

# VIEWPOINT

VIDEO ACTIVITY WORKSHEETS

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# Teaching Notes

The *Viewpoint* videos bring to life conversations and interviews from the Student's Book. They combine audio and visual stimuli to introduce new language and provide further context for the way students can expect to encounter conversational English outside the classroom. These worksheets accompany the *Viewpoint* videos to enable teachers to provide scaffolding exercises specific to video viewing.

The versatile worksheets allow teachers to integrate the video lessons based on their own needs and resources. They can be used as in-class replacements for listening activities or as completely independent homework or quiet-study assignments.

## *Guidelines for using the video worksheets*

### **Before you watch**

- activates background knowledge about the topic
- engages students' interest in the topic
- prepares students for vocabulary and language encountered in the video

#### **General notes about this section**

- When in class, call out difficult vocabulary before students encounter it. Outside of class, remind students to check their dictionaries if they are having trouble with a word.
- The writing activities in this section get students thinking about the topic. These don't have to include complete paragraphs, but just a few sentences to express ideas about the topic.
- All writing activities can be done as pair work or as class-wide work. Have students compare their answers or ask about each other's answers.

### **While you watch**

- activities check students' general and detailed understanding of the content

#### **General notes about this section**

- Gist questions check that students understood the main idea of the video.
- Detail questions prompt students to watch and listen for specific information.

### **After you watch**

- further engages students in the topic and provides opportunities for students to personalize
- draws attention to language points, enabling a smooth transition to exercises in the Student's Book

#### **General notes about this section**

- In Lessons A and B, questions give students the opportunity to comment on the video and to express their opinions about various topics from the videos or about the video characters.
- In Lesson C, questions give students an opportunity to express their opinions and practice the conversation strategy that is presented in the Student's Book.
- These activities can be used for pair work, group work, or having students share their essays with the class.

# Unit 1: Social networks, Lesson B

## Before you watch

- A** What methods of communication do you use every day to stay in touch with people? Circle the ones you use and underline your favorite. Then, write a few sentences about why it's your favorite.

send e-mail

talk on a cell phone

use instant messaging

send text messages

talk on a home phone or landline

use social networks

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## While you watch

- A** What methods of communication do these people use? Watch the video and circle the one that is mentioned.



1. *Jeff*

social networking sites  
cell phone



3. *David*

Internet calls  
social networking sites



2. *Victoria*

instant messaging  
e-mail



4. *Sarah*

instant messaging  
text messages

# Unit 1: Social networks, Lesson B

## B Watch the video again. Check (✓) true or false.

- |   |                               |                                |
|---|-------------------------------|--------------------------------|
| 1. Jeff goes on his social networking site eight to ten times a day.      | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2. Jeff likes to check his friends' pages to see what they're doing.      | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3. Victoria is the only person in her house that uses e-mail.             | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4. Victoria's kids text all the time.                                     | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 5. David is never on the phone at work.                                   | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 6. David uses his laptop to make calls over the Internet when he travels. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 7. Sarah instant messages all of her friends.                             | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 8. Sarah often calls her friends to catch up.                             | <input type="checkbox"/> True | <input type="checkbox"/> False |

## After you watch

### A What do you think are the best forms of communication to keep in touch with these people? Why?

1. Your family

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2. Your friends

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3. Your co-workers

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4. Your teachers

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# Unit 1: Social networks, Lesson C

## Before you watch

**A Complete the sentences with the correct expressions. There is one extra expression.**

lost touch

that's awkward

updated my profile

nothing personal

"unfriend"

1. I \_\_\_\_\_ with my best friend from high school. She moved away and we just stopped talking.
2. I had to \_\_\_\_\_ an old high school classmate on my social networking home page. She was posting too many silly ads.
3. I \_\_\_\_\_ last week when I got a new job. I'm so excited about it that I want everyone to know.
4. People are always asking to be my friend on social networking sites and I always say no. It's \_\_\_\_\_. I just don't have any social networking accounts.

## While you watch

**A Read the sentences that describe the story. Then, watch the video and put the sentences in the correct order (1–5). There is one sentence that is incorrect. Cross it out.**

- \_\_\_\_\_ Stan doesn't think it is a big deal to "unfriend" people.
- \_\_\_\_\_ Alexa asks Stan why he "unfriended" Tammy and how Tammy found out.
- \_\_\_\_\_ Stan "unfriended" Tammy.
- \_\_\_\_\_ Stan also "unfriended" Alexa.
- \_\_\_\_\_ Alexa asks if Stan let Tammy know about being "unfriended."
- \_\_\_\_\_ Stan explains why he "unfriended" Tammy.



# Unit 1: Social networks, Lesson C

## B Circle the correct answers.

1. \_\_\_\_\_ was really upset when Stan talked to her.  
a. Tammy  
b. Alexa
2. How did Tammy find out that Stan “unfriended” her?  
a. Alexa told her.  
b. We don’t know.
3. Why did Stan unfriend Tammy?  
a. They hadn’t communicated in a while.  
b. He decided that he doesn’t really like Tammy.
4. Alexa asks if Stan \_\_\_\_\_ Tammy to let her know about being “unfriended.”  
a. called  
b. e-mailed
5. Stan \_\_\_\_\_ why Tammy is upset about being “unfriended.”  
a. doesn’t seem to understand  
b. understands completely
6. How does Alexa feel about Stan “unfriending” Tammy?  
a. Alexa doesn’t really care at all.  
b. Alexa thinks that Stan should have let Tammy know.

## C Listen for these sentences and questions. Circle the ones you hear.

1. Oh, yeah? And why’s that?  
Oh, yeah? Why’s that?
2. Oh, that’s awkward. How did she find out?  
Oh, that’s awkward. And did she find out?
3. I’ll remove people – if we haven’t been in touch for some time.  
I remove people – if we haven’t been in touch for some time.
4. I mean, you let her know.  
I mean, you let her know?

## After you watch

- A** Do you think Stan was right to “unfriend” Tammy? Do you think he should have handled the situation differently, or do you think he never should have “unfriended” Tammy? Why? Write a paragraph stating your opinion and how you would have handled the situation.

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## Unit 2: The media, Lesson A

### Before you watch

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

avidly	instant	obsession	podcast
gossip	invent	ordinary people	reassuring

1. My sister has a(n) \_\_\_\_\_ with celebrities. She talks about them all the time.
2. \_\_\_\_\_ are so much more interesting than celebrities. I mean, my best friend has lived in three countries in the past year, and my cousin works as a translator for a diplomat. That's much more interesting than what a celebrity is wearing.
3. My favorite comedian has a(n) \_\_\_\_\_ that I download every week. I love listening to it while I'm at the gym.
4. I find it really \_\_\_\_\_ to know that I am not the only person who is so interested in celebrities. I mean, it makes me feel better to know I'm not alone.
5. I \_\_\_\_\_ follow the news about my favorite celebrities. I check all of my Web sites every day for articles about them and I buy all of the magazines with my favorite celebrities in them.
6. I think it's crazy that you can become a(n) \_\_\_\_\_ celebrity just by being on a talent reality TV show. Some people have become famous literally overnight.
7. I think it's really sad that the media feels that they need to \_\_\_\_\_ stories about celebrities. I mean, there are plenty of stories to report without having to make things up.
8. The first thing I do when I get into work is \_\_\_\_\_ about my favorite celebrities with my co-workers. Sometimes our boss gets annoyed that we spend so much time talking about the lives of the rich and famous.

### While you watch

**A Watch the video. Then, cross out the topics that aren't mentioned.**

1. celebrity magazines  
people that celebrities date  
food celebrities eat
2. talent shows  
racing shows  
reality shows
3. medical problems  
ordinary people  
plastic surgery
4. kings and leaders  
actors and musicians  
doctors and lawyers



## Unit 2: The media, Lesson A

### B Watch the video. Check (✓) true or false.

- |  |                               |                                |
|--|-------------------------------|--------------------------------|
| 1. News magazines outnumber celebrity magazines.   | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2. The media often invents celebrity problems.   | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3. Reality TV makes ordinary people into instant celebrities.                                      | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4. There are shows that pay for plastic surgery so that celebrities can look like ordinary people. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 5. Psychologists say that it is natural for people to talk about celebrities.                      | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 6. Celebrities are like part of the family because we watch them on TV and the Internet.           | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 7. Being obsessed with celebrities is not normal at all.   | <input type="checkbox"/> True | <input type="checkbox"/> False |

## After you watch

### A Answer the questions below about celebrities.

1. Who is your favorite celebrity?

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2. What do you like about celebrities?

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3. What methods do you use to follow news about celebrities?

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4. What do you think is good about being obsessed with celebrities?

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5. What do you think is bad about being obsessed with celebrities?

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**B** Do you think that it's normal to be obsessed with celebrities? Why or why not? Do you find it reassuring that some psychologists think that it's normal, or should people be trying harder to avoid their celebrity obsessions? Why or why not? Write a paragraph.

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## Unit 2: The media, Lesson C

### Before you watch

- A** Underline the things you watch online. Then, write a few sentences describing what types of things you watch and why you watch them online.

movies

music videos

television shows

video clips

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### While you watch

- A** Watch the video. Check (✓) the topics that Pedro and Anna talk about.

☐ boring videos

☐ music videos

☐ cute baby videos

☐ talking dogs

☐ dangerous videos

☐ watching movies online

☐ funny videos

☐ watching video clips



- B** Circle the correct answers.

- Pedro \_\_\_\_\_ watch the video clip that Anna sent him.  
a. liked to      b. didn't      c. is going to
- What type of video clip did Anna send Pedro?  
a. a video with talking cats      b. a video of someone riding his bike into a wall  
c. a cooking video
- Pedro doesn't mind \_\_\_\_\_ videos.  
a. stupid      b. cute      c. funny
- Pedro doesn't like it when people \_\_\_\_\_ in videos.  
a. talk about their lives      b. do dangerous things      c. talk to cats

## Unit 2: The media, Lesson C

5. Pedro thinks that a lot of home videos that people post are \_\_\_\_\_.  
a. boring      b. interesting      c. a waste of time
6. Anna thinks it is amazing that home videos \_\_\_\_\_.  
a. are put up online      b. can get millions of hits      c. are watched by anyone
7. What does Pedro think about video clips?  
a. He thinks they are all great!  
b. He thinks that some of them are OK, but a lot of them are dangerous or boring.  
c. He thinks that they should all be taken off of the Internet.

## After you watch

**A** Do you think it's unusual that Pedro doesn't tend to watch video clips? Why or why not?

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**B** Read the questions. Then, respond using comments of your own. Don't forget to use relative clauses in your comment.

1. Do you ever watch political debates online? Why or why not?

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2. Do you often watch video clips that your friends send you? Why or why not?

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3. Do you watch video clips at work? Why or why not?

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**C** Do you watch online video clips of people doing stupid or dangerous things? Why or why not? Do you think that these videos should be banned? Why or why not?

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## Unit 3: Stories, Lesson A

### Before you watch

**A** Highlights are important and positive events that occur in people's lives and often affect someone's future. Which of these events do you think are considered highlights in ordinary people's lives? Circle the highlights.

- |                        |                            |                          |
|------------------------|----------------------------|--------------------------|
| buying a house         | going to the grocery store | making a friend          |
| cooking dinner         | graduating from college    | shopping online          |
| getting your first job | feeding a pet              | traveling overseas       |
| going out with friends | learning to drive          | waking up in the morning |

**B** Choose one of the things from the list above that has happened to you or that is something you'd like to do. Then, write a few sentences about why it was or was not a highlight in your life or why you would like to do it.

