easily distracted at work. I usually go into this tunnel of cat videos a lot. I'm obsessed with that. And I think that's it.

**Interviewer** What kind of things do you do in order to avoid working?

**Eric** Is my boss gonna see this? Well, hopefully no. So, what I would do is, I would go on the internet and not research whatever it is that I'm supposed to be researching. I would just go on, you know, the newsletters, or pop culture stuff just to read about stuff. Or if I'm trying to figure out, like, random questions like why is the sky blue, it'll pop up in my head, and I would have to Google it or, you know, go through all these things, just random trivia that I need to know for whatever reason.

**Interviewer** What do you do to avoid distractions and stay focused?

**Eric** Hopefully my boss is seeing this part of the video? What I've learned that helps me is just do, like, quicker tasks. Like, doing, completing point A and point B to get to point C. So it's like little tiny milestones to accomplish something, so there is not as like, you don't see the finish line. You don't focus on the finish line, you just focus on, like, the one step at a time situation.

**Interviewer** What other techniques do you know about?

**Eric** Well, some of my friends have said to me that they listen to a lot of classical music while they're doing work. They tell me that it helps them calm down, so they can focus on the task at hand.

## Unit 8

**Interviewer** Describe in your own words what "you have the attention span of a goldfish" means.

**Eric** For me it means that you are easily distracted by whatever it is in your vicinity. It could be, like, a blinking light. It could be a random noise in the background, and it'll just interrupt the task that you're doing at that time.

**Interviewer** In a typical day, what responsibilities demand most of your attention?

**Eric** Usually the tasks that I feel like I'm 100 percent there in presentations, when I'm presenting to a client, because I have to be very descriptive about the work that I'm presenting. But also I have to be very attentive to what the client is asking, or what they're talking about when they talk about the work, just because I wanna feel like I need to absorb everything that they're telling me. And usually in meetings, like, with other of my peers, if there's something that, like, if we're doing a brainstorm of sorts we would talk about the work and see if we can get, like, a common thread of, like, is this meeting going places and stuff like that.

**Interviewer** What tasks do you find most difficult to focus on?

**Eric** Tasks that I find most difficult to focus on is, sometimes they're self-initiated ones, like, just taking that first step to accomplish something. Sometimes I kinda, like, lag, or I feel like it'll take me forever to get to that first step. But as soon as I take that first step, everything is like, smooth sailing.

**Interviewer** Think about the tasks you had intended to do in the last few days at home. Which of them did you concentrate on, and why?

**Eric** So for home I usually tend to bucket these priorities as you have laundry, cleaning the apartment, grocery shopping, and just relaxing watching TV. Usually how I attack these is that whatever needs to be done at a certain time, I'll see them, but the one thing that would trump all of it is, like, if there's no food in the fridge, I can't do any of the other three. So, you know, you can't clean with an empty stomach is, you know, what I think.

**Interviewer** What distractions or interruptions did you have to deal with?

**Eric** Well, my roommate, who I love, and hopefully he sees this, is, sometimes he is very needy when it comes, as soon as he comes in to the apartment. So he likes to talk a lot about his day and, like, all this stuff, and usually if I'm, like, in the zone and, like, doing things, it's hard for me to, like, I'm trying, I'm trying to be as nice as possible, to listen to him and, like, you know, be there for him, but there are some instances where I just wanna, like, just focus on my own things.



**Interviewer** Did you manage to get everything done?  
**Eric** Well, my fridge is full and as I, you know, I watch my TV shows as, like, as I'm eating, but I think I still have some laundry to do. So.