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### While you watch

**A** Watch the video. Match the highlight to the speaker. Write the letters a–d. There is one highlight that does not belong with any of the speakers.

- |   |           |
|---|-----------|
| 1. started a PhD _____                          | a. Ginny  |
| 2. started a band _____                         | b. Janie  |
| 3. got an internship at a fashion company _____ | c. Marcos |
| 4. bought a house _____                         | d. Shane  |
| 5. traveled a lot _____                         |           |



Janie



Marcos



Ginny and Shane

## Unit 3: Stories, Lesson A

### B Watch the video. Circle the correct answers

1. Janie feels that she has been **lucky** / **unlucky** up until now.
2. Janie lived in **France** / **Italy** a couple of years ago.
3. Janie went to **North America** / **Central America** and rebuilt homes after a **hurricane** / **major earthquake**.
4. Janie feels that her life has been **uninteresting** / **interesting** thus far.
5. Marcos has done some **interesting** / **boring** things in the last few years.
6. Marcos has been coaching a local **baseball** / **soccer** team for the last two years.
7. Marcos **hasn't** / **has** decided what he wants to do after he graduates.
8. Shane and Ginny haven't really done anything except go to **school** / **work** over the last few years.
9. Shane and Ginny met **at work** / **in college**.

## After you watch

### A Answer the questions below.

1. Which of the highlights in the video interest you the most? Why?

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2. Which highlight in the video interests you the least? Why?

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### B Talk to your friends and find out some highlights from their lives. What things have your friends done that you would like to do? What things have they done that you don't want to do? Write a paragraph about highlights from your friends' lives and why you would or wouldn't like to achieve some of the same things.

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## Unit 3: Stories, Lesson C

### Before you watch

- A** What kinds of things were a big deal in your house when you were younger? Circle them below.

anniversaries

holidays

birthdays

picture day at school

family dinner

spending time with your grandparents

grandparents' day at school

spending time with your parents

- B** Look at the picture of Arnold and Brad. What do you think they are talking about? Write a few sentences.



Arnold (left) and Brad (right)

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### While you watch

- A** Watch the video. Circle the correct answers.

- Brad and Arnold are . . .
  - looking at class photos.
  - looking at family photos.
  - talking about moving to a new house.
- Brad starts telling a story about . . .
  - some pictures he took in college.
  - a special day when he was a kid.
  - taking pictures of things for class.
- Brad's mother . . .
  - thought picture day was stupid.
  - thought picture day was very important.
  - didn't care how Brad dressed.

## Unit 3: Stories, Lesson C

4. Arnold . . .
- a. was really worried about his appearance.
  - b. worries about how he looks in pictures.
  - c. didn't care about his appearance back then.

**B Check (✓) true or false. Then, correct the false sentences.**

1. Brad talks about the day his family forgot it was picture day. ☐ True ☐ False  
\_\_\_\_\_
2. Picture day was not a big deal in Brad's house. ☐ True ☐ False  
\_\_\_\_\_
3. Brad's mom didn't show the photos to anyone. ☐ True ☐ False  
\_\_\_\_\_
4. Brad's mom made him wear a shirt and tie on picture day. ☐ True ☐ False  
\_\_\_\_\_
5. Brad loved wearing a shirt and tie. ☐ True ☐ False  
\_\_\_\_\_
6. Brad hadn't combed his hair. ☐ True ☐ False  
\_\_\_\_\_
7. Brad usually looked really nice. ☐ True ☐ False  
\_\_\_\_\_
8. Arnold reminds Brad where he was in his story. ☐ True ☐ False  
\_\_\_\_\_

## After you watch

**A Write a story to a friend about something that happened to you when you were younger. Use expressions to interrupt the story and then to come back to the story.**

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## Unit 4: Working lives, Lesson A

### Before you watch

- A** Think of some things you would do if you were looking for a job. Think of some things you wouldn't do. Write the things you would do on the left and the things you wouldn't do on the right. Try to think of at least four things for each column.

Things you would do when looking for a job	Things you wouldn't do when looking for a job

- B** Complete the paragraph with the correct expressions. There is one extra expression.

achieve my goal	had been trained	meet a deadline
acquire a new skill	information	
followed my friend's advice	invaluable	

Last month, I had to work really hard to \_\_\_\_\_. I really didn't have enough time to get all of the work done. So, I \_\_\_\_\_ and I asked a co-worker if she had time to help me. She \_\_\_\_\_ on a new type of software that made the work go so much faster, and she showed me how it worked while she helped me with my project. Not only did she help me \_\_\_\_\_ of getting my work done on time, but she also helped me \_\_\_\_\_. Her help was so \_\_\_\_\_ that I took her out for a nice lunch after my project was finished to say thank you!

### While you watch

- A** Watch the video. Then, put the topics in the correct order (1–6) that they are mentioned in the video.

- \_\_\_ ability to make money for the company
- \_\_\_ evidence you can work well with others
- \_\_\_ impressive résumé
- \_\_\_ people who have long-term potential
- \_\_\_ relevant work experience
- \_\_\_ research shows what employers look for in new hires

# Unit 4: Working lives, Lesson A

**B Watch the video. Complete the sentences with the expressions in the box.**

collaborated with others	face stiff competition	make or save money
emphasize	have acquired	show interest
evidence suggests	highlight	submit an application
experience in management		

1. The expert says that candidates in today's job market \_\_\_\_\_.
2. The \_\_\_\_\_ that applicants who do their homework on an employer before they \_\_\_\_\_ stand out from the crowd.
3. In interviews, you should \_\_\_\_\_ in moving ahead in your career.
4. Give examples of how you \_\_\_\_\_ on a project.
5. Explain how your work can \_\_\_\_\_ for the company.
6. On your résumé, \_\_\_\_\_ the experience and skills that are relevant for each employer.
7. Show your résumé to a career counselor or someone with \_\_\_\_\_.
8. \_\_\_\_\_ the skills and knowledge you \_\_\_\_\_ in other jobs.

## After you watch

**A Think about your personal life, work life, and school life over the past year. Then, pick two things from the box that you have done in the last year. Write a few sentences about each.**

achieve a goal	face a challenge	meet a deadline
acquire a new skill	follow someone's advice	submit a job application

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

**B What else do you think employers look for that is not mentioned in the video? Write a paragraph.**

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## Unit 4: Working lives, Lesson C

### Before you watch

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

1. I don't like my job very much, but the salary is really good. I would quit, but **luckily**, / **unfortunately**, I need the money.
2. I've been looking for a new accounting job for months. **Obviously**, / **Interestingly enough**, my brother's company just lost their accountant last week.
3. I start my new job next week. **Oddly enough**, / **Obviously**, it's in the same building as my old job. **Surprisingly**, / **Clearly**, I like working in that building; it's really close to my house.
4. When you look for a new job, you want to consider the salary. But, **more importantly**, / **surprisingly**, you want to make sure that the job is right for you.

### While you watch



#### A Watch the video. Then, circle the correct sentence endings.

- |  |  |
|--|--|
| 1. Tori has been . . .<br>a. interviewing for jobs.<br>b. not really looking for a job.<br>c. talking about work.            | 3. Tori doesn't think that . . .<br>a. she should take a teaching job.<br>b. a good job is as important as money.<br>c. money is that important. |
| 2. Tori . . .<br>a. hasn't gotten any job offers.<br>b. got a job offer from a company.<br>c. got a job offer from a school. | 4. Jake read that . . .<br>a. biotech jobs can be really rewarding.<br>b. there aren't enough teachers.<br>c. money can make you happy.          |

#### B Circle the correct answers.

1. Tori \_\_\_\_\_ the job.  
a. wants to take                      b. didn't take                      c. is thinking about not taking
2. The job has \_\_\_\_\_.  
a. a high salary                      b. a low salary                      c. the same salary as Tori's current job

## Unit 4: Working lives, Lesson C

3. Tori doesn't think that the job would \_\_\_\_\_.  
a. pay well enough      b. be close enough to her home      c. be as rewarding as teaching
4. Jake wants to know if Tori is \_\_\_\_\_.  
a. tempted to take the job because it pays well      b. tempted by the type of job  
c. tempted not to take the job because it pays too well
5. Tori wants a job \_\_\_\_\_.  
a. where she interacts more with people      b. where she can work with lab animals  
c. that has a long commute
6. Tori wants to be a teacher and not work in biotech because \_\_\_\_\_.  
a. she thinks that teaching pays better      b. she thinks that biotech jobs are harder than teaching  
c. she thinks that teaching will be more rewarding

## After you watch

**A** Read the questions. Then, use *-ly* adverbs and *enough* to respond with information that is true for you.

1. Would you turn down a high salary for a job that meant something to you? Why or why not?

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2. What kind of job would you like to have and why?

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3. What would make you want to leave your job?

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**B** Do you think Tori's reasons for not taking the biotech job are good ones? Why? What do you think are some good reasons for taking or not taking a job? Write a paragraph. Don't forget to use *-ly* adverbs to show your attitude toward what you say.

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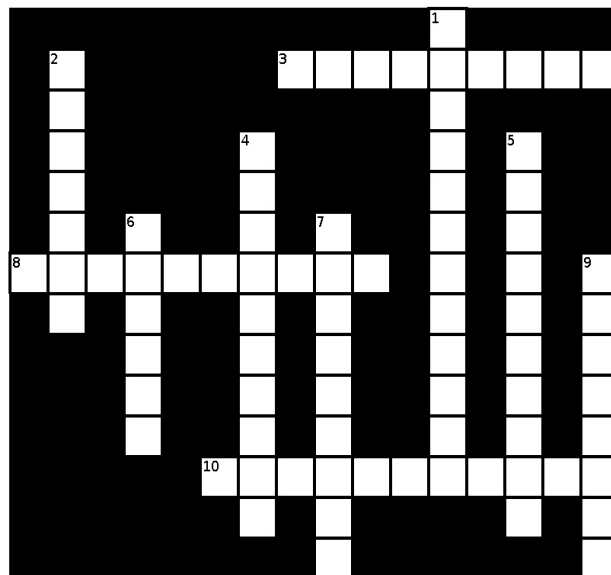
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## Unit 5: Challenges, Lesson B

### Before you watch

**A** Complete the crossword puzzle with the words in the box.

create	environment	invested	poverty	starvation
distribution	eradicate	pollution	protecting	unemployed



#### Across

3. Governments should be working to \_\_\_\_\_ hunger and make sure everyone has enough to eat.
8. There are countries where failing crops make \_\_\_\_\_ a big concern. It's really upsetting that just one failed crop can cause people to die from hunger.
10. The \_\_\_\_\_ gets worse every year. Will the planet ever be able to recover from this much pollution?

#### Down

1. One of the biggest problems facing the world is a poor system of food \_\_\_\_\_. It should be easier to get food from a place that has extra food to places that don't have enough.
2. There are too many people living in \_\_\_\_\_ in this country. Most jobs just

don't pay enough compared to how much everything costs.

4. Most governments spend too much time \_\_\_\_\_ wealthy citizens, while the rest of the population suffers.
5. I can't believe that there are so many \_\_\_\_\_ people right now who can't find jobs.
6. Most countries need to work harder to \_\_\_\_\_ jobs so that everyone can earn a living.
7. I think that the biggest problem the world has is \_\_\_\_\_. We might be able to reduce some of it if we reduced the amount of emissions produced by cars.
9. If wealthy people \_\_\_\_\_ their time and money in helping poor people, the world would be a better place for everyone.

## Unit 5: Challenges, Lesson B

### While you watch

**A Watch the video. Then, check the topics that are discussed.**

- |   |  |                                       |
|---|--|---------------------------------------|
| <input type="checkbox"/> crime                    | <input type="checkbox"/> farming             | <input type="checkbox"/> pollution    |
| <input type="checkbox"/> the debt crisis          | <input type="checkbox"/> government spending | <input type="checkbox"/> poverty      |
| <input type="checkbox"/> environmental protection | <input type="checkbox"/> hunger              | <input type="checkbox"/> unemployment |

**B Watch the video. Check (✓) true or false.**



**Aya**



**Luis**



**Gabrielle**



**Tom**

- |   |                               |                                |
|---|-------------------------------|--------------------------------|
| 1. Aya wishes that we could get rid of poor people.   | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2. Aya thinks that the difference between the rich and the poor isn't too big.                            | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3. There are two million people who live in poverty.  | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4. Luis thinks that pollution is our biggest challenge.   | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 5. Luis wishes that everything wasn't polluted.   | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 6. Gabrielle wishes someone would find a way to fix world hunger.   | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 7. Gabrielle thinks that the way food is divided up around the world is not really a problem.             | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 8. Gabrielle thinks that there are enough countries with lots of money that could fix the hunger problem. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 9. Tom wishes the government would make some new jobs.  | <input type="checkbox"/> True | <input type="checkbox"/> False |

### After you watch

**A How do you feel about each of these topics and how they affect the world? Write a few sentences for each topic.**

1. Poverty

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2. Pollution

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3. Hunger

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## Unit 5: Challenges, Lesson C

### Before you watch

**A** Imagine that you had to do one of the things below. Which would you do? How would you do it? Write a few sentences.

do something special for a friend

give a present to a family member

donate your time to a charity

give to a charity

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### While you watch

**A** Watch the video. Put the things that Lucia and Jim discuss into the correct order. There is one extra topic. Cross it out.

- \_\_\_ adopting an animal
- \_\_\_ birthday presents for family members
- \_\_\_ disappointment
- \_\_\_ the environment
- \_\_\_ kids' toys
- \_\_\_ poverty



**B** Write the correct words from the box to complete the sentences.

donate their time and money	give a gift	nephew
disappointing	just another toy	polar bear
gave to charity	last-minute panic	unbelievable

1. Lucia doesn't know what to get her \_\_\_\_\_ for his birthday.
2. Lucia is in a \_\_\_\_\_ about buying a present.
3. Jim doesn't think that Lucia could get \_\_\_\_\_.
4. Lucia thinks that the average kid having so many toys is \_\_\_\_\_.
5. Lucia asks what would happen if everyone \_\_\_\_\_ instead of giving useless gifts.
6. Jim thinks that it would be \_\_\_\_\_ if Lucia just planted a tree as a gift.

## Unit 5: Challenges, Lesson C

7. Lucia wonders if he would like it if she adopted a \_\_\_\_\_ for him.
8. Lucia obviously thinks that people should \_\_\_\_\_ instead of giving random gifts to people.
9. Jim seems to think that sometimes you have to \_\_\_\_\_ rather than donating to charity, at least for children.

### After you watch

**A** Read the following *What if* statements. Write a few sentences that are true for you.

1. What if you had to give someone a last-minute birthday present?

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2. What if you had to give money to a charity today? What would you do and how much would you give?

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3. What if you had to donate something for someone else? What would you give?

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**B** Do you think that donating something or giving to a charity is a good thing to do for someone's birthday? Why or why not? Write a paragraph.

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## Unit 6: Into the future, Lesson A

### Before you watch

- A** Think about purchasing the things below. Would you pay for them with cash, a credit card, or something else? Complete the chart and add a few of your own ideas.

book	coffee	dinner	haircut
car	computer	e-book	lunch
clothes	concert tickets	groceries	movie tickets

Cash	Credit card	Other

### While you watch

- A** Watch the video. Match the person with the topics they discuss.

cash will still be around	identity theft	paying with cell phones
cashless society	online shopping	



**Professor**



**Amanda**



**Oliver**



**Sam**



**Judith**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_  
 \_\_\_\_\_

- B** Watch the video. Circle the correct answers.

1. Amanda mostly uses \_\_\_\_\_ when she pays for smaller things.  
 a. her debit card  
 b. cash  
 c. a check

## Unit 6: Into the future, Lesson A

2. Overall, Amanda thinks that . . .
  - a. cash will be used more in the future.
  - b. there might not be a need for cash in the future.
  - c. people will only need credit cards in the future.
3. Oliver wants to know \_\_\_\_\_ if there is no cash.
  - a. what kids will do
  - b. what will happen to ATMs
  - c. what we will do with our coins
4. Oliver will be . . .
  - a. happy to get rid of his credit cards.
  - b. happy to get rid of small coins.
  - c. happy to get rid of his prepaid debit cards.
5. Sam agrees that everyone . . .
  - a. will use credit cards more.
  - b. will not use cash.
  - c. will use checks more.
6. Sam thinks that if paper money becomes obsolete, then . . .
  - a. it might be worth more.
  - b. our grandchildren might look at it in museums.
  - c. we might want to hold onto it.

## After you watch

**A** What do you think about the opinions from the people in the video? Write a few sentences in response to each person from the video. Re-watch the video to help you.

1. Judith

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2. Amanda

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3. Oliver

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4. Sam

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## Unit 6: Into the future, Lesson C

### Before you watch

**A** Do you prefer to watch movies at home or in a movie theater? Why? Write a few sentences.

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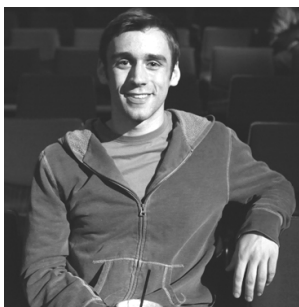
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### While you watch

**A** Watch the video. Then, circle the topic that each person talks about.



1. Chris thinks that . . .
- a. movies are a great first date.
  - b. it's easier to watch movies at home.
  - c. seats that move are awesome.



2. Tina thinks that . . .
- a. it's easier to watch movies at home.
  - b. movies should be more realistic.
  - c. gaming is better than movies.



3. Harry thinks that . . .
- a. movies are going to be obsolete soon.
  - b. people will always want to go to the movies.
  - c. soon we'll be able to play games in movie theaters.

**B** Who says these things? Check (✓) Harry, Tina, or Chris.

1. I wonder if we'll still be going to the movies in ten years.
2. I'd say we probably won't.
3. There's almost no one here tonight.

**Harry    Tina    Chris**

_____	_____	_____
_____	_____	_____
_____	_____	_____

## Unit 6: Into the future, Lesson C

4. And you'll be able to choose how the movie ends.

\_\_\_\_\_

5. I get motion sickness.

\_\_\_\_\_

6. I would think that movie theaters will find ways to attract more people.

\_\_\_\_\_

7. I guess so. But like what?

\_\_\_\_\_

8. Yeah, but going to the movies is different. It's more social.

\_\_\_\_\_

9. Well, things that make movies more realistic. . .

\_\_\_\_\_

## After you watch

**A** Read the statements and write responses that are true for you. Make sure to use *would* or *'d* to soften your opinion.

1. I think that movie theaters are going to go out of business soon.

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2. I can watch movies online, so I just don't see any reason to go to a movie theater.

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3. I think that in the future, movie theaters will be more like an amusement park.

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4. I think that in the future all movie theaters will serve you dinner while you watch the movie.

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**B** Write a paragraph about what you think will happen to movie theaters in the future. Give reasons why you think they might or might not go out of business.

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## Unit 7: Getting along, Lesson B

### Before you watch

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

occupy myself  
only child

siblings  
single parent

time for myself

1. I was a(n) \_\_\_\_\_. I think I had a closer relationship with my parents than my friends who had brothers and sisters.
2. I loved having \_\_\_\_\_. There was always someone to talk to.
3. My mom was a(n) \_\_\_\_\_ since my father died when I was little.
4. I have six brothers and sisters and I love them all very much, but I never felt that I had any \_\_\_\_\_ when I was younger. There was always someone there.
5. I was always finding new ways to \_\_\_\_\_ when I was little because my parents were so busy.

### While you watch

**A** Watch the video. Write the name of the correct people to complete the sentences.



**Osman**



**Sophia**



**Lilli**



**Sean**

1. \_\_\_\_\_ are only children.
2. \_\_\_\_\_ got lots of attention.
3. \_\_\_\_\_ had a single parent.
4. \_\_\_\_\_ had many siblings.
5. \_\_\_\_\_ was lonely.

**B** Watch the video. Check (✓) true or false.

1. Osman never had anyone to play with.
2. Osman thinks that kids should be around other kids.
3. Osman wanted somewhere quiet to study.
4. Sophia never had anyone else to blame when she got in trouble.

☐ True ☐ False

☐ True ☐ False

☐ True ☐ False

☐ True ☐ False

## Unit 7: Getting along, Lesson B

- |   |  |
|---|--|
| 5. Sophia worries about how her childhood affected her.               | <input type="checkbox"/> True <input type="checkbox"/> False |
| 6. Lilli's mom never had time for herself.                            | <input type="checkbox"/> True <input type="checkbox"/> False |
| 7. Lilli was always hungry when she was little.                       | <input type="checkbox"/> True <input type="checkbox"/> False |
| 8. Lilli was very close with her family.                              | <input type="checkbox"/> True <input type="checkbox"/> False |
| 9. Sean had a lot of problems when he was a kid.                      | <input type="checkbox"/> True <input type="checkbox"/> False |
| 10. Sean was under a lot of pressure to get good grades.              | <input type="checkbox"/> True <input type="checkbox"/> False |
| 11. Sean didn't have any opportunities to spend time with other kids. | <input type="checkbox"/> True <input type="checkbox"/> False |

## After you watch

### A Answer the questions below with information about you.

1. Which of the four people from the video had a childhood similar to yours? What about their childhood was similar? What was different?

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2. Were you an only child or did you have lots of siblings? Did you ever wish you did or didn't have siblings? Why or why not?

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3. Family life can be stressful. What did you find stressful about your family when you were a kid?

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### B Do you think it is better to have a big family or a small family? Is it better to have siblings or to be an only child? Write a paragraph with your responses to these questions and why you feel that way.

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## Unit 7: Getting along, Lesson C

### Before you watch

**A** When in your life did your parents make you do the things below? Choose three things and write a few sentences about each.

cook	move out	run household errands
do the laundry	pay for your own car insurance	take care of your siblings
help out with chores	pay for your own clothes and other items	

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### While you watch

**A** Watch the video. On the left, check (✓) the topics that are discussed. Then, on the right, write the correct numbers to put them in the order they are discussed.

_____ doing laundry	_____
_____ following house rules	_____
_____ living with roommates	_____
_____ moving back in with parents	_____
_____ paying rent	_____
_____ taking a break	_____
_____ working more hours	_____



**B** Circle the correct option to complete the sentence.

1. Sarah wants to know . . .
  - a. how Franco is doing.
  - b. what Franco thinks about work.
  - c. how hard Franco thinks it is to live with his parents.
2. Franco . . .
  - a. doesn't get along with his parents.
  - b. gets along with his parents.
  - c. wants his own place.

## Unit 7: Getting along, Lesson C

3. Franco and his parents are . . .
  - a. having some trouble.
  - b. having some really good times.
  - c. hating living together.
4. Franco's parents . . .
  - a. don't really want him to do anything.
  - b. have a lot of rules.
  - c. are being difficult.
5. Sarah reminds Franco that . . .
  - a. he's living in his parents' house.
  - b. he should be nicer to his parents.
  - c. he should move out.
6. Franco's parents want him to . . .
  - a. move out.
  - b. do laundry.
  - c. pay them money to live with them.
7. Franco wants his parents to . . .
  - a. give him some money.
  - b. help him out and support him a little.
  - c. let him do chores instead of pay rent.
8. Sarah suggests that Franco could \_\_\_\_\_ to help him pay rent and save money.
  - a. work more
  - b. move into an apartment with roommates
  - c. get a second job
9. Sarah thinks that . . .
  - a. Franco should get his own place.
  - b. Franco's parents have a point and he should try to see things from their side.
  - c. Franco is right and his parents are wrong.
10. Franco thinks that . . .
  - a. his parents are absolutely right to ask him to pay rent.
  - b. he should move out so he won't have to pay his parents rent.
  - c. his parents should let him live at home rent-free until he can support himself.