## Unit 9 Opener

**Interviewer** What might be the disadvantages of living in a big city?  
**Audrey** Well, the disadvantage would be that there is maybe a lot of noise, so it's harder to rest.  
**Interviewer** What do you think the advantages are?  
**Audrey** The advantages, there are actually a lot of advantages like being able to see Broadway shows, to go to the museums, to go to the parks, to meet new people. There's always unexpected things happening around you and this is always very exciting.  
**Interviewer** What factors are most important for a good quality of life in the city?  
**Audrey** Well, what is really the most important is to be able to be in a restful area when you need to, and to be able to get the excitement and the movement of the city when you want to.  
**Interviewer** What defines a good quality of life for someone who lives in the suburbs?  
**Audrey** Well, I would say for the suburb is to be able to go to the city whenever you want to, and to have the possibility to have a bigger house to accommodate your family.  
**Interviewer** What about for someone who lives in the countryside?  
**Audrey** And for the countryside, I would say that it's to be really close to the nature and be able to hear the bird and enjoy the beauty of the nature.  
**Interviewer** How does living in Paris compare to living in New York City?  
**Audrey** Well, Paris in a sense is quieter. It's more of a village spirit, where in New York and Manhattan is bigger. So this is, I guess, the most important difference.

## Unit 9

**Interviewer** Do you think you get enough sleep?  
**Audrey** I don't think I really get enough sleep, because I work a lot on all these events, so I sleep probably at midnight and wake up at six thirty. And usually for me, I would need to go to bed around ten thirty, eleven, and up to seven. So those days, I don't.  
**Interviewer** Do you ever try to catch up on lost sleep?  
**Audrey** I do usually over the weekend when I can. I try to catch up on Sunday morning, though my children often have activities on Sunday morning, so it's not easy every time.  
**Interviewer** What do you think is the main reason why people don't get enough sleep?

**Audrey** Well, I think that people, you know, when they go back from work they just want to enjoy their family, to have some quality time, to have a better balance between their work life, you know, and their family life. And because of that, they will basically have a, try to get a longer time at night with the people they love, so they cannot sleep as much as they would.

**Interviewer** What do you understand by FOMO?  
**Audrey** Well, I think that it's true that people have the feeling that they are missing out all the time, again because there is such a workload, a load of information that comes all the time and you can be stressed out to miss any information, whether it's a Facebook post, or an email, or a call, or a text, or a WhatsApp. It's crazy the level of demand that is around you today.  
**Interviewer** How much do you think FOMO is a factor in bad sleeping habits?  
**Audrey** Well, I think that it has a huge impact on the lack of sleep because, again, people feel like they should be not missing out anything so they forget to sleep.  
**Interviewer** They forget to sleep?  
**Audrey** Yes, I think they do. I mean at least I do because, you know, I am caught up in to reading an email or an article or exchanging with someone, and then I realized already one a.m. And I'm all excited when I should not be.  
**Interviewer** Do you think that FOMO is a factor in bad sleeping habits for you?  
**Audrey** Well, for me not really. What is really impacting my sleep is all the work I do and the excitement about the mission that I have with my non-profit, so it's more that that prevents me from sleeping. I'm not really obsessed by Facebook or this type of social media, so I don't think that they really impact my sleep.

## Unit 10 Opener

**Interviewer** Are there any restaurants that serve food from your culture in New York City?  
**Ryoko** Yes, there are many Japanese restaurants in New York City. I feel very few of them are actually authentic. Many of them, I feel, change the way food taste to please the people here.  
**Interviewer** How have they adapted?  
**Ryoko** For example, sushi restaurants in New York City, I notice that many of them just serve rolls. In sushi restaurants in Tokyo you wouldn't see dragon rolls, or California rolls, that's just very different. We will often see things called "nigiri" in rest ... , sushi restaurants in Tokyo. So those are the ways they adapt it here, I think.  
**Interviewer** What are "nigiri"?