## After you watch

- A** Do you think it's fair that Franco's parents want him to pay rent? Why or why not? What do you think Franco should do? Write a paragraph.

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## Unit 8: Food science, Lesson A

### Before you watch

**A Match the word with the definition.**

compost	drought	export	import
conference	environmentalist	harvest	vertical farming

1. \_\_\_\_\_: a long period of time when there is no rain and people don't have enough water
2. \_\_\_\_\_: a pile of decaying plant matter that is used to improve soil
3. \_\_\_\_\_: a large meeting that often lasts several days where people talk about a subject
4. \_\_\_\_\_: to cut and collect crops from the fields when they are ready
5. \_\_\_\_\_: sending something out of a country, usually to sell it
6. \_\_\_\_\_: a person who is concerned about the environment and works to protect it
7. \_\_\_\_\_: bringing something into a country, usually to sell it
8. \_\_\_\_\_: a method of growing crops where the plants are stacked on top of one another in a building

### While you watch

**A Watch the video. Write C if the topic is discussed by Celia and A if it is discussed by the anchor. If the topic is discussed by both people write both letters.**

- \_\_\_ world population
- \_\_\_ eco-conference
- \_\_\_ compost
- \_\_\_ transportation costs
- \_\_\_ vertical farming
- \_\_\_ the environment



# Unit 8: Food science, Lesson A

**B Watch the video. Then, write the words from the box to complete the sentences.**

cheaper	drought	hi-rise greenhouses
cold	environmentalists	indoors
Columbia University	environmentally friendly	transportation costs
composted	harvested	water
Dickson Despommier	hectares	

1. In the future, in order to grow enough food we'll need 1 billion \_\_\_\_\_ of new land if we continue to farm the way we do now.
2. \_\_\_\_\_ say that we need to do something if we want to avoid food shortages.
3. Vertical farming was developed by \_\_\_\_\_ a professor at \_\_\_\_\_.
4. Vertical farms are basically \_\_\_\_\_ that can be built in cities.
5. In a vertical farm, crops are grown \_\_\_\_\_ and in \_\_\_\_\_ instead of soil.
6. Crops are less likely to be affected by \_\_\_\_\_ or \_\_\_\_\_ in a vertical farm.
7. Vertical farms are more \_\_\_\_\_ because waste can be \_\_\_\_\_.
8. \_\_\_\_\_ will be greatly reduced because food will be grown, \_\_\_\_\_ and consumed in the same area.
9. If vertical farms become a normal way of farming, food might become \_\_\_\_\_.

## After you watch

**A Answer the questions below.**

1. Why do you think it is important to find new ways of growing foods?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Food shortages are expected to happen because of a growing population. What are some other problems that can come from overpopulation? Can you think of ways to help solve those problems?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Unit 8: Food science, Lesson C

### Before you watch

**A Choose the correct words from the box to complete the paragraph.**

additives	food coloring	ingredients
artificial flavors	food labels	manufacturers

Have you ever really read \_\_\_\_\_? Most of the food in my house right now is full of \_\_\_\_\_. Why does there need to be so much extra stuff in my food? I mean, I love cookies and crackers and chips, but I sometimes wonder if some chips really need to be dyed yellow by \_\_\_\_\_ in order to taste good. I know \_\_\_\_\_ can make chips taste like salad, but I don't think that stuff is good for your health. I think that \_\_\_\_\_ should be responsible for making healthy foods and using \_\_\_\_\_ that are safe, healthy, and pronounceable.

### While you watch

**A Watch the video. Put the topics into the order they are discussed. There is one extra topic. Cross it out.**

- \_\_\_\_\_ buying groceries
- \_\_\_\_\_ diet
- \_\_\_\_\_ food coloring
- \_\_\_\_\_ manufacturers' claims
- \_\_\_\_\_ processed foods
- \_\_\_\_\_ reading labels



**B Watch the video. Write the correct words from the box to complete the sentences.**

additives	lowers your cholesterol	pronounce
artificial flavors	misleading	read labels
food coloring	processed food	well-informed

1. The main problem with our diet these days is that we eat too much \_\_\_\_\_.
2. If you look at the list of cereal ingredients you can't \_\_\_\_\_ most of them.
3. Edward thinks that the \_\_\_\_\_ can't be good for you.
4. Debra wonders why they need to add \_\_\_\_\_ and \_\_\_\_\_.
5. Edward thinks that people don't \_\_\_\_\_.
6. Manufacturers make claims like "\_\_\_\_\_."

## Unit 8: Food science, Lesson C

7. Debra thinks that the manufacturers' claims are \_\_\_\_\_.
8. Edward doesn't think that people are \_\_\_\_\_ about food.

### After you watch

**A** Read the statements. Then, write responses. Don't forget to use rhetorical questions.

*Example:* None of my friends know how to cook.

*I don't understand how no one knows how to cook anymore. Didn't their parents teach them how to cook? I know mine did.*

1. No one ever taught me about cooking or anything. Everything I know I taught myself.

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2. We don't really teach kids how to cook anymore.

---

---

3. I never pay attention to the ingredients for the things I buy. Do you?

---

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4. The trouble is that everyone just buys fast food because it's easy.

---

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5. I think everyone should just try to eat organic food. It's better for you anyway.

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---

6. There are so many people who have dietary restrictions and allergies.

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**B** What do you think about food additives? Should manufacturers be required to use better ingredients or do you think it doesn't really matter? Should parents be responsible for educating children about foods or should schools do some of the work? Why? Write a paragraph.

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## Unit 9: Success and happiness, Lesson B

### Before you watch

- A** Read the list. Which ones would you consider to be happy moments in people's lives? Cross out the events that would not be considered happy.

buying a first car

having a baby

changing a diaper

playing games with your friends as an adult

cleaning the house

playing with your friends as a child

cooking dinner with the family

taking out the trash

going to college

wedding day

going to work

- B** Choose two events from the list above. Then, write a few sentences about why you think these could be the happiest moments in someone's life.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### While you watch

- A** Watch the video. Then, write answers to the questions below.

1. What are Anna and Wesley talking about?

\_\_\_\_\_  
\_\_\_\_\_

2. What were the happiest moments in Anna's life?

\_\_\_\_\_  
\_\_\_\_\_

3. What was the happiest moment in Wesley's life?

\_\_\_\_\_  
\_\_\_\_\_



## Unit 9: Success and happiness, Lesson B

**B Watch the video. Then, circle the correct phrases to complete the sentences.**

1. Wesley loved graduating from college because . . .  
a. he felt that he had worked hard and earned his degree.  
b. he didn't have to go to class anymore.  
c. he was out of money.
2. Anna thought college . . .  
a. was really easy.      b. was no fun.      c. was the best time of her life.
3. Anna got stressed about . . .  
a. homework.      b. exams.      c. her friends.
4. Anna was . . .  
a. happy when college was over.      b. sad when college was over.  
c. didn't really care when college was over.
5. Anna has . . .  
a. a hard time finding a job.      b. a loving family.      c. a career that she is good at.
6. Anna thinks that being successful. . .  
a. isn't important at all.  
b. is good but not that important.  
c. is the most important thing.
7. Anna misses . . .  
a. being a child with no worries.      b. having responsibilities.      c. working.
8. In general, Anna . . .  
a. didn't have a good college experience.  
b. had a great college experience.  
c. doesn't seem very happy with her life.

## After you watch

**A Answer the questions below.**

1. What good things have happened to you in the past year?

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2. What kind of job would make you really happy?

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3. Do you think that success will make you happy?

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# Unit 9: Success and happiness, Lesson C

## Before you watch

**A** Do you agree with the statement below? Why or why not? Write a few sentences.

Money can't buy happiness.

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## While you watch

**A** Watch the video. Choose the correct topic for each person.

**Marta**



**Frank**



**Juliette**



1. Marta thinks that . . .

- a. your career can make you happy.
- b. money will make you happy.
- c. relationships can make you happy.

2. Frank thinks that . . .

- a. money can't make you happy.
- b. things can't make you happy.
- c. family can make you happy.

3. Juliette thinks that the

- key to happiness is . . .
- a. doing things that mean something.
- b. having a successful career.
- c. getting married.

**B** Who says these things? Check (✓) Marta (the first student), Frank (the second student), or Juliette (the third student).

	Marta	Frank	Juliette
1. When it comes to being truly happy it's about doing things that have meaning.	_____	_____	_____
2. But as far as I'm concerned, you can't define happiness in terms of what you own.	_____	_____	_____
3. I mean, according to a recent job satisfaction survey, accountants are the most unhappy.	_____	_____	_____
4. You know, you need strong social networks.	_____	_____	_____
5. There's a lot of research that shows people who are lonely aren't just unhappy . . .	_____	_____	_____

## Unit 9: Success and happiness, Lesson C

	Marta	Frank	Juliette
6. I mean we're brought up to believe that happiness means having lots of money . . .	_____	_____	_____
7. You can't just sit around, waiting to be happy.	_____	_____	_____
8. As far as I can tell, they're not necessarily the same thing.	_____	_____	_____

### After you watch

**A** Read the statements. Then, write responses. Use language that shows that you are focusing on the topic.

*Example:* I think that you can't be happy without a family.

*When it comes to happiness, family can be important, but I think that friends and a good career are at least as important as family.*

1. I think that you need to have money to be happy.

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2. Success is having a lot of money.

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3. Success is being good at a job you love.

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4. Happiness can only be found through friendships and family.

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5. Money is not important to happiness.

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**B** How do you define happiness? Do you need to be successful to be happy? Have money? Have a family? Write a paragraph about how you define happiness.

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# Unit 10: Going places, Lesson B

## Before you watch

**A** Which of the things below would you take with you on a trip? Which things wouldn't you take? Circle the things you would take.

blanket	extra batteries	MP3 player	sewing kit
book	headphones	pillow	snacks
charging cables	laptop computer	raincoat	tablet

**B** Write a few sentences about some of the things you circled above and why you would take them.

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## While you watch

**A** Watch the video. Match the person with the item they take when they travel.



Carl



Hugo



Teri



Hannah



Erkan



Raquel

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

- |                             |                            |
|-----------------------------|----------------------------|
| a. an eye mask and earplugs | d. green tea               |
| b. family photos            | e. a scented candle        |
| c. a flashlight             | f. shampoo and conditioner |

**B** Watch the video. Check (✓) true or false. Then, re-write the false sentences to make them true.

1. People often ask Carl about his friends. ☐ True ☐ False

2. Hugo finds traveling exhausting. ☐ True ☐ False

3. Teri's sister asked about tips for sleeping better in hotel rooms. ☐ True ☐ False

4. Hannah thinks that green tea makes a hotel room feel more like home. ☐ True ☐ False

## Unit 10: Going places, Lesson B

5. Erkan had never thought of taking a flashlight with him before his sister asked to borrow his. ☐ True ☐ False

6. Raquel's friend told her that the shampoo and conditioner in cheap hotels can damage your hair. ☐ True ☐ False

### After you watch

**A** What do you think of each person's travel item or items? Write a few sentences about each item and why you would or wouldn't take them on a trip.

1. an eye mask and ear plugs

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2. a flashlight

---

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3. shampoo and conditioner

---

---

4. a scented candle

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---

5. family photos

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6. green tea

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---

**B** What is the one thing you absolutely have to have with you when you travel? Why do you need it? What would you do if you couldn't take it with you? Write a paragraph.

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# Unit 10: Going places, Lesson C

## Before you watch

- A** What do you think would be good about vacationing in space? What might be bad? Write at least three good things (pros) and three bad things (cons) below.

	Pros of vacationing in space	Cons of vacationing in space
1		
2		
3		
4		
5		

## While you watch

- A** Watch the video. Circle the correct topic for each person.

- Shane . . .
  - would like to go into space.
  - wouldn't like to go into space.
  - doesn't really care about space.
- Ginny . . .
  - would like to go into space.
  - wouldn't like to go into space.
  - thinks that space travel is impossible.
- Ginny and Shane think that . . .
  - being in space is fascinating.
  - being weightless would be weird.
  - they want to blast off into outer space.



- B** Watch the video. Then, circle the correct words to complete the sentences.

- Shane \_\_\_\_\_ about people taking vacations in space within a couple of decades.
  - watched a TV show
  - read a blog
  - read an article
- Shane thinks that being in space would feel \_\_\_\_\_.
  - totally normal
  - strange
  - amazing
- Ginny thinks that being in space would be similar to \_\_\_\_\_.
  - being on the ground
  - being on a boat
  - being in a plane that is flying very high
- Ginny thinks that eating lunch upside down would be \_\_\_\_\_.
  - strange
  - fun
  - nauseating

## Unit 10: Going places, Lesson C

5. Shane thinks that going into space would be \_\_\_\_\_.  
a. an unforgettable trip      b. interesting      c. not worth the trip
6. Ginny says that Shane wants to go into space because it reminds him of \_\_\_\_\_.  
a. wanting to be a pilot      b. wanting to be an astronaut      c. Star Trek
7. Shane is planning to \_\_\_\_\_.  
a. go to space as soon as he can      b. learn how to fly a space craft  
c. keep his feet on the ground instead
8. Ginny says that she doesn't like \_\_\_\_\_.  
a. Star Trek      b. roller coasters      c. flying

## After you watch

- A** Read the statements. Then, write responses that draw conclusions. Use language that shows that you are drawing conclusions.

*Example:* I think that being weightless would be upsetting.

*So you're saying that you wouldn't want to go into space?*

1. I think that being trapped in space would be upsetting.

---

---

2. Being weightless would be really hard to get used to.

---

---

3. Eating food only out of a tube would be gross.

---

---

4. Going into space for a vacation would be interesting.

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---

5. I would only go into space if I could go to the moon.

---

---

6. I would love to go into space with my family.

---

---

# Unit 11: Culture, Lesson A

## Before you watch

**A** Read the questions below. Write responses that are true for you and your culture. Then, watch the video. Are any of your answers mentioned?

1. When is a good time to get married?

---

---

2. What is your favorite part of the wedding?

---

---

3. How have weddings changed in recent years?

---

---

## While you watch

**A** Watch the video. Answer the questions with information from the video.

1. What time of year is mentioned as a good time to get married?

---

---

2. In the section about favorite parts of the wedding, who are the only two wedding participants mentioned twice?

---

---

3. Name two ways that weddings have changed in recent years.

---

---

**B** Watch the video. Circle the correct letters to complete the sentences.



**Björn**



**Ming Wei**



**Rodrigo**

1. Björn thinks that summer is the best time to have weddings in Sweden because . . .
  - a. it's light all night.
  - b. it's warm.
  - c. the fortune tellers say it's the best time.
2. Ming Wei says that the best time to have a wedding . . .
  - a. depends on what the bride prefers.
  - b. changes because of the weather.
  - c. is sometimes decided by a fortune teller.
3. Rodrigo's favorite moment in a wedding is when . . .
  - a. the father of the bride walks the bride down the aisle.
  - b. the groom sees the bride for the first time.
  - c. the bride and groom are leaving the reception.

## Unit 11: Culture, Lesson A



**Gosia**

4. Gosia's favorite part of a wedding is when . . .
- a. the parents give the bride and groom a gift at the reception.
  - b. the bride and groom have their first dance.
  - c. the reception happens.



**Manny**

5. Manny likes it when the bride and groom . . .
- a. walk down the aisle.
  - b. dance together.
  - c. say their vows.



**Kumiko**

6. Kumiko says that wedding ceremonies in Japan . . .
- a. should be longer.
  - b. used to be very traditional.
  - c. should be very traditional.



**Jun Ho**

7. Jun Ho says that there . . .
- a. aren't as many arranged marriages as there used to be.
  - b. are more arranged marriages than there used to be.
  - c. should be more arranged marriages.



**Cassidy**

8. Cassidy thinks that . . .
- a. weddings are much shorter than they used to be.
  - b. there are fewer civil ceremonies than there used to be.
  - c. there are fewer religious ceremonies than there used to be.



**Chris**

9. Chris thinks that weddings . . .
- a. are way too short.
  - b. go on longer and there are a lot of extra parties.
  - c. are too traditional.

## After you watch

- A** What is your favorite wedding tradition? Is it from your culture or is it from another culture? Write a paragraph about your favorite wedding traditions. Be sure to give reasons why these traditions are your favorite.

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# Unit 11: Culture, Lesson C

## Before you watch

- A** Do you have any strange or unique traditions among your family or friends? What are they? Write a few sentences.

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## While you watch

- A** Watch the video. Check (✓) the topics that are discussed.

- ☐ birthday candles
- ☐ birthday traditions
- ☐ bizarre traditions
- ☐ pastries
- ☐ pulling your friend's ear
- ☐ singing "Happy Birthday"
- ☐ wedding traditions



- B** Watch the video. Complete the sentences with the correct word from the box.

Ann	Guy	seem bizarre
from your culture	pull your ear	throw flour

1. \_\_\_\_\_ thinks that it is unusual when people sing "Happy Birthday" out of tune.
2. There is a tradition where Guy is from where friends \_\_\_\_\_ once for every year of your age.
3. \_\_\_\_\_ thinks that a lot of traditions can be silly.
4. Guy heard that there are some countries where they \_\_\_\_\_ all over you.
5. Guy thinks that traditions \_\_\_\_\_ if they are not from your own culture.
6. Ann thinks that traditions seem strange even if they are \_\_\_\_\_.

# Unit 11: Culture, Lesson C

## After you watch

**A** Read the statements. Then, write responses that use expressions to soften your comments.

*Example:*

A: In my family, the birthday girl or boy gets to lick the frosting off of the candles.

B: That's kind of gross. Though I guess you're never going to use those candles again.

1. A: Here, people punch you on your birthday — one punch for every year of your age, plus one for good luck.

B: \_\_\_\_\_  
\_\_\_\_\_

2. A: On my friend's birthday we always buy her balloons to match her age.

B: \_\_\_\_\_  
\_\_\_\_\_

3. A: We have candles on a cake and you make a wish when you blow them out.

B: \_\_\_\_\_  
\_\_\_\_\_

4. A: When I was little, my parents baked cupcakes for everyone in my class on my birthday.

B: \_\_\_\_\_  
\_\_\_\_\_

5. A: In some cultures, they crack an egg over your head when you turn 18.

B: \_\_\_\_\_  
\_\_\_\_\_

**B** How do you celebrate your birthday? Do you have any special traditions? Write a paragraph about your favorite birthday traditions, the ones you practice and the ones you just like, and why you like them.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Unit 12: Ability, Lesson B

### Before you watch

**A** Read the list of skills. Think of ways you can improve these skills and write them in the box.

Skills	Ways to improve them
athletic skills	
cooking	
interpersonal skills	
language	
writing	

### While you watch

**A** Watch the video. Which skill has each person improved?



**Linda**



**Lucy**



**Bryan**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**B** Watch the video. Who says each thing and what are they talking about? Circle the correct name and then match the sentence to its topic in the box. Some topics may be used more than once. Write the correct letter or letters.

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| a. giving presentations at work | e. public speaking                |
| b. mountain biking              | f. racing competitively           |
| c. playing the flute            | g. taking a public speaking class |
| d. practicing the flute         |                                   |

1. "And you know, the more I thought about it, the worse I'd feel."

Linda / Lucy / Bryan says this about \_\_\_\_\_.

2. "It was actually much more difficult than I thought it would be."

Linda / Lucy / Bryan says this about \_\_\_\_\_.

3. "It's like anything; the harder you practice the better you get."

Linda / Lucy / Bryan says this about \_\_\_\_\_.

4. "I'm not as fast as I'd like to be, but I'm doing better."

Linda / Lucy / Bryan says this about \_\_\_\_\_.

5. "I've been training harder than ever."

Linda / Lucy / Bryan says this about \_\_\_\_\_.

## Unit 12: Ability, Lesson B

6. “And that helped, so, yeah, I definitely feel happier now.”

Linda / Lucy / Bryan says this about \_\_\_\_\_.

7. “It’s hard to find time with my job – work just gets busier and busier.”

Linda / Lucy / Bryan says this about \_\_\_\_\_.

8. “I’m more confident and less nervous than I used to be, which is good.”

Linda / Lucy / Bryan says this about \_\_\_\_\_.

## After you watch

**A** Each person did something different to improve his or her skills. Write a few sentences about what you think each person could do to further improve their skills.

1. Linda

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---

---

---

2. Lucy

---

---

---

---

3. Bryan

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**B** Write a paragraph about a skill you want to learn. Why do you want to learn this skill? What is the best way to learn it and how long do you think it will take?

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## Unit 12: Ability, Lesson C

### Before you watch

**A** *Nature vs. nurture* is a debate about whether we are born with all of our talents and personalities (*nature*), or whether we learn them through our interactions with our parents and other people (*nurture*). Read the list of skills below. Which ones do you think are *nature* and which ones do you think are *nurture*? Pick one of each kind of skill and write about why you think they are *nature* or *nurture*.

acting	mathematic ability	playing sports	talent for languages
cooking	painting	scientific ability	writing
drawing	playing the piano	singing	

1. Nature: \_\_\_\_\_

\_\_\_\_\_

2. Nurture: \_\_\_\_\_

\_\_\_\_\_

### While you watch

**A** Watch the video. Then, check (✓) the correct name for each question.

1. Who seems to think that you need to have natural talent to succeed at an early age?

\_\_\_\_\_ Jenna

\_\_\_\_\_ Sam

2. Who seems to think that you need to be pushed to succeed at an early age?

\_\_\_\_\_ Jenna

\_\_\_\_\_ Sam

3. Who thinks that it's upsetting when a six year old is more talented than an adult?

\_\_\_\_\_ Jenna

\_\_\_\_\_ Sam



## Unit 12: Ability, Lesson C

**B Watch the video. Check (✓) True or False. Then, re-write the false sentence to make them true.**

1. Jenna starts the conversation by talking about her children. ☐ True ☐ False

---

2. Jenna asks if people are born with talent to draw or paint or if you learn it. ☐ True ☐ False

---

3. Sam thinks that his parents pushed him. ☐ True ☐ False

---

4. Jenna talks about six-year-old pianists that play classical concerts. ☐ True ☐ False

---

5. Sam thinks that even gifted kids have to do a lot of hard work and practice. ☐ True ☐ False

---

6. Jenna can do paintings and drawings. ☐ True ☐ False

---

## After you watch

**A Should parents push their kids, or let them succeed or fail on their own? Why? Are there circumstances where it's more appropriate to push your kids? Are there circumstances where it's more appropriate to leave your kids alone? What might those be and why? Write a paragraph about how you feel about parents pushing their kids to succeed.**

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# Worksheets answer key

## Unit 1

### Lesson B Before you watch (p. 1)

**A**

Answers will vary.