- Ryoko** Nigiri is a kind of sushi that has small rice ball on the bottom and raw fish on top.
- Interviewer** “California rolls”?
- Ryoko** So California rolls are a kind of sushi that’s rolled. That has imitation crabs, avocados, cucumbers, seaweed, and sesame seeds outside, sesame seeds outside of the sushi. Actually, I’ve never really seen it in Japan, probably because avocados are very expensive in Japan.
- Interviewer** And “dragon rolls”?
- Ryoko** It’s, again, rolled sushi. I really, really like them. I’m not 100 percent sure what’s inside, but I think it’s shrimp tempura, cucumbers, eel, maybe sometimes avocados inside of the roll.
- Interviewer** Do you cook? If so, have you updated the way you cook since you’ve been in New York?
- Ryoko** Yes, I do cook, and sometimes I cook traditional style, and sometimes I update my recipes.
- Interviewer** What changes do you make to traditional Japanese recipes?
- Ryoko** So, for example, tofu, we eat a lot of it in Japan. The flavor is not the same here in the United States, so I feel the tofu I get here in the U.S. has no taste. So what I have to do to just, you know, to be able to eat, is add some spices, maybe stir fry it, just cook it very differently than how we usually eat in Japan.
- Interviewer** What’s the most noticeable difference between food in New York and in Japan?
- Ryoko** First I came here, I couldn’t believe the size of the hamburgers. I would eat, like, two bites, and eat a couple of fries and I was full. And every time my friends come over they do the same thing. I can eat it all now, but French fries are so much better here.

## Unit 10

- Interviewer** Do you eat more or less meat than you used to?
- Ryoko** I think I eat less meat than I used to, primarily because I’m concerned about environment. Cows releases a lot of gases, and chickens, pigs, any animals actually, they pollute water sources. So I started eat less.
- Interviewer** Can you name any alternative sources of protein? Do you like them?
- Ryoko** So, some of the alternative sources of protein I know are tofu, tempeh, seitan, beans. I think that’s about it. And, for example, soy, they are mostly soy-based, seitan and tempeh, and tofu. I like tofu. I like regular beans, but I don’t like seitan and tempeh, which are also soy-based, because of their texture and the smell.
- Interviewer** Why are alternative sources of protein becoming more common these days?
- Ryoko** I think people are becoming more conscious about the environment. And that’s one of the reasons people eat less meat. Also, people are more

health-conscious, so a lot of people avoid eating red meat all the time. But you can’t eat chicken every day, you are going to get sick of it.

- Interviewer** How would you define a superfood?
- Ryoko** Superfood is something that is packed with nutrition and something good for you.
- Interviewer** Can you give us some examples?
- Ryoko** So I think some of the examples are blueberries, kale, salmon. I like blueberries, I like salmon. Not so much kale. I would eat it only if it’s in the soup when I cannot smell it, and I cannot really taste it.
- Interviewer** Do you think they really are super foods?
- Ryoko** I don’t think so. I think it’s actually better to eat a small amount of regular food from a lot of different sources than eating just a few superfoods.

## Unit 11 Opener

- Unit opener**
- Interviewer** Do you have a favorite color?
- João** My color is blue.
- Interviewer** What are Brazil’s team colors?
- João** That’s easy, that’s yellow and green with a little bit of blue also.
- Interviewer** Think of a group you’re connected to in some way. How do you show your affiliation with the group?
- João** I think an example is a World Cup. We always get to wear yellow and green whenever Brazil is playing. And sometimes we paint our faces also.
- Interviewer** Think of another type of group that you’re connected to. Do you do the same with them?
- João** Yeah, I think so. I think especially in social media. Now on Facebook or Instagram you can put different colors in your profile and that show your support for a social cause or a health cause, and then you see other people doing the same, and you feel that you are part of the same group.

## Unit 11

- Interviewer** What does the color red mean to you?
- João** That would be passion. Roses are red. But it could also mean a stop sign. For status reports, if you see red, it’s not a good thing. But when you see someone with their face red, it could be anger, it could be embarrassment. So yeah, a lot of things.
- Interviewer** What about green?
- João** Let’s just say that everything is on course. We use a lot of green in the status reports at work, and usually green, it’s a good sign.
- Interviewer** Can you tell us an expression in your language that uses color?
- João** Yes, *sorriso amarelo*, which is “yellow smile”. And that means a fake smile or somehow forced.
- Interviewer** Can you tell us another one?