### Lesson B While you watch (p. 1)

**A**

1. social networking sites
2. e-mail
3. Internet calls
4. instant messaging

**B**

- |          |          |          |          |
|----------|----------|----------|----------|
| 1. False | 3. False | 5. False | 7. False |
| 2. True  | 4. True  | 6. True  | 8. True  |

### Lesson B After you watch (p. 2)

**A**

Answers will vary.

### Lesson C Before you watch (p. 3)

**A**

- |               |                       |
|---------------|-----------------------|
| 1. lost touch | 3. updated my profile |
| 2. unfriend   | 4. nothing personal   |

### Lesson C While you watch (p. 3)

**A**

- 5 Stan doesn't think it is a big deal to "unfriend" people.
- 2 Alexa asks Stan why he "unfriended" Tammy and how Tammy found out.
- 1 Stan "unfriended" Tammy.  
~~Stan also "unfriended" Alexa.~~
- 4 Alexa asks if Stan let Tammy know about being "unfriended."
- 3 Stan explains why he "unfriended" Tammy.

**B**

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

**C**

1. Oh, yeah? And why's that?
2. Oh, that's awkward. How did she find out?
3. I'll remove people—if we haven't been in touch for some time.
4. I mean, you let her know?

### Lesson C After you watch (p. 4)

**A**

Answers will vary.

## Unit 2

### Lesson A Before you watch (p. 5)

**A**

- |                    |            |
|--------------------|------------|
| 1. obsession       | 5. avidly  |
| 2. Ordinary people | 6. instant |
| 3. podcast         | 7. invent  |
| 4. reassuring      | 8. gossip  |

### Lesson A While you watch (p. 5)

**A**

1. food celebrities eat
2. racing shows
3. medical problems
4. doctors and lawyers

**B**

- |          |          |         |          |
|----------|----------|---------|----------|
| 1. False | 3. True  | 5. True | 7. False |
| 2. True  | 4. False | 6. True |          |

### Lesson A After you watch (p. 6)

**A & B**

Answers will vary.

### Lesson C Before you watch (p. 7)

**A**

Answers will vary.

### Lesson C While you watch (p. 7)

**A**

- |                  |                      |
|------------------|----------------------|
| boring videos    | funny videos         |
| dangerous videos | watching video clips |

**B**

- |      |      |      |      |
|------|------|------|------|
| 1. b | 3. c | 5. a | 7. b |
| 2. a | 4. b | 6. b |      |

### Lesson C After you watch (p. 8)

**A, B, & C**

Answers will vary.

## Unit 3

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### Lesson A Before you watch (p. 9)

#### A

Possible answers

buying a house	learning to drive
getting your first job	making a friend
graduating from college	traveling overseas

#### B

Answers will vary.

### Lesson A While you watch (p. 9)

#### A

1. d      2. c      3. a      4. no one      5. b

#### B

1. lucky	5. interesting
2. Italy	6. soccer
3. Central America; major earthquake	7. hasn't
4. interesting	8. work
	9. in college

### Lesson A After you watch (p. 10)

#### A & B

Answers will vary.

## Unit 4

---

### Lesson A Before you watch (p. 13)

#### A

Answers will vary.

#### B

meet a deadline; followed my friend's advice; had been trained; achieve my goal; acquire a new skill; invaluable

### Lesson A While you watch (p. 13)

#### A

4 ability to make money for the company  
3 evidence you can work well with others  
5 impressive résumé  
2 people who have long-term potential  
6 relevant work experience  
1 research shows what employers look for in new hires

#### B

1. face stiff competition.  
2. evidence suggests; submit an application  
3. show interest  
4. collaborated with others  
5. make or save money  
6. highlight  
7. experience in management  
8. Emphasize; have acquired

### Lesson C Before you watch (p. 11)

#### A & B

Answers will vary.

### Lesson C While you watch (p. 11)

#### A

1. a      2. b      3. b      4. c

#### B

1. True  
2. False. Picture day was a big deal in Brad's house.  
3. False. Brad's mom showed the pictures to everyone and sent them to Brad's aunts.  
4. True  
5. False. Brad hated wearing a shirt and tie.  
6. True  
7. False. Brad was always really scruffy-looking.  
8. True

### Lesson C After you watch (p. 12)

#### A

Answers will vary.

### Lesson A After you watch (p. 14)

#### A & B

Answers will vary.

### Lesson C Before you watch (p. 15)

#### A

1. unfortunately  
2. Interestingly enough  
3. Oddly enough; Clearly  
4. more importantly

### Lesson C While you watch (p. 15)

#### A

1. a      2. b      3. c      4. b

#### B

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

### Lesson C After you watch (p. 16)

#### A & B

Answers will vary.

## Unit 5

---

### Lesson B Before you watch (p. 17)

#### A

Across

3. eradicate      8. starvation      10. environment

Down

1. distribution      5. unemployed      9. invested  
2. poverty      6. create  
4. protecting      7. pollution

### Lesson B While you watch (p. 18)

#### A

environmental protection  
hunger  
pollution  
poverty  
unemployment

#### B

1. False      4. True      7. False  
2. False      5. True      8. True  
3. False      6. True      9. True

### Lesson B After you watch (p. 18)

#### A

Answers will vary.

## Unit 6

---

### Lesson A Before you watch (p. 21)

#### A

Possible answers

Cash: book, coffee, groceries, haircut, lunch, movie tickets

Credit card: clothes, computer, concert tickets, dinner, ebook

Other: car

### Lesson A While you watch (p. 21)

#### A

1. cashless society      4. identity theft  
2. online shopping      5. paying with cell phones  
3. cash will still be around

#### B

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

### Lesson A After you watch (p. 22)

#### A

Answers will vary.

### Lesson C Before you watch (p. 19)

#### A

Answers will vary.

### Lesson C While you watch (p. 19)

#### A

5 adopting an animal  
1 birthday presents for family members  
4 disappointment  
\_\_\_\_ the environment  
2 kids toys  
3 poverty

#### B

1. nephew      6. disappointing  
2. last-minute panic      7. polar bear  
3. just another toy      8. donate their time and money  
4. unbelievable      9. give a gift  
5. gave to charity

### Lesson C After you watch (p. 20)

#### A & B

Answers will vary.

### Lesson C Before you watch (p. 23)

#### A

Answers will vary.

### Lesson C While you watch (p. 23)

#### A

1. a      2. a      3. b

#### B

1. Tina      4. Chris      7. Tina  
2. Tina      5. Tina      8. Harry  
3. Chris      6. Harry      9. Harry

### Lesson C After you watch (p. 24)

#### A & B

Answers will vary.

## Unit 7

### Lesson B Before you watch (p. 25)

#### A

- |                  |                    |
|------------------|--------------------|
| 1. only child    | 4. time for myself |
| 2. siblings      | 5. occupy myself   |
| 3. single parent |                    |

### Lesson B While you watch (p. 25)

#### A

- |                    |           |
|--------------------|-----------|
| 1. Sophia and Sean | 4. Osman  |
| 2. Sean            | 5. Sophia |
| 3. Lilli           |           |

#### B

- |          |          |           |
|----------|----------|-----------|
| 1. False | 5. False | 9. False  |
| 2. True  | 6. True  | 10. True  |
| 3. True  | 7. False | 11. False |
| 4. True  | 8. True  |           |

### Lesson B After you watch (p. 26)

#### A & B

Answers will vary.

### Lesson C Before you watch (p. 27)

#### A

Answers will vary.

### Lesson C While you watch (p. 27)

#### A

- |                               |     |
|-------------------------------|-----|
| ___ doing laundry             | ___ |
| ✓ following house rules       | 2   |
| ___ living with roommates     | ___ |
| ✓ moving back in with parents | 1   |
| ✓ paying rent                 | 3   |
| ___ taking a break            | ___ |
| ✓ working more hours          | 4   |

#### B

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. a | 3. a | 5. a | 7. b | 9. b  |
| 2. b | 4. b | 6. c | 8. a | 10. c |

### Lesson C After you watch (p. 28)

#### A

Answers will vary.

## Unit 8

### Lesson A Before you watch (p. 29)

#### A

- |               |                     |
|---------------|---------------------|
| 1. drought    | 5. export           |
| 2. compost    | 6. environmentalist |
| 3. conference | 7. import           |
| 4. harvest    | 8. vertical farming |

### Lesson A While you watch (p. 29)

#### A

- A world population  
A eco-conference  
C compost  
C transportation costs  
A/C vertical farming  
A/C the environment

#### B

- hectares
- Environmentalists
- Dickson Despommier; Columbia University
- high-rise greenhouses
- indoors; water
- drought/cold; cold/drought
- environmentally friendly; composted
- transportation costs; harvested
- cheaper

### Lesson A After you watch (p. 30)

#### A

Answers will vary.

### Lesson C Before you watch (p. 31)

#### A

food labels; additives; food coloring; artificial flavors; manufacturers; ingredients

### Lesson C While you watch (p. 31)

#### A

- |     |                             |
|-----|-----------------------------|
| ___ | <del>buying groceries</del> |
| 1   | diet                        |
| 3   | food coloring               |
| 5   | manufacturers' claims       |
| 2   | processed foods             |
| 4   | reading labels              |

#### B

- processed food
- pronounce
- additives
- food coloring/artificial flavors; artificial flavors/food coloring
- read labels
- lowers your cholesterol
- misleading
- well-informed

### Lesson C After you watch (p. 32)

#### A & B

Answers will vary.

## Unit 9

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### Lesson B Before you watch (p. 33)

#### A & B

Answers will vary.

### Lesson B While you watch (p. 33)

#### A

1. The happiest moments in their lives.
2. When she was a child playing on this beach.
3. When he graduated from college.

#### B

- |      |      |      |      |
|------|------|------|------|
| 1. a | 3. b | 5. c | 7. a |
| 2. b | 4. a | 6. b | 8. a |

### Lesson B After you watch (p. 34)

#### A

Answers will vary.

### Lesson C Before you watch (p. 35)

#### A

Answers will vary.

### Lesson C While you watch (p. 35)

#### A

- |      |      |      |
|------|------|------|
| 1. c | 2. b | 3. a |
|------|------|------|

#### B

- |             |             |
|-------------|-------------|
| 1. Juliette | 5. Marta    |
| 2. Frank    | 6. Frank    |
| 3. Marta    | 7. Juliette |
| 4. Marta    | 8. Marta    |

### Lesson C After you watch (p. 36)

#### A & B

Answers will vary.

## Unit 10

---

### Lesson B Before you watch (p. 37)

#### A & B

Answers will vary.

### Lesson B While you watch (p. 37)

#### A

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

#### B

1. False: People often ask Carl if he's married or has a wife and kids.
2. True
3. False: Teri's co-worker asked about tips for sleeping better in hotel rooms.
4. False: Hannah thinks that a scented candle makes a hotel room feel more like home.
5. True
6. True

### Lesson B After you watch (p. 38)

#### A & B

Answers will vary.

### Lesson C Before you watch (p. 39)

#### A

Answers will vary.

### Lesson C While you watch (p. 39)

#### A

- |      |      |      |
|------|------|------|
| 1. a | 2. b | 3. b |
|------|------|------|

#### B

- |      |      |      |      |
|------|------|------|------|
| 1. c | 3. c | 5. a | 7. a |
| 2. b | 4. a | 6. c | 8. b |

### Lesson C After you watch (p. 40)

#### A

Answers will vary.

## Unit 11

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### Lesson A Before you watch (p. 41)

**A**

Answers will vary.

### Lesson A While you watch (p. 41)

**A**

1. summer
2. the bride and groom
3. Answers will vary.

**B**

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. a | 3. b | 5. c | 7. a | 9. b |
| 2. c | 4. a | 6. b | 8. c |      |

### Lesson A After you watch (p. 42)

**A**

Answers will vary.

### Lesson C Before you watch (p. 43)

**A**

Answers will vary.

### Lesson C While you watch (p. 43)

**A**

birthday traditions  
bizarre traditions  
pulling your friend's ear  
singing "Happy Birthday"

**B**

- |                  |                |                      |
|------------------|----------------|----------------------|
| 1. Guy           | 3. Ann         | 5. seem bizarre      |
| 2. pull your ear | 4. throw flour | 6. from your culture |

### Lesson C After you watch (p. 44)

**A & B**

Answers will vary.

## Unit 12

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### Lesson B Before you watch (p. 45)

**A**

Answers will vary.

### Lesson B While you watch (p. 45)

**A**

1. public speaking
2. playing the flute
3. mountain biking

**B**

- |                 |                  |
|-----------------|------------------|
| 1. Linda; e     | 5. Bryan; b or f |
| 2. Bryan; b     | 6. Linda; e      |
| 3. Lucy; c or d | 7. Lucy; c or d  |
| 4. Bryan; f     | 8. Linda; a or e |

### Lesson B After you watch (p. 46)

**A & B**

Answers will vary.

### Lesson C Before you watch (p. 47)

**A**

Answers will vary.

### Lesson C While you watch (p. 48)

**A**

- |          |        |        |
|----------|--------|--------|
| 1. Jenna | 2. Sam | 3. Sam |
|----------|--------|--------|

**B**

1. False. Jenna starts the conversation by talking about a movie she saw about a three-year-old child who paints.
2. True
3. False. Sam thinks that the parents of the three-year-old must have pushed her.
4. True
5. True
6. False. Jenna can't do paintings and that kind of thing.

### Lesson C After you watch (p. 48)

**A**

Answers will vary.

# Video scripts

## Unit 1

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### Lesson B

- Presenter* We asked people how they like to communicate. Here's what they said.
- Jeff* Well, I go on my social networking site five or six times a day. I'll log in when I'm taking a break. I like to check out my friends' pages and see what they're up to.
- Victoria* Personally I use email, but my kids are constantly texting. Occasionally my son will email someone like my sister, but with friends he tends to text.
- David* At work I'm on the phone all the time, but when I'm traveling, I normally use my laptop to make calls over the Internet. It doesn't cost anything, so . . .
- Sarah* Every once in a while, I'll instant message with a friend. Some of my friends don't use IM, so mostly I just call on my cell to catch up with them.

### Lesson C

- Stan* I ran into Tammy today. She's really upset.
- Alexa* Oh, yeah? And why's that?
- Stan* Because I "unfriended" her.
- Alexa* Oh, that's awkward. How did she find out?
- Stan* I'm not sure, actually.
- Alexa* Huh. So why did you "unfriend" her?
- Stan* Well, it was nothing personal. It's just that every once in a while, you know, when I'm updating my profile, I'll remove people – if we haven't been in touch for some time.
- Alexa* But you emailed her, right? I mean, you let her know?
- Stan* No. I didn't think she'd be offended.
- Alexa* So you just delete people that you're not in touch with?
- Stan* Yeah. It's no big deal.

## Unit 2

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### Lesson A

Everywhere we look these days, we see images of celebrities. Celebrity magazines, which outnumber news magazines, are on every newsstand. We love to read about the people that celebrities date, the clothes they wear, and especially their problems, which the media will often invent. Then there's reality TV. Millions of viewers avidly follow reality and talent shows, which make ordinary people into instant celebrities. There are even shows that pay for plastic surgery, so people can look like their favorite celebrity. So, why are we so obsessed? Well, there's a simple scientific reason for it, which might make you feel better about your own interest in celebrity gossip. Psychologists say it's natural for us to talk about or imitate the people who are the most successful in our society. In ancient times, people gossiped about kings and leaders, who were the celebrities of their day. Nowadays, it's actors, musicians, or athletes. And with TV and the Internet, they come right into our homes, which almost makes them part of the family.

So our obsession with celebrity is perfectly normal, which is reassuring – don't you think?

### Lesson C

- Anna* Did you see that video clip I emailed you?
- Pedro* Um, no. I don't generally tend to watch them, which is unusual, I guess. What was it?
- Anna* Oh, it's a couple of talking cats. It's hilarious.
- Pedro* Yeah? I don't mind the funny ones. You know what I don't like? People do really dangerous things and video it – like riding bikes off walls.
- Anna* Which is stupid, I know.
- Pedro* You know what gets me, too? Some of the home videos people post. They're so boring.
- Anna* That's true. But you know what's amazing? The number of hits they can get. I mean, they get millions.
- Pedro* Which is incredible. I just don't get it.

## Unit 3

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### Lesson A

- Presenter* We asked people around the world: What are some of the highlights of your life so far?

- Janie* Oh, I've been pretty lucky up until now. For one thing, I've traveled a lot. I lived in Italy a couple of years ago. That was amazing. Then after Italy, I went to Central America and

worked with a team of volunteers. We were rebuilding homes after a major earthquake for two months. It was hard work but so rewarding. Life has definitely been interesting so far.

- Marcos* Um, I've done some interesting things in the last few years. I started a band the year before last, though it didn't last – we broke up after six months. But it was fun. And I've been coaching a local soccer team for the last two years. That's been good. We've won most of our matches. I still haven't decided what I want to do after I graduate. I haven't thought too much about it . . . yet. But that's OK!
- Ginny* Well, we haven't really done anything except work over the last few years. We met when we were in college. Shane was getting his master's, and I was studying design. Then Shane started his PhD. Since then, he's just been concentrating on school.
- Shane* Ginny got an internship at a fashion company last year. That was a big thing for her. You've been enjoying it so far, haven't you?

## Lesson C

- Arnold* Look at this old class photo. I mean, look at our hair!
- Brad* I know. You should see one of my school photos. We'd forgotten it was picture day, and looking back, picture day was a big deal in our house. My mom showed the photos to everybody and sent them out to my aunts. I hated it.
- Arnold* No wonder.
- Brad* Yeah. And she made me wear a shirt and tie. It's no wonder I hated it. But anyway, back to my story . . . so this one day I went to school as usual, which means I hadn't combed my hair and I was wearing an old T-shirt. I mean, when I think about it, I was always really scruffy-looking.
- Arnold* Yeah, me too. I didn't care how I looked back then.
- Brad* No, me neither. So anyway, where was I?
- Arnold* You went to school on picture day all scruffy . . .

## Unit 4

### Lesson A

In today's job market, candidates face stiff competition. The evidence suggests that applicants who do their homework on an employer before they submit an application stand out from the crowd. Recent research shows what employers look for in new hires. And information like this is often the key to landing your dream job.

So what do employers want? Well, first of all, they want people who have long-term potential. In interviews, show interest in moving ahead in your career. Ask about the career paths of other employees and possible promotions. They also look for evidence you can work well with others. Give an example of how you collaborated with others on a project to make progress, meet deadlines, or achieve a goal.

They want to know that you have the ability to make money for the company. Explain how your work can make or save money for the company.

You should also have an impressive résumé. On your résumé, highlight the experience and skills that are relevant for each employer, as well as details of your education. Show your résumé to a career counselor or someone with experience in management, and follow their advice. Their feedback is invaluable.

And finally, employers want you to have relevant work experience. Emphasize the skills and knowledge you have acquired in other jobs, and include any relevant training you have had. Good luck!

### Lesson C

- Jake* How are the interviews going? Any luck yet?
- Tori* Yeah, as a matter of fact, I just had an offer from a biotech company . . . but I'm having second thoughts about it.
- Jake* And why's that?
- Tori* Well, it's a fabulous opportunity with a great salary and everything, but you know, I don't know if it's really "me" – being stuck in a lab all day. I'm not sure it would be rewarding enough.
- Jake* So you're not tempted by the money, then?
- Tori* Not really. I mean, money is a factor, obviously. But seriously, it's not that important. As a matter of fact, I've been considering teaching. I just want to do something that involves people more. But I don't know if they need teachers, really.
- Jake* Well, interestingly enough, I just read an article that said there's a real shortage of science teachers – so, in fact, teaching might be a good choice for you.

## Unit 5

### Lesson B

*Presenter* We wanted to find out what people think the biggest challenges facing the world today are. So we asked people around the world for their views and hopes for the future. Here's what they said.

- Aya* Well, I wish we could eradicate poverty. The gap between the rich and the poor keeps getting bigger. There's something like two billion people who live below the poverty line. I just wish we distributed wealth more fairly.

- Luis* I guess I'd choose protecting the environment. And pollution is, I think, the biggest problem. I just wish everywhere hadn't gotten so polluted. Environmental protection is critical if we're going to survive. I also wish we invested more in "green" projects. I hope that makes sense.
- Gabrielle* The biggest challenge? The eradication of hunger. I really wish someone would find a solution. You see all these poor, starving people – 16,000 kids die every day from starvation. No one should be hungry in this day and age. The problem is mostly one of food distribution. There are enough wealthy countries to solve it. I just wish I knew what to do about it.
- Tom* Um, there are so many unemployed people, especially with the economy the way it is right now. I wish the government would do something to reduce unemployment and create

new jobs. I hope they put more investment in job creation.

## Lesson C

- Lucia* I wish I knew what to get my nephew for his birthday. I should have thought about it earlier, and I wouldn't be in this last-minute panic now.
- Jim* I suppose there's no point in getting him just another toy.
- Lucia* Yeah. You know, the average kid here has 150 toys, which is unbelievable. It's just ridiculous. ..
- Jim* I suppose it is.
- Lucia* ... especially when there's so much poverty in the world. I mean, suppose everybody gave to charity instead of buying useless gifts.
- Jim* But just imagine you were five years old and you got this card from your aunt that said she planted a tree for you somewhere. I mean, how disappointed would you feel?
- Lucia* I suppose. Well, what if I adopted a polar bear for him?

## Unit 6

### Lesson A

- Professor* So, imagine the headline 20 years from now: "Only one day left to turn in your old coins and bills." Is this really going to happen? And if it does, what will it be like, do you think, to have a cashless society?
- Amanda* Well, I mean, most people don't carry much cash now – I mostly use my debit card. And for bigger things, I use a credit card. So I think people are going to be using a lot less cash in the future. And in 20 years, we'll probably be doing all our shopping online, so there may not be a need for cash then.
- Oliver* But if we only use credit cards, then what are kids going to do? Will they have to carry prepaid debit cards? It just seems unlikely to me. I mean, we might see less cash in the future, but it won't be disappearing anytime soon. Though I have to say, it'll be good to get rid of those small coins.
- Sam* I agree that everyone's going to use credit cards more. But the problem is, if we don't have better security, then there'll be more fraud and identity theft and everything. It's just a thought, but if paper money becomes obsolete, then our grandchildren might be looking at it in museums!
- Judith* I think in the future, every phone will have a chip that carries all our personal information – you know, our bank details and everything.

We may not even need credit or debit cards. So you'll just use your cell phone when you buy things. It's already happening in some parts of the world, which is interesting.