**João** Yeah, *esta tudo azul*, which means, which is “everything is blue.” Different than the States, blue doesn’t mean sad, but it means that everything is all right.

## Unit 12 Opener

### Unit opener

**Interviewer** Can you name some of the important life milestones that many people experience?

**Susanne** First you are born, then you start kindergarten. You start school, then you go to higher school usually. You graduate school. During that time you have your first kiss and your first relationship usually. After school, you choose a profession. You do an apprenticeship or you go to university and get a degree. And then you work in that profession but you also, at the same time probably, find your life partner. You get married, have children, and then maybe you change your profession at one time or another. And at some point you retire, and then your golden years start where you get to travel a lot, hopefully, have grandchildren, enjoy life, and then you die.

**Interviewer** Of the life milestones that you have experienced, which has been the most challenging? Why?

**Susanne** The most challenging life milestone for me has been to find a profession that I really love. I have changed professions a couple of times which, for a German, is very hard because usually the Germans stay in the same profession throughout their whole life. And I am a teacher by training, I did not enjoy teaching. And then I was in book publishing for a while, and now I’m in real estate and I absolutely love it. But it took me a while to find the right profession for me.

**Interviewer** How did you discover your career?

**Susanne** I am a teacher by training, so I have a masters in teaching, and when it came to actually being a teacher, I found out that I absolutely did not even remotely like it, a little bit. And, but I, when I came over here, I figured I should be doing something that’s a little bit at least in line with what my degree is. So I went in to book publishing, which I enjoyed well enough but I didn’t love it. And my husband always told me, “You would be great in real estate, why don’t you just try it?” But at that point I didn’t want to disappoint my parents and do something that is just not in line at all with my degree. Then in 2008, I just said, “This is what I wanna do and I’m just going to do it, and if I follow my nose, then at least I’m gonna, I will have tried it. I will have given it my best shot.” And so I’ve been in real estate now for ten years and I absolutely love it. There’s nothing I can imagine loving more.

**Interviewer** How have you found the experience of moving to another country?

**Susanne** For me, moving to another country has been a big adventure. In my family, everybody lives within four streets in the same area of Munich, and they might go away for a year or two to study, but they always come back and live in that same area. So, it’s definitely been a big adventure for me. I can only recommend it because it gives you the chance to start fresh and to be who you want to be. And keep the things you like and do the others new and fresh. You do need a sense of adventure, you do need to be able to adapt. But I can only recommend it.

## Unit 12

**Interviewer** How well do you deal with change?

**Susanne** Well, I have to say now based on my life, I deal very well with change. I’m surprised that I am dealing as well with change as I have, because in Munich things don’t really change that much, ever. But it’s a much more exciting life, with change.

**Interviewer** What does “If it isn’t broken, don’t fix it” mean?

**Susanne** It means that you’re not supposed to rattle the boat, or you’re not supposed to change course as long as it seems to kind of still be working.

**Interviewer** Is it good advice?

**Susanne** I think this is terrible advice because then nothing is ever going to change. You’re not going to discover new things, and you’re just gonna to keep doing the same old things that might not be working that well anymore. Just because something isn’t broken doesn’t mean it’s great.

**Interviewer** Is it advice you follow?

**Susanne** No, not in this life.

**Interviewer** What advice would you give to someone who’s contemplating a change in their life?

**Susanne** I would say prepare as much as you can, but then just do it. Things are gonna be fine, don’t over-analyze everything. Just be prepared, make sure you know all the laws and all the rules, and you’re gonna be all right.

**Interviewer** What would your life have been like if you had stayed in Germany and not moved to the U.S.?

**Susanne** Well, my life in Germany was not broken. I had a very nice life there, but I think I just always would have felt like my pond is too small. So I don’t think I would have been very happy there. Even though it’s beautiful and my family is lovely and everybody’s great but, for me, I needed the excitement of moving to another country.