## Lesson C

- Chris* Wow! There's almost no one here tonight.
- Tina* Yeah. You know, I wonder if we'll still be going to the movies in ten years.
- Harry* Oh, I think so.
- Tina* I don't know. I'd say we probably won't. It's easier to watch movies at home – cheaper, too.
- Harry* Yeah, but going to the movies is different. It's more social.
- Chris* And it's a great first date. That's not going to change, is it?
- Harry* I hope not. I would think that movie theaters will find ways to attract more people.
- Tina* I guess so. But like what?
- Harry* Well, things that make movies more realistic, like seats that move.
- Tina* Ugh. I get motion sickness.
- Chris* And gaming. And you'll be able to choose how the movie ends.
- Harry* Yeah. I would imagine people will always want to go to the movies, but it'll be a different experience.

## Unit 7

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### Lesson B

*Presenter* Does family size matter? We asked “only children” and siblings to compare experiences growing up. Here’s what they said.

*Osman* People often say, “It must be stressful to live like that.” But it wasn’t. There was always somebody to play with and share secrets with and everything. I think it’s important for kids to be around other kids. I guess the only thing was, I used to long for somewhere quiet to study.

*Sophia* I suppose I was a bit lonely being by myself all the time – I was always having to find ways to occupy myself. And like, there was no one else to blame if I got into trouble – I couldn’t get away with anything! It’s hard to tell how it affected me, but . . . it’s not worth worrying about now, though.

*Lilli* Looking back, I don’t know how my mom did it as a single parent. It was impossible for her to have time for herself. Still, we always had enough to eat, nice clothes to wear, books to read, etc. We were very close, maybe because it was just the three of us.

*Sean* Personally, I had no real problems growing up. I got lots of attention, but I guess there was a lot of pressure on me to do well in school. I

mean, I don’t feel I missed out on anything. I had lots of opportunities to socialize with other kids in school.

### Lesson C

*Sarah* So how are things going, now that you’ve graduated?

*Franco* OK, but it was hard moving back in with my parents. I’m not saying we don’t get along, but frankly there’s a bit of friction. You know, they have all these rules.

*Sarah* Well, I have to say, it is their house. What I mean is, it’s probably not easy for them, either.

*Franco* I know. I’m just saying it’s hard to get used to. And they’ve even asked me to pay rent now.

*Sarah* Well, . . . you’d have to pay rent if you had your own place.

*Franco* I know. I don’t mean that they should support me completely, but I could use some help till I get on my feet. In other words, I just wish they’d give me a break.

*Sarah* Well, you could always work more hours if you need to.

## Unit 8

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### Lesson A

*Anchor* Hello and welcome to our video podcast on developments in the fields of technology and the future. In this episode, we’re going to be looking at the future of farming.

By the year 2025, the world population is expected to rise to 8 billion. In order to grow enough food, it is estimated that 1 billion hectares (that’s almost 2.5 billion acres) of new land will be needed – that is, if the farming methods that are practiced today continue. Environmentalists say something must be done if food shortages are going to be avoided. That’s why the idea of “vertical farming” is being discussed at an eco-conference this week. Celia Hernandez, our environmental correspondent, joins me. Celia, what is vertical farming? And where did the idea come from?

*Celia* The idea was developed by Dickson Despommier, a professor at Columbia University, back in 1999. Vertical farms are basically high-rise greenhouses that can be built in cities. So crops will be grown indoors – and in water instead of in soil.

*Anchor* And what are the advantages of growing food in this way?

*Celia* Well, supporters say it’s more reliable because crops won’t be affected by weather conditions like drought or cold. It’s also more environmentally friendly, because waste can be composted and water will be recycled. And because crops will be grown, harvested, and consumed in the same urban area, transportation costs will be greatly reduced. So in theory, food should be cheaper, too.

*Anchor* Well, thank you very much for your time, Celia. And thank you for watching. See you next time!

### Lesson C

*Edward* I think the main problem with our diet these days is that we eat too much processed food. Take cereal, for instance. If you look at the list of ingredients, you can’t even pronounce most of them.

*Debra* Oh, I know.

*Edward* I mean, can all those additives be good for you?

*Debra* Yeah, and look at food coloring and artificial flavors. I mean, why do they need to add that stuff?

*Edward* I know. I imagine most people don't read the labels.

*Debra* And then the manufacturers make all those claims such as "Lowers your cholesterol." I mean, do

most people really believe that stuff? I think a lot of those claims are misleading.

*Edward* Yeah, I have to say, we're not very well-informed about food, generally.

## Unit 9

### Lesson B

*Anna* I think some of the happiest moments in my life were playing on this beach as a kid.

*Wesley* Yeah? My happiest moment was graduating from college, when all that hard work finally paid off.

*Anna* You know, college really wasn't my thing. I mean, I tried to make the most of it. But I got so stressed, taking exams all the time. I remember sitting outside on the last night, talking. My friends were out there with me, crying. And I was sitting there, thinking, "Gosh, I'm glad it's all over!"

*Wesley* And look at you now – with a successful career and everything.

*Anna* I know. There are so many things going on in my life. And being successful feels good. But it's not everything. Remember when we were kids and we'd run around, playing in the sand, not caring about anything?

*Wesley* Yeah. Hey, look – there are some people digging for clams over there. Want to look for some?

*Anna* Sure. Come on. I'll race you!

### Lesson C

*Professor* So, how do you define happiness and success? Are they the same thing?

*Marta* As far as I can tell, they're not necessarily the same thing. I mean, according to a recent job-satisfaction survey, accountants are the most unhappy. But as far as careers go, accounting is considered one of the best.

*Frank* Yeah. I mean, we're brought up to believe that happiness means having lots of money – a big house and everything. But as far as I'm concerned, you can't define happiness in terms of what you own. No possession in the world can make you truly happy.

*Juliette* I agree. When it comes to being truly happy, it's about doing things that have meaning. You can't just sit around, waiting to be happy.

*Marta* As far as happiness is concerned, it's all about relationships, I think. You know, you need strong social networks. There's a lot of research that shows people who are lonely aren't just unhappy, but their health is affected, too.

## Unit 10

### Lesson B

*Presenter* Today we're asking experienced travelers what special items they take with them on a trip.

*Carl* Well, people I meet often ask me whether I'm married or have any kids, so I always have a few family photos to show them.

*Hugo* I find traveling so exhausting. A friend told me to try green tea. It energizes you. I always take some with me now.

*Teri* My co-worker wanted to know if I had any tips for sleeping better in hotel rooms. I advised her to take an eye mask and earplugs. I always carry them with me.

*Hannah* People often ask me why I always take a scented candle with me when I travel. It makes a hotel room feel more like home.

*Erkan* My sister asked me to lend her a flashlight for a road trip she was taking. Up until then, it had never occurred to me how useful it could be – especially if you go out at night and there are no streetlights. So now I always take one with me.

*Raquel* I always take my own favorite shampoo and conditioner. A friend of mine who's a

hairstylist told me not to use the ones that you find in cheap hotels. They can damage your hair.

### Lesson C

*Shane* I read this article that said people would be taking vacations in space within a couple of decades. Can you imagine going into space? It would be such a weird sensation.

*Ginny* Weird in what way? Isn't it just like being on a plane, only higher up?

*Shane* Yeah, but imagine being weightless and floating around.

*Ginny* Oh, you mean eating your lunch upside down? Yeah, that would be weird.

*Shane* But it'd be fascinating – like the trip of a lifetime. A voyage into the unknown.

*Ginny* So what you're saying is you could live out your Star Trek fantasy. Hmm. I think I'd prefer to keep my feet on the ground.

*Shane* So, I guess you won't be coming, then, when I blast off into outer space?

*Ginny* I doubt it. You know I don't even like roller coasters!

## Unit 11

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### Lesson A

*Presenter* Weddings can tell you a lot about a culture. So we asked people around the world about the wedding traditions in their country. Here's what they said. When is a good time to get married?

*Björn* The best time here in Sweden is in the summer, when it stays light all night.

*Ming Wei* It depends. Here it's often decided by a fortune-teller, whose job is to choose the best day.

*Alex* Any weekend when you can get off work.

*Presenter* What's your favorite part of the wedding?

*Rodrigo* There's a very touching moment when the bride walks down the aisle with her bridesmaids, and the groom turns and sees her in her wedding dress for the first time.

*Gosia* My favorite part is when they go to the reception, where the couple is met by their parents. The parents give the newlyweds a gift of bread and salt, which in Poland symbolize the prosperity and hardship of life.

*Manny* It's when the bride and groom exchange their vows.

*Presenter* How have weddings changed in recent years?

*Kumiko* There was a time when weddings were very traditional in Japan, but that changed in the 1980s, when western-style ceremonies became more popular.

*Jun Ho* In South Korea, marriages were traditionally arranged by a matchmaker, whose responsibility was to find the right partner for you. I have lots of friends back home whose parents met that way, but arranged marriages aren't as common there nowadays.

*Cassidy* There aren't as many religious weddings. Some people go to Hawaii, where they get married on the beach, or there are actually places in the States where a celebrity look-alike, like Elvis, performs a civil ceremony.

*Chris* They go on longer. They have all these bachelor and bachelorette parties now, where you celebrate with your friends. Sometimes they go on all night, and some last the whole weekend. Then there's the rehearsal dinner, where the parents of the groom host a dinner for everybody who's involved – the bridesmaids, the best man and groomsmen.

### Lesson C

*Guy* So that was interesting at your birthday party – when everyone sang “Happy Birthday” out of tune. It was kind of unusual.

*Ann* Yeah. It's a tradition here. It's weird, huh?

*Guy* Well, yeah, it's a little strange. Though I guess we have some odd traditions, too. Like where your friends pull your ear – once for every year of your age, which is also sort of silly.

*Ann* Yeah, no. A lot of traditions are a bit odd like that. Here people punch you! I'm not quite sure why we do that.

*Guy* Yeah? And I heard there are some countries where they throw flour all over you.

*Ann* Which is definitely weird.

*Guy* Yeah, no. I guess traditions can seem slightly bizarre if they're not from your own culture.

*Ann* Actually, they can seem kind of bizarre even if they are!

## Unit 12

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### Lesson B

*Presenter* We went to the park to ask people how they improved their skills. Here's what they said.

*Linda* Actually, one thing I've gotten better at is speaking in public. I used to hate doing presentations at work – it was the worst thing. And you know, the more I thought about it, the worse I'd feel. I'd just get so nervous. But then I took a public-speaking course – it seemed the best and most sensible thing to do. And that helped, so, yeah, I definitely feel happier now. I'm more confident and less nervous than I used to be, which is good.

*Lucy* I took up the flute a year or so ago, and I am improving . . . more slowly than I'd hoped, but hey – it's not an easy instrument. It's like anything, the harder you practice, the better you get. I probably don't play as often as I

should. It's hard to find time with my job – work just gets busier and busier.

*Bryan* I started mountain biking a few years back, and I just got really into it and decided to race competitively. It was actually much more difficult than I thought it would be. My biggest challenge will be a 50K race next year. It'll be the furthest I've ever cycled. I've been training harder than ever – most often on weekends – so I'm cycling faster. I'm not as fast as I'd like to be, but I'm doing better.

## Lesson C

- Jenna* Did you see that movie about that kid? She was three years old, and she did all these paintings and things and sold them for thousands of dollars.
- Sam* Yeah, I heard about that. Unbelievable, huh?
- Jenna* I mean, do you learn to paint and draw and stuff? Or are you just born with that kind of talent?
- Sam* Good question. It's the nature versus nurture thing. Her parents were probably always pushing her and everything.
- Jenna* It's like those six-year-old pianists that play classical concerts and that kind of thing. You have to be gifted.
- Sam* No doubt. But I'm sure they still have to do a lot of hard work and practice and all that.
- Jenna* True. But I still can't do paintings and that kind of thing.
- Sam* I know. Me neither. It's too bad when a six-year-old is more talented than you!